

## Curriculum Framework for Visual Arts

School: First State Military Academy

Curricular Tool: Teacher Developed

Course: Art Appreciation

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<b>Unit One: Creating and Understanding Art</b> <b>Timeline : 2 weeks</b>			
<p><b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p><b>1.5E</b> Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art</p> <p><b>1.6E</b> Identify different media, techniques and processes that are used to create works of art</p> <p><b>1.7E</b> Describe how media and techniques are used to create two-dimensional and three-dimensional works of art</p> <p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p>	<p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p>	<p><b>Essential Questions:</b></p> <p>Why do artists select one medium over another?</p> <p>To what extent is a work of art dependent upon the point of view of the artist?</p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does good design integrate form with function?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Explain how the principles of art are used to organize the elements of art</li> </ul>	<p><b>Suggested Formative Assessments:</b></p> <p>Participation in a Web Museum Tour</p> <p>Class discussions</p> <p>Teacher observations</p> <p>Sketchbook entries</p> <p><b>Suggested Summative Assessments:</b></p> <p>Art criticism piece</p> <p>Rubrics</p> <p>Transfer or performance task</p> <p>Creation of functional art piece</p> <p>Creation of colors</p> <p>One point perspective drawings</p>

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<p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p>		<ul style="list-style-type: none"> <li>• Identify the elements of art</li> <li>• Identify the difference between fine arts and applied arts</li> <li>• Demonstrate how a design chart can be used to identify the elements and principles in a work of art</li> <li>• Name and describe the three basic ingredients in paint</li> <li>• Describe the four basic printmaking methods</li> <li>• Name and describe the four major techniques use to create sculpture</li> <li>• Identify the four steps in the process of art criticism</li> <li>• Identify and discuss three major aesthetic theories</li> <li>• Identify and discuss the four steps in the process of art history</li> <li>• Use the four steps of the art history operations to gather information about a work of art</li> </ul>	
<p><b>Unit Two: Art of Early Civilizations</b> <b>Timeline: 2 weeks</b></p>			
<p><b>2.1E</b> Identify the elements of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>2.6E</b> Analyze the principles of design</p>	<p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p>	<p><b>Essential Questions:</b> How and why is art used as a vehicle for communication?</p> <p>What makes art more or less authentic?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon</p>	<p><b>Suggested Formative Assessments:</b> Participation in a Web Museum Tour Class discussions Teacher observations Sketchbook entries Artifact study</p> <p><b>Suggested Summative Assessments:</b></p>

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<p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.5E</b> Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>4.1E</b> Identify historical and cultural characteristics of works of art</p> <p><b>4.2E</b> Describe how the arts and artists influence each other across history and cultures</p> <p><b>4.3E</b> Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p>	<p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Art has been created by all peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>and have an influence on history?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p><b><u>Learning Targets:</u></b> Identify and discuss the four steps in the process of art history</p> <p>Use the four steps of the art history operations to gather information about a work of art</p> <p>Explain why prehistoric cave paintings may have originated</p> <p>Explain how prehistoric paintings survived.</p> <p>Name the different civilizations that were born, flourished, and declined in Mesopotamia beginning around 4500<sub>BC</sub></p> <p>Name the three major historical periods of ancient Egypt</p> <p>Explain the relationship of religion to the development of the pyramids</p> <p>Discuss the uses of sculpture, relief sculpture, and painting in ancient</p>	<p>Art criticism piece</p> <p>Rubrics</p> <p>Transfer or performance task</p> <p>Creation of clay art piece that incorporates geometric principles</p>

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<p><b>4.6E</b> Describe how history and cultures influence the visual arts</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p>		<p>Egypt</p> <p>Explain the strict set of rules imposed on Egyptian artists</p>	
<p><b>Unit Three: Art of Rising Civilizations</b> <b>Timeline: 2 weeks</b></p>			
<p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>4.1E</b> Identify historical and cultural characteristics of works of art</p> <p><b>4.2E</b> Describe how the arts and artists influence</p>	<p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Art has been created by all</p>	<p><b>Essential Questions:</b></p> <p>How and why is art used as a vehicle for communication?</p> <p>What makes art more or less authentic?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the</p>	<p><b>Suggested Formative Assessments:</b></p> <p>Web Museum Tour</p> <p>Class discussions</p> <p>Teacher observations</p> <p>Sketchbook entries</p> <p>Artifact study</p> <p><b>Suggested Summative Assessments:</b></p> <p>Art analysis piece</p> <p>Rubrics</p> <p>Transfer or performance task</p> <p>Compare and contrast paper on differences in Greek and Roman Sculpture.</p>

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<p>each other across history and cultures</p> <p><b>4.3E</b> Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p> <p><b>4.6E</b> Describe how history and cultures influence the visual arts</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a</p>	<p>peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>	<p>merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p><b><u>Learning Targets:</u></b> Describe the three orders of decorative style that originated in Greece</p> <p>Identify the contributions of the ancient Greeks to the history of art</p> <p>Explain how Greek sculpture changed over time from the Archaic period, through the Classical period, to the Hellenistic period</p> <p>Discuss the contributions of Myron, Phidias, and Polyclitus to Greek sculpture</p> <p>Name the ways in which Roman artists improve on earlier building processes</p> <p>Describe a Roman bath and explain why this kind of structure was so important to the Romans</p> <p>Describe the characteristics of Roman public buildings</p>	

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<p>voice of one or a voice of many</p> <p><b>6.1E</b> Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p><b>6.2E</b> Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.3E</b> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p><b>6.4E</b> Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>			
<p><b>Unit Four: Art Of Asia, The Americas, And Africa</b> <b>Timeline: 2 weeks</b></p>			
<p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>4.1E</b> Identify historical and cultural characteristics of works of art</p> <p><b>4.2E</b> Describe how the arts and artists influence each other across history and cultures</p> <p><b>4.3E</b> Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> Speculate on how history and culture give</p>	<p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Art has been created by all</p>	<p><b>Essential Questions:</b></p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>What makes art more or less authentic?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p> <p>What makes some works of art great?</p>	<p><b>Suggested Formative Assessments:</b></p> <p>Web Museum Tour Class discussions Teacher observations Sketchbook entries Artifact study</p> <p><b>Suggested Summative Assessments:</b></p> <p>Art analysis piece Rubrics Transfer or performance task Create a negative shape painting Artist study</p>

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<p>meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p> <p><b>4.6E</b> Describe how history and cultures influence the visual arts</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p> <p><b>6.1E</b> Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p><b>6.2E</b> Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.3E</b> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p>	<p>peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>	<p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Explain how the Hindu and Buddhist religions influenced the architecture and sculpture of India</li> <li>• Identify major Chinese dynasties and discuss the important artworks produced during each</li> <li>• Trace the influences on Japanese art</li> <li>• Identify specific Japanese art styles</li> <li>• Identify the contributions to art made by the Native American cultures in the Artic, Northwest Coast, Southwest, Great Plains, and Woodland regions</li> <li>• Discuss the influence of geography and beliefs on the artworks created by those Native American cultures</li> <li>• Identify the contributions to art made by the Olmec, the Maya, the Aztecs, and the Incas</li> <li>• Identify important features in the art and architecture of the Empire of Mali</li> <li>• Name and describe the different types of figures created by African artists, and explain their functions</li> </ul>	

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<p><b>6.4E</b> Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>		<ul style="list-style-type: none"> <li>Identify the medium and the technique used in the production of most African sculpture</li> <li>Discuss the purposes of African masks</li> </ul>	
<p><b>Unit Five: Art in Quest Of Salvation</b> <b>Timeline: 2 weeks</b></p>			
<p><b>1.3E</b> Use media and tools in a safe and responsible manner</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>4.1E</b> Identify historical and cultural characteristics of works of art</p> <p><b>4.2E</b> Describe how the arts and artists influence each other across history and cultures</p> <p><b>4.3E</b> Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p>	<p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art has been created by all peoples, in all times and in all places.</p>	<p><b>Essential Questions:</b></p> <p>Why do artists select one medium over another?</p> <p>To what extent is a work of art dependent upon the point of view of the artist?</p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>How and why is art used as a vehicle for communication?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p>	<p><b>Suggested Formative Assessments:</b></p> <p>Web Museum Tour</p> <p>Class discussions</p> <p>Teacher observations</p> <p>Sketchbook entries</p> <p>Artifact study</p> <p><b>Suggested Summative Assessments:</b></p> <p>Art analysis piece</p> <p>Rubrics</p> <p>Transfer or performance task</p> <p>Create a negative shape painting</p> <p>Artist study</p> <p>Study and examine the process of creating beautiful and intricate illuminated letters and create one of your own by using the initial of your first name.</p> <p>Create a line drawing of a symmetrical gothic building or church in pen and ink.</p>

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<p><b>4.6E</b> Describe how history and cultures influence the visual arts</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p> <p><b>6.1E</b> Compare and contrast relationships and characteristics between the visual arts and other disciplines</p>	<p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>	<p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p><b>Learning Targets:</b> Explain how early Christians used art to express their religious beliefs</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Discuss the influence of Islam on the art of the Fertile Crescent and Moorish Spain</li> <li>• Explain the importance of book illustrations in Islamic art</li> <li>• Identify the three periods of the Middle Ages and identify art pieces from each.</li> <li>• Discuss the importance of monasticism and the contributions of monks to the art and architecture of the Early Medieval period</li> <li>• Discuss the effects of feudalism on Romanesque architecture</li> <li>• Describe the structural changes made in churches during the Romanesque period</li> <li>• Describe the main features of Gothic architecture</li> <li>• Explain how the sculptures on Gothic cathedrals differed from sculptures on Romanesque churches</li> <li>• Discuss the effects of feudalism</li> </ul>	

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		on Romanesque architecture <ul style="list-style-type: none"> <li>Describe the structural changes made in churches during the Romanesque period</li> <li>Describe the main features of Gothic architecture</li> <li>Explain how the sculptures on Gothic cathedrals differed from sculptures on Romanesque churches</li> <li>Analyze how linear perspective and aerial perspective are used to create depth and space</li> </ul>	
<b>Unit Six: Art of An Emerging Modern Europe</b> <b>Timeline: 2 weeks</b>			
<p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p>	<p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Art has been created by all peoples, in all times and in all places.</p>	<p><b>Essential Questions:</b> How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>What makes art more or less authentic?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Explain the impact of the printing press on the period</li> <li>Identify the ideas of the</li> </ul>	<p><b>Suggested Formative Assessment:</b> Web Museum Tour Class discussions Teacher observations Sketchbook entries Artifact study Locate images from DaVinci's sketches in books and on the internet. Make a list of things that Leonardo studied as an artist engineer, and scientist.</p> <p><b>Suggested Summative Assessments:</b> Art analysis piece Rubrics Transfer or performance task Create a negative shape painting Artist study</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.4E</b> Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p>	<p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>Renaissance and their influence on art and artists</p> <ul style="list-style-type: none"> <li>• Identify the artists of the High Renaissance and describe their contributions</li> <li>• Discuss the precision and color that mark the works of Jan van Eyck</li> <li>• Explain what Mannerism is and why it developed</li> <li>• Identify mannerist characteristics in the works of Parmigianino, Tintoretto, and El Greco</li> <li>• Identify the most common subject of Spanish paintings during the seventeenth century</li> <li>• Identify the difference between Baroque and Rococo art</li> </ul>	
<p><b>Unit Seven: Art of the Modern Era</b> <b>Timeline: 2 weeks</b></p>			
<p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p>	<p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Artists make thoughtful choices in creating works of</p>	<p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in</p>	<p><b>Suggested Formative Assessment:</b> Web Museum Tour Class discussions Teacher observations Sketchbook entries</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.4E</b> Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting</p>	<p>art.</p> <p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p>	<p>other disciplines?</p> <p>What makes art more or less authentic?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Describe the Neoclassic style and discuss the works of artists who practice this style</li> <li>• Define Romanticism and discuss some of the works created by artist associated with this style</li> <li>• Identify the two major English landscape painters of the period and compare their works</li> <li>• Define Realism and identify some artists associated with this style of painting</li> <li>• Identify the objectives of the Impressionists and describe the painting techniques they developed to achieve those objectives</li> <li>• Identify major Impressionist painters and describe some of their works</li> <li>• Describe the sculptures of Auguste Rodin and explain his relationship to the Impressionists</li> <li>• Define and explain Post-Impressionism</li> <li>• Describe the painting styles of Paul Cezanne, Vincent van Gogh, and Paul Gauguin</li> </ul>	<p>Artifact study</p> <p><b>Suggested Summative Assessments:</b></p> <p>Art analysis piece</p> <p>Rubrics</p> <p>Transfer or performance task</p> <p>Create a negative shape painting</p> <p>Artist study</p> <p>Create a pointillism painting</p> <p>Investigate the work of Kandinsky. Choose an emotion you can visually communicate. Pick a medium and create the emotion as a painting or visual message.</p> <p>design a mural for the school that makes a strong visual statement about the larger community.</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p>		<ul style="list-style-type: none"> <li>• Identify two of the first Realists in American painting, and describe their styles</li> <li>• Explain the style and objectives of the Fauves and identify two artists associated with this movement</li> <li>• Discuss the objectives of the Expressionists and names some of the artists associated with this art movement</li> <li>• Define nonobjective art</li> <li>• Describe the ideas underlying Cubism and identify artists associated with this style</li> <li>• Identify trends in architecture since the middle of the twentieth century</li> <li>• Describe Postmodern architecture and identify important Postmodern architects</li> <li>• Discuss the impact of technology on contemporary art</li> </ul>	
<p><b>Unit Eight: The Golden Mean to an End (DOE Model Unit)</b> <b>Timeline: 2 weeks</b></p>			
<p><b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art</p> <p><b>1.2E</b> Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p>	<p>Design is inherent in nature.</p> <p>Design is a plan and process. Artists make thoughtful choices in creating works of art.</p> <p>Form and function may or may not be related to one another.</p>	<p><b>Essential Questions:</b></p> <p>How is design expressed in the natural and human-made environment?</p> <p>To what extent does good design integrate form with function?</p> <p>What makes a great work of art?</p>	<p><b>Suggested Formative Assessments:</b></p> <p>Class discussions</p> <p>Teacher observations</p> <p>Artistic process—teacher observation of technique, work habits, and procedures.</p> <p>Thumbnail sketches.</p> <p>Class discussion—description on the Golden Ratio found in everyday objects</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p><b>4.1E</b> Identify historical and cultural characteristics of works of art</p> <p><b>4.2E</b> Describe how the arts and artists influence each other across history and cultures</p> <p><b>4.3E</b> Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>6.3E</b> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p>	<p>Art is a universal symbol system that transcends language barriers.</p> <p>Timeless works of art are deemed important for a variety of reasons. Reflection, assessment, and refinement are key steps in the process of creating art.</p> <p>There is a relationship between mathematics and visual art.</p> <p>Design is thinking creatively.</p>	<p>How might science and art be related?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Compare, analyze, and discuss works of art.</li> <li>• Design and complete compositions based upon the Golden Mean.</li> <li>• Organize visual information.</li> <li>• Use technology to locate and access resources.</li> <li>• Talk about and critique their personal work.</li> <li>• Identify works of art that illustrate the Golden Mean.</li> </ul>	<p>Worksheets on the Greek Golden Face, constructing a Golden Spiral and Golden Rectangle.</p> <p><b>Suggested Summative Assessment:</b></p> <p>Students will analyze and compare examples in nature with artworks created by man then demonstrate properties of the Golden Mean. Students will use information from the analysis to generate ideas to design a composition using the Golden Mean and inspired by nature. These concepts will carry over to a series of drawings exploring how the Golden Mean is used in figure drawing and portraiture. Performance and transfer tasks</p> <p>Rubrics Portfolio reviews Written responses to Web Quest about historical uses of Golden Mean. The Golden Ratio quiz.</p>

## Curriculum Framework for Visual Arts

School: First State Military Academy Curricular Tool: Teacher Developed Course: Drawing

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<b>Unit One: Introduction to Drawing</b> <b>Timeline : 6 lessons</b>			
<p><b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art</p> <p><b>1.3E</b> Use media and tools in a safe and responsible manner</p> <p><b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p><b>1.6 E</b> Identify different media, techniques and processes that are used to create works of art</p> <p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p>	<p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p>	<p><b>Essential Questions:</b></p> <p>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>To what extent does good design integrate form with function?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of art.</li> <li>Describe the ways artists use the principles of art to organize the elements of art in their drawings.</li> <li>Analyze how the elements and principles of art are used to achieve unity</li> <li>Complete a drawing using mixed media</li> <li>Create gesture and contour drawings</li> </ul>	<p><b>Suggested Formative Assessment:</b></p> <p>Vocabulary Splash Experiments with texture Teacher observation Sketchbook</p> <p><b>Suggested Summative Assessment:</b></p> <p>Portfolio selections with summary of the processes used to complete selected work. Rubrics Artist study Vocabulary quiz Design Charts for self, peer and artist assessment</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
	<p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p>	<ul style="list-style-type: none"> <li>List the four steps in the art-criticism process</li> <li>Identify and describe three theories of art</li> <li>Describe three kinds of aesthetic qualities</li> </ul>	
<p><b>Unit Two: Lines</b> <b>Timeline: 4 lessons</b></p>			
<p><b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art</p> <p><b>1.2E</b> Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p><b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p><b>1.7 E</b> Describe how media and techniques are used to create two-dimensional and three-dimensional works of art</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p>	<p>Artists must understand media, techniques and process as tools to communicate</p> <p>Artists consider multiple approaches to visual problems</p> <p>Form and function may or may not be related one to the other</p> <p>Perspective</p> <p>Movement</p> <p>Contrast</p>	<p><b><u>Essential Questions:</u></b></p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>How can lines express emotion?</p> <p>Why is value an important part of the line design?</p> <p>To what extent does good design integrate form with function?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>Create a line drawing using different types of lines, using charcoal, pencil and black markers.</li> <li>Create a piece consisting of contrast, movement and rhythm.</li> <li>Create balance between their lights and darks.</li> <li>Create 2-point perspective buildings drawing using all implied lines to imply texture.</li> </ul>	<p><b><u>Suggested Formative Assessment:</u></b></p> <p>Teacher observation Participation in class discussion Sketchbook entries</p> <p><b><u>Suggested Summative Assessment:</u></b></p> <p>Performance task Rubrics Vocabulary work</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
		<ul style="list-style-type: none"> <li>Evaluate and discuss their pieces and pieces of their peers using a critique protocol and rubric.</li> <li>Analyze artist’s work and thoughts on why they created their pieces and their use of lines.</li> </ul>	
<b>Unit Three: Imitational Timeline: 8 lessons</b>			
<p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p>	<p>Art is a form of expression that employs a system of visual symbols.</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p>	<p><b>Essential Questions:</b> Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How and why is art used as a vehicle for communication?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Explain how an imitationalist judges drawings</li> <li>Describe the literal qualities in drawings</li> <li>Understand and demonstrate the use of proportion, negative space, shadows, and perspective in</li> </ul>	<p><b>Suggested Formative Assessment:</b> Vocabulary Splash Experiments with texture Teacher observation Sketchbook Students judge drawing based on their literal qualities, and give reasons for their judgment.</p> <p><b>Suggested Summative Assessment:</b> Portfolio selections with summary of the processes used to complete selected work. Rubrics Artist study Vocabulary quiz Design Charts for self, peer and artist assessment</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.5E</b> Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of Art</p>		<p>imitational drawings</p> <ul style="list-style-type: none"> <li>Identify the basic structural proportions of the head and facial features</li> </ul>	
<p><b>Unit Four: Formal Drawings</b> <b>Timeline: 8 lessons</b></p>			
<p><b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art</p> <p><b>1.2E</b> Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p><b>1.3E</b> Use media and tools in a safe and responsible manner</p> <p><b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p><b>1.5E</b> Compare and contrast the different effects</p>	<p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p>	<p><b>Essential Questions:</b></p> <p>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>To what extent is a work of art dependent upon the point of view of the artist?</p> <p>To what extent is a work of art</p>	<p><b>Suggested Formative Assessment:</b></p> <p>Vocabulary Splash Experiments with texture Teacher observation Sketchbook Students judge drawing based on their design qualities and give reasons for judgment</p> <p><b>Suggested Summative</b></p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>created by various two-dimensional and three-dimensional works of art</p> <p><b>1.6 E</b> Identify different media, techniques and processes that are used to create works of art</p> <p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as</p>	<p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought</p> <p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>dependent upon the point of view of the viewer?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does good design integrate form with function?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Identify and describe design qualities in drawings</li> <li>• Use the art elements of shape and texture effectively.</li> </ul>	<p><b>Assessment:</b></p> <p>Portfolio selections with summary of the processes used to complete selected work.</p> <p>Rubrics</p> <p>Artist study</p> <p>Vocabulary quiz</p> <p>Design Charts for self, peer and artist assessment</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p>			
<p><b>Unit Five: Emotional Drawings</b> <b>Timeline: 8 lessons</b></p>			
<p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements</p>	<p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p>	<p><b>Essential Questions:</b> To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p>How and why is art used as a vehicle for communication?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p>	<p><b>Suggested Formative Assessment:</b> Vocabulary Splash Experiments with texture Teacher observation Sketchbook Students judge drawings based on their expressive qualities and give reasons for judgment</p> <p><b>Suggested Summative Assessment:</b> Portfolio selections with summary of the processes used to complete selected work.</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>of art and principles of design to convey ideas in works of art</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.4E</b> Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p>	<p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Interpret the feelings, moods, and ideas express by artists in drawings</li> <li>• Communicate ideas and emotions in abstract and realistic drawings</li> <li>• Express humor in drawings</li> <li>• Create illustrations that express ideas and emotions</li> <li>• Produce mixed media artworks that express ideas and emotions</li> </ul>	<p>Rubrics Artist study Vocabulary quiz Design Charts for self, peer and artist assessment</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p>			
<p><b>Unit Six: It Ain't Heavy, It's My Baggage (Model Unit)</b> <b>Timeline: 8 lessons</b></p>			
<p><b>4.1E</b> Identify historical and cultural characteristics of works of art</p> <p><b>4.2E</b> Describe how the arts and artists influence each other across history and cultures</p> <p><b>4.3E</b> Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p> <p><b>4.6E</b> Describe how history and cultures influence the visual arts</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as</p>	<p>Art has been created by all peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p><b>Essential Questions:</b></p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>Why study art history?</p>	<p><b>Suggested Formative Assessment:</b></p> <p>Vocabulary Splash Experiments with texture Teacher observation Sketchbook Critique protocol</p> <p><b>Suggested Summative Assessment:</b></p> <p>Portfolio selections with summary of the processes used to complete selected work. Rubrics Artist study Vocabulary quiz Design Charts for self, peer and artist assessment</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p> <p><b>6.1E</b> Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p><b>6.2E</b> Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.3E</b> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p><b>6.4E</b> Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>The means to create art always changes.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Identify the steps of art history</p> <p>Describe characteristics of several styles and periods of art</p>	
<p><b>Unit Seven: Special Topics in Drawings</b> <b>Timeline: 8 lessons</b></p>			
<p><b>4.1E</b> Identify historical and cultural characteristics of works of art</p> <p><b>4.2E</b> Describe how the arts and artists influence each other across history and cultures</p>	<p>Art has been created by all peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p>	<p><b><u>Essential Questions:</u></b></p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p>	<p><b><u>Suggested Formative Assessment:</u></b></p> <p>Vocabulary Splash Experiments with texture Teacher observation</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><b>4.3E</b> Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p> <p><b>4.6E</b> Describe how history and cultures influence the visual arts</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p> <p><b>6.1E</b> Compare and contrast relationships and characteristics between the visual arts and other</p>	<p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>The means to create art always changes.</p>	<p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>Why study art history?</p> <p><b>Learning Targets:</b> Identify the steps of art history</p> <p>Describe characteristics of several styles and periods of art</p>	<p>Sketchbook</p> <p><b>Suggested Summative Assessment:</b> Portfolio selections with summary of the processes used to complete selected work. Rubrics Artist study Vocabulary quiz Design Charts for self, peer and artist assessment</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>disciplines</p> <p><b>6.2E</b> Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.3E</b> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p><b>6.4E</b> Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>			