

Curriculum Framework Visual Arts

School: **Kuumba Academy Charter School** **Curricular Tool:** Teacher-created in cooperation with the Christina Cultural Arts Center **Grade: 6** **Teacher:** _____

Visual Arts / Arts Integration

The Kuumba arts curriculum includes both visual and performing arts and offers students a unique integration opportunity within the academic program. The visual arts curriculum is designed around a Fall and Spring Expedition, which is part of a fully integrated educational experience that aligns the four content areas, visual art, and technology. At Kuumba, students will receive visual arts instruction through a weekly art class that is taught by a certified art teacher and also have integrated arts learning opportunities throughout the core academic program. All teachers at the Kuumba will be trained in the Arts Integration Solutions instructional framework and through this professional development will learn strategies for arts integration within their core content area. As part of their regular integrated instructional planning, each grade level team in the middle school will also have opportunities to collaborate with teaching artists from both KACS and the Christina Cultural Arts Center to provide students with a comprehensive arts integrated experience- a standards driven blend of the arts and academic content. For example, as students move into an expedition, the introduction, concept development, planning, and big ideas are introduced and embedded in both the core content and arts classes. Throughout the unit the students' thinking is developed in both the visual arts classes and within the core content area. When appropriate teachers and teaching artists will co-teach lessons to enhance the integrated experience. The actual production of the final artwork will likely be produced under the watchful eye of the art instructor during the visual arts class where students have access to materials and can receive feedback on the visual arts content of their project. In this model of arts integration, about two-thirds of the sessions outlined below will occur in the weekly visual arts class. The additional sessions will be completed as integrated lessons in various content areas, as appropriate to the content of the expeditions.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Fall Expedition: “Those Who Came Before Us” and “The First American: Kennewick Man and the Settlement of North America”			
Unit One: Identifying Fossils as Evidence of Migration			
Timeline : 5 Sessions			
1.2E Use selected two dimensional and three-dimensional media to communicate ideas 1.3E Use media and tools in a safe and responsible manner 1.5D Compare and contrast the different effects created by various two dimensional and three-dimensional works of art 1.7D Describe how media and techniques are used to create two dimensional and three dimensional works of art 2.2E Select and use the elements of art in works	<u>Unit Concepts</u> Determine how fossils are used to understand migration patterns Recreate fossils found in nature <u>Big Ideas</u> Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Art is a form of expression that employs a system of visual symbols.	<u>Essential Questions:</u> What role do fossils play in identifying migration patterns of early Americans? How do fossils help to identify Native American ways of life? How and why is art used as a vehicle for communication? To what extent can media be manipulated using a variety of techniques and processes?	<u>Suggested Formative Assessments:</u> <ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips • Sketchbook assignments

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<p>of art</p> <p>3.2P Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.3P Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>4.3E Compare the purpose of works of art and design in history and cultures</p> <p>4.6D Describe how history and cultures influence the visual arts</p> <p>4.7D Describe how the visual arts influence history and cultures</p> <p>5.2E Identify ways the visual arts are used as communication</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>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p><u>Learning Targets – I can:</u> Identify ways in which elements found in nature describe major events in history.</p> <p>Compare and contrast how fossils found in nature effect people’s view of past historical events.</p> <p>Create used materials found in nature to create personal fossils.</p>	<ul style="list-style-type: none"> • Rubrics • Checklists <p><u>Suggested Summative Assessments:</u> Picture and Name Matching Quizzes Fossil Sequencing Process Log</p> <p>Use materials found in nature to create a fossil that would be an important piece of understanding ways of life in the 21st century. These created fossils will become a part of the final culmination project as they will help to show important features to area in which they live as well as show the importance of the location of previously discovered fossils.</p>
<p>Unit Two: Still Life in Composition Timeline: 4 Sessions</p>			
<p>1.2E Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.5D Compare and contrast the different effects created by various two dimensional and three-dimensional works of art</p> <p>1.7D Describe how media and techniques are used to create two dimensional and three dimensional works of art</p>	<p><u>Unit Concepts</u> Vegetation and healing.</p> <p>Vegetation and diet.</p> <p><u>Big Ideas</u> Vegetation found in nature can aid in healing.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p>	<p><u>Essential Questions:</u> How and why is art used to represent plants found in nature?</p> <p>What plants and herbs were found along the migration pattern of Native Americans?</p> <p>What are key plants found in nature that were used by Native Americans in healing?</p> <p>How were plants found in nature</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs

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<p>2.2E Select and use the elements of art in works of art</p> <p>3.2P Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.3P Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>4.3E Compare the purpose of works of art and design in history and cultures</p> <p>4.6D Describe how history and cultures influence the visual arts</p> <p>5.2E Identify ways the visual arts are used as communication</p> <p>5.5 P Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p>6.3P Describe and/or demonstrate how skills transfer between the visual arts and other disciplines.</p>	<p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art draws upon all aspects of human experience.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p>	<p>used in food preparation?</p> <p>What plants found in nature used by Native Americans are still used today in healing and food preparation?</p> <p>How is learning deepened through a study of visual art?</p> <p>Learning Targets– I can: Use a variety of media to research plants found in nature along Native American migration routes.</p> <p>Explore surrounding communities to discover what plants can be found in nature naturally and which of those must be cultivated through farming.</p> <p>Record finding in journal and take field notes.</p> <p>Research through media and journal field notes to create a still life representing food found in nature used by Native Americans in the past.</p> <p>Create an art “Still Life” using modern materials, which depict historical ideas surrounding Native American plants and vegetation.</p>	<ul style="list-style-type: none"> • Exit Slips • Sketchbook assignments • Rubrics • Checklists <p>Suggested Summative Assessments: Identifying and drawing edible and medicinal vegetation by creating a “Still Life”.</p> <p>These will be incorporated to aide in identification of where specific plants are found near Kennewick Man and the Settlement of North America.</p>

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Unit Three: Native American Tools and Weapons Timeline: 5 Sessions			
<p>1.1E Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2E Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.4P Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.5D Evaluate works of art in terms of structure and function</p> <p>2.6D Analyze the principles of design</p> <p>2.7D Select and use the principles of design in works of art</p> <p>2.8D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>3.1E Identify subject matter, symbols and ideas in works of art</p> <p>4.3E Compare the purpose of works of art and design in history and cultures</p> <p>6.4D Describe how learning in the visual arts helps develop essential skills for life and the workplace.</p>	<p>Unit Concepts Tools and weapons were essential to survival during specific seasons.</p> <p>Tools and weapons were created using materials found only in nature.</p> <p>Tools and weapons were used as a form of survival and not used in jest.</p> <p>Big Ideas Native Americans had to hunt for their food.</p> <p>Survival in the wild was determined by the quality of weapons created.</p> <p>Training in the use of weapons was passed on through generations.</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 create works of art</p>	<p>Essential Questions: What materials were used to create tools?</p> <p>Where were materials found in nature?</p> <p>Who created these tools and weapons?</p> <p>How were members of the tribe trained to use tools and weapons?</p> <p>What tools were used in food preparation?</p> <p>How were tools and weapons constructed?</p> <p>To what extent does good design integrate form with function?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>Learning Targets– I can: Discover tools and weapons essential to Native American way of life and survival.</p> <p>Compare essential items of Native American way of life to what is considered an essential</p>	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips • Sketchbook assignments • Checklists • Rubrics <p>Suggested Summative Assessments: Creation of Arrows and Bows. Students will use modern materials to recreate bows and arrows safely.</p> <p>Students will create a daily log/journal as they develop and construct their tool. Students will write in the mind frame as if they were in an ancient Native American tribe and preparing for winter.</p> <p>Students will give a presentation showing their project and share how they will use the tool to survive the Winter season.</p>

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	<p>employing both conscious and intuitive thought.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art draws upon all aspects of human experience. Natural resources have influenced the creation of indigenous art forms.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p>	<p>tool in the 21st century.</p> <p>Formulate 2-D drawing of arrow and bow using previously observed models as examples.</p> <p>Analyze the effectiveness and accuracy of arrows and bows at specified targets within nature.</p> <p>Recognize function of tools and necessity of them for performing daily tasks then and now.</p>	
<p>Unit Four: Patterns and Pottery; Navajo Pottery (Model Unit) Timeline: 5 Sessions</p>			
<p>1.1 E Select and use different media techniques and processes that are used to create works of art</p> <p>1.3 E Use media and tools in a safe and responsible manner</p> <p>1.6 P Identify different media, techniques and processes that are used to create works of art</p> <p>2.2 E Select and use the elements of art in works of art</p> <p>2.8 D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p>	<p>Unit Concepts Creating art using various hand building techniques.</p> <p>Glazing techniques.</p> <p>Big Ideas Hand building techniques are applicable to various forms of 3-dimensional art.</p> <p>Pattern can be used in art as a means to convey a message or feeling.</p> <p>Artists make thoughtful choices</p>	<p>Essential Questions: What role does art play in culture?</p> <p>What art mediums do different cultures share?</p> <p>Can creating pottery similar to other cultures help us gain better understanding of the world in which we live?</p> <p>How are cultural values reflected in art?</p> <p>Why are pottery works so widely</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips • Sketchbook assignments • Observation of the creative process

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<p>3.1 E Identify subject matter, symbols and ideas in works of art</p> <p>3.2 P Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.3 P Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.4D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5 D Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>4.1 E Identify historical and cultural characteristics of works of art</p> <p>4.4 P Speculate on how history and culture give meaning to a work of art</p> <p>4.5 P Describe and differentiate the roles of artists in society across history and cultures</p> <p>4.6 D Describe how history and cultures influence visual arts</p> <p>4.7 D Describe how the visual arts influence history and cultures</p> <p>5.4 E Analyze works of art to speculate why they were created</p> <p>5.6 P Apply visual arts vocabulary when</p>	<p>in creating works of art. 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>Every work of art has a point of view.</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 draws upon all aspects of human experience.</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>Reflection, assessment and</p>	<p>created around the world?</p> <p>How are artists' intentions and style reflected in pottery pieces?</p> <p>What is the role of the Navajo potters within communities?</p> <p>What are the main differences between traditional and new forms of Navajo pottery?</p> <p>Learning Targets– I can: Recognize wedging. Demonstrate preparing clay. Apply the slab method in creating a finished piece of pottery. Apply the coil method in creating a finished piece of pottery. Describe the process possibly used to make a pottery piece. Identify shapes that are used in the creation of a product. Identify the characteristic forms of Navajo pots. Identify pottery specific to the Navajo.</p>	<p>Summative Assessment: Rubrics Vocabulary quizzes on specific terms: Modeling Plasticity Pottery Ceramic Slip Glazes Applies art Decorative art Bisque Leather hard Wedging Investigation of clay performance task Clay report Elements of Making Pottery discussion paper</p> <p>Art Projects</p> <ul style="list-style-type: none"> • Create a 3-demesional real or fantasy animal covered with patterns • Create a patterned clay pot using either pinch, coil, or slab built techniques • Create clay bowls and containers

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reflecting upon and assessing works of art 6.1P Compare and contrast relationships and characteristics between the visual arts and other disciplines	refinement are key steps in the process of creating art.		
Unit Five: Native American Roles in Food Preparation Timeline: 6 Sessions			
<p>1.1E Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2E Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.4P Demonstrate how a single medium or technique can be used to create multiple effects</p> <p>1.6D Identify different media, techniques and processes that are used to create works of art</p> <p>2.2E Select and use the elements of art in works of art</p> <p>3.1E Identify subject matter, symbols and ideas in works of art</p> <p>3.3P Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.4D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>4.1E Identify historical and cultural</p>	<p>Unit Concept Media to demonstrate knowledge.</p> <p>Object placement of digital media</p> <p>Size (relationships)</p> <p>Big Ideas 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>Every work of art has a point of view</p> <p>Art draws upon all aspect of human experience</p> <p>Art has been created by all peoples, in all times and in all</p>	<p>Essential Questions: What foods were essential in the Native American way of life?</p> <p>How was food grown by Native Americans?</p> <p>What tools were used in preparing food?</p> <p>What roles did men play in preparing food?</p> <p>What were the roles of women in preparing food?</p> <p>What were roles did children play in the preparation of food? How was food prepared?</p> <p>How was food stored for long periods of time?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>How is learning deepened through a study of visual art?</p>	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Self-assessments • Peer-assessments • Exit Slips • Rubrics • Checklists • Graphic Organizers <p>Suggested Summative Assessments: Students will work in groups to create one piece of a whole meal that was prepared by Native Americans. Students will then sample dishes as a whole group to compare and contrast to foods that they eat today.</p> <p>Students will work to create a Native American cookbook and incorporate modern day dish recipes</p>

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<p>characteristics of works of art</p> <p>4.2E Describe how the arts and artists influence each other across history and cultures</p> <p>5.7D Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.2P Compare the use of technology, media and processes of the visual arts with other Disciplines</p> <p>6.3P Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p>	<p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>Learning Targets– I can: Determine what foods were essential for the survival of Native Americans.</p> <p>Determine the roles men, women, and children played in the food preparation.</p> <p>Understand the importance of using all parts of animals in everyday way of life.</p> <p>Recognize essential need of food in maintaining way of life.</p> <p>Create an information cookbook that will provide historical information about Native American meals.</p> <p>Compare and contrast modern meals eaten by students to Native American meals.</p>	<p>that are similar to ones that are eaten today. Students will use cameras and technology to make an online cookbook and provide visual representations of what has been created. Students will make project available online for members of the community to view and use.</p>
Intercession			
<p>Unit Six: Form and Space, Drawing 3D Timeline: 4 Sessions</p>			

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<p>1.2 E Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p>1.4 E Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.5 P Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art</p> <p>1.7 D Describe how media and techniques are used to create two-dimensional and three-dimensional works of art</p> <p>2.8 D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9 D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>5.1 E Discuss how individual experiences influence personal works of art</p> <p>5.6 E Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>5.7 D Describe how a work of art can convey a voice of one or a voice of many</p>	<p><u>Unit Concepts:</u> Form Space Three-dimensional</p> <p><u>Big Ideas:</u> 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>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>Why is it important to show 3-dimensional form in a drawing on 2-dimensional paper?</p> <p>Why do artists select one medium over another?</p> <p>How do one-point perspective drawings create form?</p> <p><u>Learning Targets– I can:</u> Evaluate works of art</p> <p>Create multiple drafts of one art piece</p> <p>Give and receive peer critique</p> <p>Describe how Van Gogh created space in the painting “Café Terrace at Night.”</p> <p>Identify lines of perspective in works of art.</p> <p>Explain what happened to objects in painting as space relation changes.</p> <p>Design a nonobjective sculpture based on geometric forms.</p> <p>Use perspective to create 3-dimensional form.</p> <p>Develop foundations for creating sculpture from 3-dimensional forms.</p>	<p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> • Observation of the creative process • Warm-up activities • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips • Sketchbook assignments <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> • Rubrics • Vocabulary quizzes on specific terms: <p>Form: pyramid, cone, cylinder, sphere, cube, simulated form, actual form</p> <p>Space: positive and negative space, depth, overlapping, linear perspective, horizon line, vanishing point, one and two-point perspective, foreground, middle ground, background, atmospheric perspective</p> <p>Art Projects</p> <ul style="list-style-type: none"> • Design a nonobjective sculpture based on geometric forms • One-point perspective project using geometric and

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		<p>Understand form in terms of 3-dimensional figures.</p> <p>Understand space in relation to perspective and drawing.</p> <p>Interpret what artists are saying through their art.</p>	<p>organic shapes (non-objective) using perspective with overlapping and shading to create form</p> <ul style="list-style-type: none"> One-point perspective drawing of the hallway using geometric and organic shapes
<p>Unit Seven: Architecture; Ancient Civilizations Timeline: 5 Sessions</p>			
<p>1.1 E Select and use different media techniques and processes that are used to create works of art</p> <p>1.3 E Use media and tools in a safe and responsible manner</p> <p>1.5 P Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art</p> <p>1.7 Describe how media and techniques are used to create two-dimensional and three-dimensional works of art</p> <p>2.3 P Identify the principles of design</p> <p>2.4 P Analyze the elements of art</p> <p>2.5 P Evaluate works of art in terms of structure and function</p> <p>2.6 D Analyze the principles of design</p> <p>2.7 D Select and use the principles of design in works of art</p>	<p>Architecture is an art form.</p> <p>There is a specific relationship between buildings and their shapes.</p>	<p>Is architecture real art?</p> <p>Do other cultures create art in different ways?</p> <p>How did Frank Lloyd Wright change the art of architecture?</p> <p>What is Organic Architecture?</p> <p>Why are blue prints necessary in architecture?</p> <p>Why are column important? What role do they play in history?</p> <p>Learning Targets– I can: Read and interpret blueprints.</p> <p>Determine Wright importance as an architect.</p> <p>Compare and contrast our buildings from those of other cultures.</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Warm-up activities Exploratory activities Class discussions Class questioning Student participation Teacher observation Studio projects Self-assessments Peer-assessments Learning/Response logs Exit Slips Sketchbook assignments Observation of the creative process <p>Summative Assessment</p> <ul style="list-style-type: none"> Rubrics Vocabulary quizzes on specific terms: <p>Architect Architecture Column Lintel Aqueduct</p>

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<p>2.8 D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art.</p> <p>2.9 D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>4.1 D Identify historical and cultural characteristics in works of art</p> <p>4.3 E Compare the purpose of works of art and design in history and culture</p> <p>4.4 Speculate on how history and culture give meaning to a work of art</p> <p>5.1 E Discuss how individual experiences influence personal works of art</p> <p>5.3 E Describe personal responses to selected works of art</p> <p>5.4 Analyze works of art to speculate why they were created</p> <p>5.6 E Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.1 E Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.2 E Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p>6.3 E Describe and/or demonstrate skill transfer between the visual arts and other disciplines</p>		<p>Identify purpose in differing roof shapes.</p> <p>Apply mathematic skills of measurements and scale in creating a model</p> <p>Recognize expression in architectural designs.</p> <p>Recognize the role of columns and roofs.</p>	<p>Archeologist Blueprint Elevation Façade Floor plan Pediment</p> <p>Art Projects</p> <ul style="list-style-type: none"> • Create a building façade from clay or paper • Create a pop-up sculpture garden • Design and build models, cities, and structures

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Unit Eight: Assemblages; Construction Timeline: 4 sessions			
<p>1.1 E Select and use different media techniques and processes that are used to create works of art</p> <p>1.2 E Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p>1.3 E Use media and tools in a safe and responsible manner</p> <p>1.4 E Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.5 P Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art</p> <p>1.7 D Describe how media and techniques are used to create two-dimensional and three-dimensional works of art</p> <p>2.5 P Evaluate works of art in terms of structure and function</p> <p>2.6 D Analyze the principles of a design</p> <p>2.7 D Select and use the principles of a design in works of art</p> <p>2.10 D Analyze of the elements of art and principles of design apply through various media, techniques and processes produce different effects</p> <p>3.2 E Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p>	<p>There are specific techniques associated with assemblage.</p> <p>All art shows pattern and has rhythm.</p>	<p>Why is black said to be the most aristocratic color?</p> <p>How do colors and shapes add variety to sculpture?</p> <p>In what ways does sculpture have texture?</p> <p>How does sculpture reflect unity?</p> <p>How can technology be used to help design, develop, and build structures?</p> <p>Learning Targets– I can: Evaluate pieces of art, and what the artist is communicating.</p> <p>Produce a work of art using creative and technical knowledge.</p> <p>Make connections between structural elements of art and the principles of design.</p> <p>Understand wood construction.</p> <p>Understand how to work with Papier Mache.</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips • Sketchbook assignments • Observation of the creative process <p>Summative Assessment</p> <ul style="list-style-type: none"> • Rubrics • Vocabulary quizzes on specific terms: <p>Constructions Assemblages Pulp Papier Mache Slotting Scoring Folding Design</p> <p>Art Projects</p> <ul style="list-style-type: none"> • Create a plaster mask • Create a Papier Mache object

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<p>3.5 P Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>4.1 E Identify historical and cultural characteristics of works of art</p> <p>4.2 E Describe how the arts and artists influence each other across history and cultures</p> <p>4.3 E Compare the purpose of works of art and design in history and cultures</p> <p>4.4 E Speculate on how history and culture give meaning to a work of art</p> <p>4.6 D Describe how history and cultures influence the visual arts</p> <p>5.4 E Analyze works of art to speculate why they were created</p> <p>5.6 E Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.1 E Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p>6.2 E Compare the use of technology, media and processes of the visual arts with other disciplines</p>			
Spring Expedition: Skate Park Science			
Unit Nine: Graphic Design in Art Timeline : 5 Sessions			
1.1E Select and use different media, techniques and processes that are used to create works	<u>Unit Concept</u> Personal Style	<u>Essential Questions:</u> Maneuverability — Will the	<u>Suggested Formative Assessments:</u>

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<p>of art</p> <p>1.2E Use selected two dimensional And three-dimensional media to communicate ideas</p> <p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.4P Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.5D Evaluate works of art in terms of structure and function</p> <p>2.7D Select and use the principles of design in works of art</p> <p>2.9D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>5.1E Discuss how individual experiences influence personal works of art</p> <p>6.1P Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.4D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>Design and function</p> <p>Technology in design</p> <p>Big Ideas Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Following basic design principles empowers people to create more professional looking products.</p> <p>Software tools allow students to create and manipulate photos and original works of art.</p> <p>Using layers, tools, and effects in digital artwork provides foundational understandings for future development in graphic design.</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 learn rules in order to break them.</p>	<p>design effect the user’s ability to perform tricks and maneuvers?</p> <p>Appearance — Does the board have an appealing graphic design?</p> <p>Is there good use of color?</p> <p>Is space used effectively?</p> <p>Would this design appeal to a wide range of potential buyers?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What are the basic elements of design?</p> <p>How do I apply the elements of design when creating digital artwork?</p> <p>How does design and layout impact our ability to see the world around us?</p> <p>What basic concepts and skills do we need to master to understand the purpose and functions of editing software and the purpose of using it?</p> <p>Learning Targets– I can: Create graphic designs using</p>	<ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips • Sketchbook assignments <p>Suggested Summative Assessments: Assessment drafts using rubric to provide students with a guide of how to proceed as they work to move ahead in the multistep process to create a final design.</p> <p>Students will use learned skills in graphic arts, to create a personal style design of a desired and marketable skateboard.</p>

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	<p>Artists consider multiple approaches to visual problems.</p> <p>Every work of art has a point of view.</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>various software, and methods.</p> <p>Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.</p> <p>Demonstrate the effectiveness of image generating techniques to communicate a personal style.</p> <p>Describe the characteristics of a graphic object that communicates an idea effectively.</p>	
<p>Unit Ten: Crafting Boards using Materials Found in Nature Timeline: 7 Sessions</p>			
<p>1.1E Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2E Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.4P Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.5D Evaluate works of art in terms of structure and function</p> <p>2.7D Select and use the principles of design in works of art</p>	<p>Unit Concept Importance of safety</p> <p>Function of tools in tasks</p> <p>Big Ideas Woodworking gives students the opportunity to experience the sense of pride which comes from transforming a piece of wood into a unique creation.</p> <p>The selection of independent projects and the follow through to a successful completion of a project will aide in building student self -confidence.</p> <p>Artists make thoughtful choices</p>	<p>Essential Questions: What are safety rules that are necessary to follow when working with hand tools?</p> <p>What are safety rules that are necessary to follow when working with electric machines?</p> <p>What is the importance of following created design and measurements?</p> <p>How well does a created design appear and function when created?</p> <p>How can we amend designs to fit the need and desire of a</p>	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Warm-up activities - How to use machines and materials • Exploratory activities - Testing materials and machines • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips -Progress made and plan for

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<p>2.9D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>6.1P Compare and contrast relationships and characteristics between the visual arts and other disciplines</p>	<p>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 consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving.</p>	<p>customer?</p> <p>Why do artists select one medium over another?</p> <p>To what extent does good design integrate form with function?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p><u>Learning Targets– I can:</u> Build skills and knowledge of woodshop techniques</p> <p>Compare function of crafted skateboard to one bought with a store.</p> <p>Diagnose problems and brainstorm solutions of handcrafted skateboards versus those that are mass produced.</p> <p>Use both hand tools and power machines to carry out skateboard design.</p>	<p>next session</p> <ul style="list-style-type: none"> • Sketchbook assignments -Project dimensions and details <p><u>Suggested Summative Assessments:</u> Safety Quiz Proper use of materials inspections Daily Activity/Progress Log Photo Progression Log</p> <p>Students will craft a model skateboard from Balsa wood using chosen design. Students will apply learned wood shop knowledge and techniques and previously created design from Unit 1.</p>
<p>Unit Eleven: Architectural Design Timeline: 5 Sessions</p>			
<p>1.1E Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2E Use selected two-dimensional and three-dimensional media to communicate ideas</p>	<p><u>Unit Concept</u> Design concepts</p> <p>Design preferences</p> <p><u>Big Ideas</u></p>	<p><u>Essential Questions:</u> What are essential pieces to a skate park? What are their functions?</p> <p>What are important safety</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Warm-up activities - How to use materials • Exploratory activities - Testing materials using a set

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<p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.4P Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.5D Evaluate works of art in terms of structure and function</p> <p>2.9D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>3.1E Identify subject matter, symbols and ideas in works of art</p> <p>3.2P Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p>3.3P Evaluate the source for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.4D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>5.1E Discuss how individual experiences influence personal works of art</p> <p>5.7D Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.1P Compare and contrast relationships and characteristics between the visual arts and other disciplines</p>	<p>Data collection is key to creating a specific art design.</p> <p>Form and function can be applied in art design.</p> <p>Art can provide potential inspiration for other forms of art. Artists make thoughtful choices in creating works of art.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought. 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 draws upon all aspects of human experience.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p>	<p>requirements and codes that must be adhered to when designing a skate park?</p> <p>What is the importance of following created design and measurements?</p> <p>How can we amend designs to fit the need and desire of a customer?</p> <p>Why do artists select one medium over another?</p> <p>To what extent does good design integrate form with function?</p> <p>To what extent does good design integrate form with function?</p> <p>Learning Targets– I can: Build and apply skills in using measurements.</p> <p>Collect data that will then be converted into smaller measurements to create smaller scale designs.</p> <p>Survey learning community to determine student wants and needs in skate park design.</p> <p>Apply learned vocabulary while completing design and presenting completed model.</p>	<p>of given dimensions</p> <ul style="list-style-type: none"> • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips <ul style="list-style-type: none"> -Progress made and plan for next session • Sketchbook assignments <ul style="list-style-type: none"> -Project dimensions and details <p>Suggested Summative Assessments: Vocabulary Log – Used to reference and use examples throughout project to refer to in creating design and in following unit to create model.</p> <p>Survey school community to create a list of wants and needs for a potential skate park. Use survey results to create a checklist of what should be included in design.</p> <p>Students work in small groups to create a 3-D model of what could be a functional skate park.</p> <p>Students will make presentations to other classes and allow for a voting process to choose which they would</p>

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<p>6.4D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>		<p>Use visual references in surrounding communities as inspiration.</p> <p>Use visual references in surrounding communities to provide actual size measurements.</p> <p>Design works of art using 3-D materials and techniques</p> <p>Create design based on need, form and function.</p>	<p>like to present to community leaders. This could be a potential park in the surrounding area of the school or open space within the community.</p> <p>http://www.teachinteract.com/pdf/INT946sample_SkateboardScienceTG.pdf</p> <p>www.CreateASkate.org</p>
<p>Unit Twelve: Building 3-D Models Timeline: 5 Sessions</p>			
<p>1.1E Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2E Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.4P Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.5D Evaluate works of art in terms of structure and function</p> <p>2.9D Plan, design and execute multiple solutions to challenging visual arts problems</p>	<p>Unit Concepts 3-D art</p> <p>Observation in design</p> <p>Measurements as data</p> <p>Big Ideas Form and function can be applied in art design.</p> <p>Art can provide potential inspiration for other forms of art.</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists consider multiple approaches to visual problems.</p>	<p>Essential Questions: How well does a created design appear and function when created?</p> <p>To what extent does good design integrate form with function?</p> <p>How can artists achieve visual expression?</p> <p>What are the unique qualities of different art forms?</p> <p>What skills are involved in the creation of art?</p> <p>How does art impact and/or reflect the culture or time from which it comes?</p>	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Warm-up activities <ul style="list-style-type: none"> - How to use materials • Exploratory activities <ul style="list-style-type: none"> - Testing materials using a set of given dimensions • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips <ul style="list-style-type: none"> -Progress made and plan for next session • Sketchbook assignments

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<p>3.1E Identify subject matter, symbols and ideas in works of art</p> <p>3.2P Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p>3.3P Evaluate the source for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.4D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.6 D Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>5.1E Discuss how individual experiences influence personal works of art</p> <p>5.7D Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.1P Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.4D Describe how learning in the visual arts helps develop essential skills for life and the workplace</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 draws upon all aspects of human experience.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p>	<p><u>Learning Targets– I can:</u> Follow detailed directions for construction and scientific investigations.</p> <p>Collect data through measurements.</p> <p>Record observations, make speculations, and draw conclusions from data.</p> <p>Work cooperatively to complete a team project safely and on time.</p> <p>Create a 3-D model that is visually appealing and create a desire to be used.</p> <p>Demonstrate use of materials and techniques while making 3-D Art.</p> <p>Experiment with 3-D materials and techniques.</p> <p>Solve artistic problems involving materials and techniques.</p> <p>Modify materials and techniques to create 3-D art.</p> <p>Compose pleasing visual arrangements using 3-D materials and techniques.</p>	<p>-Project dimensions and details</p> <p><u>Suggested Summative Assessments:</u> Students are assessed on the final project and how proportionally accurate the model designs are given the measurements taken.</p> <p>Students will use architectural design to create a small scale 3-D model of skate park.</p> <p>Using previously created pieces students will be able to demonstrate learned knowledge and techniques through an Art Showcase. Students will be able to present and exhibit created works.</p>

