

Curriculum Framework for Visual Arts

School: **Kuumba Academy Charter School**

Curricular Tool: Teacher-created in cooperation
with the Christina Cultural Arts Center

Grade: **7**

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/ Learning Targets	Assessments
Fall Expedition: Through the Eyes of Our Veterans			
Unit One: My Family Story: An Understanding of One's Family Tree Timeline : 8 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>1.4E Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.7D Describe how media and techniques are used to create two dimensional and three</p>	<p>Unit Concepts</p> <p>Origins and purpose of immigration into the United States in the last 100 years.</p> <p>History in the community through county and state records.</p> <p>Interview skills focused on a specific topic.</p> <p>Methods and importance of record keeping and preservation of family artifacts.</p>	<p>Essential Questions:</p> <p>What are essential questions that will help me to find information about my personal family history?</p> <p>Where is information found about family genealogy?</p> <p>Do you think all families are unique or have a special artifact or tradition? Why or why not?</p> <p>What would you do in order to find out how to create your</p>	<p>Suggested Formative Assessments:</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

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<p>dimensional works of art</p> <p>2.1E Identify the elements of art</p> <p>2.2E Select and use the elements of art in works of art</p> <p>3.2E Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.4P Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5P Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>3.6P Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.1E Identify historical and cultural characteristics of works of art</p> <p>4.4E Speculate on how history and culture give meaning to a work of art</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</p>	<p>Learned information to generate personal family tree.</p> <p>Big Ideas People immigrated to the United States because it was the land of opportunity.</p> <p>People used a variety of methods to record important family events over time.</p> <p>Artists make thoughtful choices in creating works of art. 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 is a form of expression that employs a system of visual symbols.</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>family tree?</p> <p>What is a timeline? Could you create a timeline with important family members for the past 100 years?</p> <p>Family trees can change, why is that?</p> <p>What would you say or do to prove to others that family and where one comes from are important?</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>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>Learning Targets– I can: Discover personal family qualities and uniqueness.</p> <p>Exploration of family tree and</p>	<ul style="list-style-type: none"> Exit Slips Sketchbook assignments <p>Suggested Summative Assessments: Students will use researched informational Family Tree PowerPoint presented to class. Family members w piece of work.</p> <p>Students will identify artifacts, sentiment that are important to the history of the integrate pictures and use artifacts pro showcases pieces of personal family h museum.</p> <p>My Family Tree Templates: http://www.familytreemplates.net/</p> <p>http://www.familysearch.org/eng/default.asp (Parents and educators can help students find out more about each students family history).</p> <p>Lesson Plans for Family Tree - Discovering Origins of Immigration</p>

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<p>communication</p> <p>5.3E Describe personal responses to selected 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>6.4D Describe how learning in the visual arts helps develop essential skills for life and the workplace</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>Timeless works of art are deemed important for a number and variety of reasons.</p>	<p>comparing to lineage of other students.</p> <p>Trace personal family tree origins.</p> <p>Apply researched information to create an informational slide show that will be presented to class.</p> <p>Develop understanding of immigrant origins and reasoning for immigrating to Northeast Region of United States.</p> <p>Expand and apply interview techniques and skills to develop understanding of family background and history.</p> <p>Present learned information as if they were a tour guide in a museum.</p>	
<p>Unit Two: Veterans in the United States Timeline: 8 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>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>3.2E Integrate a variety of</p>	<p><u>Unit Concepts</u> Video media is a form of documentation.</p> <p>Memorials create important reminders of significant events.</p> <p>Veterans are important to providing details of historical events.</p>	<p><u>Essential Questions:</u> What is a veteran?</p> <p>What kinds of people are usually the target audiences for documentaries?</p> <p>Why do some kids think documentaries are boring?</p> <p>What kinds of documentaries are</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Storyboard -Charts the course of the documentary as described • Written reflection on the importance and significance of their interviews • Observation of the creative process • Warm-up activities

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<p>sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.4P Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>4.3E Compare the purpose of works of art and designs in history and cultures</p> <p>4.4E Speculate on how history and culture give meaning to a work of art</p> <p>4.6D Describe how history and cultures influence the visual arts</p> <p>6.3E Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</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>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>Art preserves and depicts history in ways words cannot.</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>not boring for children and young people? Why?</p> <p>Why is memory important?</p> <p>Why is it important to create memorials?</p> <p>How do people survive great atrocities?</p> <p>Why do people treat veterans with such high esteem?</p> <p>Why do artists select one medium over another?</p> <p>How and why is art used as a vehicle for communication?</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: Compare and contrast information and personal accounts on the same topic making perceptive connections.</p> <p>Demonstrate understanding of how historical events have changed veteran’s lives through reflective writing.</p> <p>Present learned information to community and school. Provide</p>	<ul style="list-style-type: none"> • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Studio projects • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips <p>Suggested Summative Assessments: Students will create a documentary to showcase learned knowledge about the lives of veterans then (while serving) and now (after service).</p> <p>http://www.americaslibrary.gov/ Used as an extension activity to learn about past Americans, look back in time, and even learn more about the states.</p> <p>PBS Documentaries with a Point of View</p> <p>Ideas for assessing and steps to complete documentary</p> <p>Share completed work with local military base and send copies overseas to active duty members of the armed forces.</p>

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		copy to school and local libraries for future viewing.	
Unit Three: Sculpture of the 20th Century (Model Unit) Timeline: 5 Sessions			
<p>1.1E Select and use different media techniques and processes that are used to create works of art</p> <p>1.2 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>3.1 E Identify subject matter, symbols and ideas in works of art</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>3.4 P Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5 P Describe and differentiate the origins of specific subject matter, symbols and ideas in</p>	<p>Unit Concepts Sculpture techniques are varied around the world</p> <p>Tools can be used to create different effects in the creation of art.</p> <p>Art can have multiple meanings.</p> <p>Big Ideas The visual arts are a form of communication.</p> <p>Understand and apply the visual arts materials, tools, techniques, and processes.</p> <p>The visual arts relate to various historical and cultural traditions relate to one another.</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p>	<p>Essential Questions What is sculpture? What are some different techniques for creating a sculpture? What role does art play in culture? What art mediums do different cultures share? How do artists styles vary in the medium of sculpture?</p> <p>Learning Targets– I can: Identify and explain what sculptures are. Create a sculpture using a specific technique. Identify sculpture techniques of other countries. Evaluate the selection and use of sculpture materials, tools, techniques, and processes used.</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 <p>Summative Assessment: Tests Art reflections/Feldman’s Art Criticism Process Self-assessments Peer-assessments/Group critiques Performance assessments Portfolio Exhibitions and Contests</p>

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<p>works of art</p> <p>3.6 P Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.1 E Identify historical and cultural characteristics of art</p> <p>4.3 E Compare the purpose of works of art and design in history and cultures</p> <p>4.5 E Describe and differentiate the roles of artists in society across history and cultures.</p> <p>5.2 E Identify ways the visual arts are used as communication</p> <p>5.5 E Evaluate the artist’s intent and effectiveness in communicating ideas and emotions in 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>Artists utilize multiple materials in crafting their art.</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 support by speech.</p> <p>Art conveys a message and has intention</p>	<p>Identify and discuss reasons for creating sculptures.</p> <p>Analyze and evaluate the characteristics, merits, and meaning of works of art.</p>	
<p>Unit Four: Veteran Tribute Mosaic Timeline: 10 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>Unit Concepts</p> <p>Art is a form of communication of gratitude.</p> <p>Working in mosaic art form.</p> <p>Working in mural art form.</p> <p>Art can be used as a way to remember citizens who have</p>	<p>Essential Questions:</p> <p>What symbols best show or describe a member of the Armed Forces?</p> <p>Why is memory important?</p> <p>Why is it important to create memorials?</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

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<p>1.4E Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.2E Select and use the elements of art in works of art</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>3.2E Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.4P Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5P Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>4.2E Describe how the arts and artists influence each other across history and cultures</p> <p>5.1E Discuss how individual experiences influence personal works of art</p> <p>5.2E Identify ways the visual arts are used as communication</p>	<p>served in the armed forces.</p> <p>Awareness of the selflessness and importance of veterans.</p> <p>Big Ideas Artists convey gratitude through murals.</p> <p>Artists use art to communicate and express ideas.</p> <p>Art is a tool to facilitate communication.</p> <p>Artists make thoughtful choices in creating works of art.</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>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</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</p>	<p>How do people survive great atrocities?</p> <p>How do you make a mosaic?</p> <p>What could you make with one?</p> <p>How can collaboration of personal ideas and works of art be done in order to achieve one final product?</p> <p>How and why is art used as a vehicle for communication?</p> <p>How is learning deepened through a study of visual art?</p> <p>Learning Targets– I can: Observe already created memorials. Take detailed photos to log gathered information.</p> <p>Student journal reflections on visit</p> <p>Produce art as a form of communication in expressing gratitude towards veterans and armed services men and women.</p>	<ul style="list-style-type: none"> • Self-assessments • Peer-assessments • Learning/Response logs • Exit Slips • Sketchbook assignments <p>Suggested Summative Assessments: Art students experiment with photography, creating photo portraits of their veterans for the war memorial.</p> <p>Create scrapbook of photos taken. Provide description and provide personal experience thoughts. Keep in school library and allow students within school to view memorials and student reflections.</p> <p>Using the theme of veterans teachers create different sub categories that they feel would best represent the thoughts and ideas of the students and their inspirations. Students create personal artists reflective views of veterans and those serving the country as a member of the armed forces.</p> <p>Paintings created are combined with other students to create a large mosaic to be put on display for the community. This can also be done by having multiple groups of students work to create several mosaics to be displayed.</p>

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<p>5.3E Describe personal responses to selected works of art</p> <p>5.4E Analyze works of art to speculate why they were created</p> <p>5.7D Describe how a work of art can convey a voice of one or a voice of many</p>	<p>process of creating art.</p>		<p>http://www.youtube.com/watch?v=5jCEwerNrHs</p> <p>-Community members created a mosaic of personal view of the community.</p>
Intercession			
<p>Unit Five: Analysis of Visual Arts Timeline: 4 sessions</p>			
<p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.6P Identify different media, techniques and processes that are used to create works of art</p> <p>2.4P Analyze the elements of art</p> <p>2.5P Evaluate works of art in terms of structure and function</p> <p>2.6D Analyze the principles of design</p> <p>2.10D Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p>3.1E Identify subject matter, symbols and ideas in works of art</p> <p>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p>	<p>Unit Concept There are various means to displaying art, such as in galleries, portfolios, and public displays.</p> <p>The three most common types of portfolios are:</p> <ul style="list-style-type: none"> ○ the working portfolio, which contains projects the student is currently working on or has recently completed. ○ the display portfolio, which showcases samples of the student's best work. ○ the assessment portfolio, which presents work demonstrating that the student has met specific learning goals and requirements <p>Big Ideas Artists make thoughtful choices</p>	<p>Essential Questions What are the criteria for critiquing a work of art?</p> <p>What is appropriate behavior for observing and discussing art?</p> <p>What is an art portfolio?</p> <p>How can you apply what you have learned in art class to the real-world?</p> <p>Learning Targets– I can: Critique artwork using the appropriate art vocabulary and critique method.</p> <p>Demonstrate appropriate behavior when critiquing artwork.</p> <p>Demonstrate appropriate behavior when visiting an art gallery or museum.</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 <p>Summative Assessment: Tests Art reflections/Feldman's Art Criticism Process Self-assessments Peer-assessments/Group critiques Performance assessments Portfolio Exhibitions and Contests</p>

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<p>3.6P Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>5.1 E Discuss how individual experiences influence personal works of art</p> <p>5.2 E Identify ways the visual arts are used as communication</p> <p>5.3 E Describe personal responses to selected works of art</p> <p>5.4 E Analyze works of art to speculate why they were created</p> <p>5.5 E Evaluate the artist’s intent and effectiveness in communicating ideas and emotions in works of art</p> <p>5.6 E Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.2 E Compare the use of technology, media and processes of the visual arts with other disciplines.</p> <p>6.4 D Describe how learning in the visual arts helps develop essential skills for life and the workplace.</p>	<p>in creating works of art.</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>Every work of art has a point of view.</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>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>Explain the purpose and importance of having an art portfolio.</p> <p>Demonstrate my cumulative learning through an assessment.</p> <p>Creating and managing an electronic portfolio.</p> <p>Understand the specific norms and reason when analyzing artwork.</p>	
<p>Unit Six: Metal Sculpture Timeline: 4 sessions</p>			
1.1E Select and use different media techniques	Unit Concepts	Essential Questions	Formative Assessment

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<p>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>1.5 P Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art</p> <p>1.6 P Identify different media, techniques and processes that are used to create works of art</p> <p>3.1 E Identify subject matter, symbols and ideas in works of art</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>3.4 P Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5 P Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>3.6 P Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.1 E Identify historical and cultural characteristics of art</p> <p>4.3 E Compare the purpose of works of art and design in history and cultures</p>	<p>Everyday items can be sculptures.</p> <p>Jewelry and coins are sculpture.</p> <p>History is reflected in sculpture.</p> <p>Tooling is used in metal work.</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 learn rules in order to break them.</p> <p>Artists create works of art employing both conscious and intuitive thought.</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>Art has been created by all peoples, in all times and in all</p>	<p>What do coins tell us about history?</p> <p>Why is it important for coins to have imprints on them?</p> <p>How can metal be used to create sculpture?</p> <p>In what ways do various sculpture forms differ and show similarities to one another?</p> <p>Do ancient roman coins tell a story?</p> <p>Learning Targets– I can: Evaluate sculpture, culture specific, in terms of shape, size, and material.</p> <p>Abstract sculptures share the same properties of traditional sculpture.</p> <p>Sculpture can be symbolic of a culture or period in history.</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 Rubrics Vocabulary quizzes on specific terms: Repousse Abstract Armature Bust Wire Mesh Gauge Tooling</p> <p>Art Projects</p> <ul style="list-style-type: none"> • Create an abstract work of art using found objects. • Create jewelry using foil, wire, and beads. • Create an armature of a human figure • Create a wire mobile

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<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>4.7 D Describe how the visual arts influence history and cultures</p> <p>5.2 E Identify ways the visual arts are used as communication</p> <p>5.5 E Evaluate the artist’s intent and effectiveness in communicating ideas and emotions in 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>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>Reflection, assessment and refinement are key steps in the process of creating art.</p>		
Spring Expedition: Our Own: Delaware’s Bay			
Unit Seven: Ecosystem Discovery and Conservation Timeline: 5 Sessions			
<p>1.1E Select and use different media, techniques and processes that are used to create works of art</p> <p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.6P Identify different media, techniques and processes that are used to create works of art</p> <p>1.7D Describe how media and techniques are used to create two dimensional and three</p>	<p><u>Unit Concepts</u></p> <p>Cause and Effect of environmental factors.</p> <p>Importance of maintaining healthy environments.</p> <p>Community involvement in preserving surrounding ecosystem.</p>	<p><u>Essential Questions:</u></p> <p>What are field investigations?</p> <p>Why should we conduct field investigations?</p> <p>What defines my environment?</p> <p>What are all the parts and interrelationships in this ecosystem?</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Rating scales • Rubrics • Anecdotal records • Surveys/interviews • Paper/pencil tests • Observations • Checklists • Field Journal • Photo documentation

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<p>dimensional works of art</p> <p>2.2E Select and use the elements of art in works of art</p> <p>2.3P Identify the, principles of design</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>3.2E Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.4P Select and use subject matter, symbols and ideas to communicate meaning 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>5.1E Discuss how individual experiences</p>	<p>Personal role in maintaining healthy environment.</p> <p>Big Ideas Artists must understand media, techniques and process as tools to communicate.</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>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Art preserves and depicts history in ways words cannot.</p> <p>Natural resources have influenced the creation of indigenous art forms.</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>What is a healthy environment?</p> <p>What is humans' relationship to the environment?</p> <p>How has human behavior influenced our environment?</p> <p>How can our community sustain our environment?</p> <p>What is my role in the preservation and use of environmental resources? How and why is art used as a vehicle for communication?</p> <p>Learning Targets– I can: Take pictures of local riverfront.</p> <p>Observe surrounding plant and animal life.</p> <p>Collect natural materials from field work.</p> <p>Illustrate and document collection of materials and surrounding area</p> <p>Use digital documentation to create a diorama.</p> <p>Field study lesson includes two separate outdoor activities designed to take place either on school grounds or at a nearby</p>	<ul style="list-style-type: none"> • Student/teacher conferences <p>Suggested Summative Assessments: Student will use digital cameras to record and document observations at local riverfront park and other areas of importance in and around the Delaware Bay.</p> <p>Students will use field log to record observations and thoughts of what their personal views of area visited.</p> <p>Students will use gathered information to create a diorama of riverfront and its ecosystem. Students must use gathered material to demonstrate materials found in nature in that specific area. Including trees, plants, and animals.</p> <p>Sample Rubric - http://www.students.stedwards.edu/ereiter/Rubric.pdf</p> <p>U.S. Geological Survey http://www.usgs.gov/ecosystems/ National Wildlife Federation www.nwf.org</p>

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<p>influence personal works of art</p> <p>6.4D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>		<p>park.</p> <p>Students conduct a comparative field tests in different areas of park.</p> <p>Ecosystem Exploration Walk gives students an opportunity to experience the surroundings of their school through the lens of ecosystems and compare that to that of the nearby park along the bay.</p>	
<p>Unit Eight: Significance of Food Webs and Chains Timeline: 6 session</p>			
<p>1.1E Select and use different media, techniques and processes that are used to create works of art</p> <p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.6P Identify different media, techniques and processes that are used to create 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>2.2E Select and use the elements of art in works of art</p> <p>2.3P Identify the, principles of design</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>Unit Concepts</p> <p>Food webs show how plants and animals are interconnected by different paths</p> <p>Energy flows through natural systems</p> <p>Organism are characterized according to their energy source</p> <p>Organisms affect one another through different trophic interactions</p> <p>Addition, elimination or disturbance has far-reaching effects within food webs</p> <p>Big Ideas</p> <p>Artists must understand media,</p>	<p>Essential Questions:</p> <p>What do you know about food webs?</p> <p>What do you think you know about food webs?</p> <p>What do you want to know about food webs?</p> <p>What does it mean to be “at the bottom of the food chain”?</p> <p>How can the public become aware of environmental issues around the community in which they live?</p> <p>Learning Targets– I can:</p> <p>Construct a food web diagram</p>	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Warm-up activities • Observations • Checklists • Student/Teacher conferences • Students use background knowledge to categorize given set of factors into specific category <p>http://www.gould.edu.au/foodwebs/kids_web.htm</p> <ul style="list-style-type: none"> • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Exit Slips • Sketchbook assignments • Rubrics • Reinforcement Worksheets

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<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>3.2E Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.4P 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>6.4D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p> <p>6.1E Compare and contrast relationships and characteristics between the visual arts and other disciplines</p>	<p>techniques and process as tools to communicate.</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>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>The process of creating art requires critical and creative problem solving</p>	<p>Create a sketch template for design. Research a specific food web/chain</p> <p>Model a food web using a student created 3D model mobile</p> <p>Apply knowledge of food webs to new ecosystems</p> <p>Identify trophic levels and describe how organisms fit into their food web</p>	<p>http://bogglesworldesl.com/foodweb_worksheets.htm</p> <p>Sample Vocabulary http://www.enchantedlearning.com/wordlist/foodweb.shtml</p> <p><u>Suggested Summative Assessments:</u> Students work to create a 3D model of chosen food web. Students will use background knowledge in working with hands on tools to create model to be displayed.</p> <p>Students will present created model and facts to class and be graded on presentation using rubric. http://ed.fnal.gov/lincon/w01/projects/library/rubrics/presrubric.htm</p> <p>Resource for teacher designing individual lesson plans. http://www.dublinschools.net/foodwebschains.aspx</p> <p>National Wildlife Federation www.nwf.org</p>
<p>Unit Nine: Maintaining Animal Habitats in an Ecosystem Timeline: 10 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 Concepts</u> Water Cycle.</p> <p>Movement of water over a period of time.</p>	<p><u>Essential Questions:</u> What is the water cycle?</p> <p>How can the movement of water affect land over a short and long</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Warm-up activities • Observations • Checklists

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<p>1.3E Use media and tools in a safe and responsible manner</p> <p>1.4E Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.5P Compare and contrast the different effects created by various two dimensional and three-dimensional works of art</p> <p>2.5P Evaluate works of art in terms of structure and function</p> <p>2.6P Analyze the principles of design</p> <p>2.7P 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>2.9D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>2.10D Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p>3.1E Identify subject matter, symbols and ideas in works of art</p> <p>3.2E Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p>	<p>Quality of water around major and minor areas of development.</p> <p>Conservation of water.</p> <p>Effects of pollution on quality of water.</p> <p>Water is recycled by moving through the earth's environment and the water cycle.</p> <p>Big Ideas Water can change states among liquid, vapor (gas), and ice (solid) at various stages of the water cycle.</p> <p>Temperature affects the change of water from one state to another.</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. Artists learn rules in order to break them.</p>	<p>period of time?</p> <p>How is water quality changed by industrial development?</p> <p>What are important ways to conserve water and reuse rainwater?</p> <p>How has pollution changed the chemical balance of water and the way we consume it?</p> <p>How does water change?</p> <p>How does water move?</p> <p>How does life depend on water?</p> <p>Where does the water that forms on the outside of your drinking glass in the summer time come from?</p> <p>Where does the water go when it is evaporated?</p> <p>To what extent does good design integrate form with function?</p> <p>How is learning deepened through a study of visual art?</p> <p>Learning Targets– I can: Identify where water is found in our environment?</p> <p>Explain the steps of the</p>	<ul style="list-style-type: none"> • Student/Teacher conferences • Exploratory activities • Class discussions • Class questioning • Student participation • Teacher observation • Exit Slips • Sketchbook assignments • Rubrics <p>Sample Vocabulary http://www.sesdweb.net/cms/lib06/PA01000019/Centricity/Domain/236/The_Water_Cycle_Vocabulary_List.pdf</p> <p>Suggested Summative Assessments: Using learned and previous background knowledge from water quality research, students will work in small groups to design and create a way to collect runoff water from the school building that can be used to water plants and/or community garden on surrounding school premises.</p> <p>Students will need to design and create a blueprint for their creation. Students will also need to develop a cost analysis of conservation of water compared to water used from school tap and water bill.</p> <p>The end product must not only be functional, but must also convey a message of water conservation and</p>

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<p>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>5.4E Analyze works of art to speculate why they were created</p> <p>6.3E 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>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. 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>The process of creating art requires critical and creative problem solving.</p>	<p>water cycle and how water moves from one location to another?</p> <p>Define the components of the water cycle and describe how human activities can affect water quality as it passes through the water cycle.</p> <p>Describe the distribution of Earth’s water resources, focusing on the amount of fresh water available, surface and ground water and how a watershed is formed.</p> <p>Identify how water is used in your home and family and identify ways to conserve.</p> <p>Describe the major sources of ocean pollution and how this affects the ecosystem.</p>	<p>be visually appealing to the viewer.</p> <p>Students will use provided materials to construct design model found in a local hardware store. Students will present completed work to school and school leaders for possibility of implementation.</p> <p>Sample Water Cycle Lessons Plans, Webquests, and Resources http://www.seametrics.com/water-lesson-plans U.S. Geological Survey http://www.usgs.gov/ National Wildlife Federation www.nwf.org</p>