

Curriculum Framework for Visual Arts

School: **Kuumba Academy Charter School** **Curricular Tool:** Teacher-created in cooperation with the Christina Cultural Arts Center **Grade: 8** **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: Spark of Liberty			
Unit One: Wearable Art (Model Unit) Timeline : 10 sessions			
1.1 E Select and use different media, techniques and processes that are used to create works of art 2.1E Identify the elements of art 2.2E Select and use the elements of art in works of art 2.3D Identify the principles of design 2.7P Select and use the principles of design in works of art 2.8P Select and apply the knowledge of the elements of art and principles of design to convey	Unit Concept Artwork that consists of a variety of mediums and found objects that form a 3-dimensional piece of wearable artwork Artists use a variety of materials to express thoughts and inspiration. Skill and self-expression can be understood through subject matter	Essential Questions What constitutes art? According to whom? Why create? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? How does the use of specific symbols influence the meaning of a work of art?	Suggested Formative Assessments <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>ideas in works of art</p> <p>2.9P Plan, design and execute multiple solutions to challenging visual arts problems</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>3.4E Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.6E Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.6D Describe how history and cultures influence the visual arts</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>5.7P Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.3E Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4P Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>Big Ideas 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 is a universal symbol system that transcends language barriers.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture.</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. The means to create art always changes.</p>	<p>What makes art more or less authentic?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>Learning Targets – I can: Identify symbols that are representative of themselves or their culture</p> <p>Sketch out designs prior to creating life size designs Provide formative, constructive critique to peers</p> <p>Answer the question “Who am I” and use their created wearable art as evidence for their responses</p> <p>Students will investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed and valued.</p> <p>Students will explore and describe ways in which meanings can be communicated and interpreted in their own work and others’ work.</p> <p>Students will explore and describe ways in which elements</p>	<p>Suggested Summative Assessments Creation of wearable art</p> <p>Rubrics</p>

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		of culture can be communicated through items of clothing and wearable art.	
Unit Two: Revolutionary War Living Portraits Timeline : 7 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>2.2E Select and use the elements of art in works of art</p> <p>2.8P Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9P Plan, design and execute multiple solutions to challenging visual arts problems</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>3.4E Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5E Describe and differentiate the origins of specific subject matter, symbols and ideas in</p>	<p>Unit Concepts Important men and women of all cultures and social classes played pivotal roles in changing our country.</p> <p>The Revolutionary War was a very important time in American history.</p> <p>It was a time when freedom and liberty were ideals to be obtained.</p> <p>People and things change over time.</p> <p>Biographical information of historical figures provides artistic inspiration.</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</p>	<p>Essential Questions How do we depict major events from a specific time period?</p> <p>What does a timeline show about the past and present?</p> <p>What do you want viewer to learn about the historical figure?</p> <p>What visual clues will help the reader to identify the person in history?</p> <p>How does an artist communicate an idea, feeling or message to the viewer?</p> <p>How and why is art used as a vehicle for communication?</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</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 • Exit Slips • Sketchbook assignments • Rubrics • Checklists <p>Suggested Summative Assessments Students will research portraits of people in history during the Revolutionary period.</p> <p>Using research students will work to sketch portrait of themselves within their colonial role.</p> <p>After sketch approval students will complete a canvas painting, which</p>

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<p>works of art</p> <p>3.6E 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>4.2E Describe how the arts and artists influence each other across history and cultures</p> <p>4.3E Compare the purpose of works of art and design in history and cultures</p> <p>4.4E Speculate on how history and culture give meaning to a work of art</p>	<p>to communicate.</p> <p>Artists learn rules in order to break them.</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>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p>	<p>history?</p> <p>What challenges did the colonists face?</p> <p>Why did the American colonists rebel against England? Should the American colonists have rebelled against England?</p> <p>What were the turning points of the Revolution?</p> <p>What were the different gender and class roles at this time?</p> <p>How did war change the daily lives of the colonists?</p> <p>Why was the Revolution such an important event in world history?</p> <p>Learning Targets– I can: Recognize the impact that the Revolutionary War had on America and the lives of the people.</p> <p>Develop knowledge of the elements of art as they use line and shape in a way that they are unfamiliar to render a likeness of them on paper.</p> <p>Depict and describe important battles that changed the façade of this nation.</p>	<p>must include a natural setting for that person in history in an action that would take place.</p> <p>Students would then become a part of the painting, using their own faces as part of the painting. Students become a piece of the art and history. They come to life and share a piece of information about them as if they were actually the character being portrayed.</p> <p>State of Delaware – Revolutionary War Documents</p> <p>www.ushistory.org</p> <p>Pictures of the Revolutionary War</p> <p>Revolutionary War Timeline and Paintings</p>

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		Provide details about significant dates and events that impacted the future of the nation.	
Unit Three: Portrait Timeline 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>1.4E 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>2.8P Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9P Plan, design and execute multiple solutions to challenging visual arts problems</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>3.4E Select and use subject matter, symbols and ideas to communicate meaning in works of art</p>	<p>Unit Concepts</p> <p>Important battles that changed the façade of this nation.</p> <p>Significant dates and events that impacted the future of the nation.</p> <p>Big Ideas</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p> <p>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>Essential Questions</p> <p>How did people react in the colonies, especially in Delaware?</p> <p>How do we depict major events from a specific time period?</p> <p>What does a timeline show about the past and present?</p> <p>Why did the American colonists seek to break away from England?</p> <p>What challenges did the colonists face?</p> <p>Why did the American colonists rebel against England?</p> <p>Should the American colonists have rebelled against England?</p> <p>What were the turning points of the Revolution?</p> <p>What were the different gender and class roles at this time?</p> <p>How did war change the daily</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 • Exit Slips • Sketchbook assignments • Rubrics • Checklists <p>Suggested Summative Assessments</p> <p>Students will work to depict timeline of events that took place during the Revolutionary War.</p> <p>Students will work in groups to create paintings that portray a certain period of time. Students</p>

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<p>3.5E Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>3.6E 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>4.2E Describe how the arts and artists influence each other across history and cultures</p> <p>4.3E Compare the purpose of works of art and design in history and cultures</p> <p>4.4E Speculate on how history and culture give meaning to a work of art</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>lives of the colonists?</p> <p>Why was the Revolution such an important event in world history?</p> <p>Learning Targets– I can: Students will order the key events of the Revolutionary War by creating a timeline.</p> <p>Research and depict specific historical events that are key in the Revolutionary War era.</p> <p>Describe specific important part of history during specific era.</p> <p>Create an illustration that provides all details necessary for understanding each event within created timeline.</p> <p>Present timeline in a live action manner portraying events and key characters. Students will use created wearable art to enhance presentation.</p>	<p>will present completed timeline of events to tour groups within a local museum. Students will use created costumes and speak in a manner that reflects the time period.</p> <p>Possible Resources</p> <p>State of Delaware – Revolutionary War Documents</p> <p>Timeline Resources: http://library.thinkquest.org/TQ0312848/timeline.htm</p> <p>Revolutionary War Timeline and Paintings</p> <p>www.ushistory.org</p> <p>Arden Theatre Company - Provides one day workshop, where students can learn how to change your voice and alter your body to become any character.</p> <p>Another option might be to: If funding is available have local actors and theatre company come to school and work with students by helping to break down the timeline itself. Additionally, have professionals provide students with an understanding of the historical and social context of the timeline. Students work in groups, acting out scenes from the timeline. Finally, perform the timeline for</p>

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			the school and community.
Unit Four: History in Quilts Timeline: 8 Sessions			
<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>1.6E Identify different media, techniques and processes that are used to create 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>2.4E Analyze the elements of art</p> <p>2.5E Evaluate works of art in terms of structure and function</p> <p>2.7P Select and use the principles of design</p> <p>2.9P 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>3.2E Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.4E Select and use subject matter, symbols and ideas to communicate meaning in works of art</p>	<p><u>Unit Concepts</u> Americans have adopted quilts as a symbol of what we value about ourselves and our national history</p> <p>Different cultures and time periods have used cloth-based art forms to pass down their traditions and history Quilts have reflected and continue to reflect the lives of the people who create them, and of how quilts record the cultural history of a particular place</p> <p><u>Big Ideas</u> Artists make thoughtful choices in creating works of art.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Every work of art has a point of view.</p>	<p><u>Essential Questions</u> How did different people/groups contribute to the American Revolution?</p> <p>What is a quilt?</p> <p>What elements make up a quilt?</p> <p>How are art and history connected through quilts?</p> <p>What are some of the purposes and uses that quilts have served in different places and cultures in the past?</p> <p>What function do quilts have today?</p> <p>How do citizens demonstrate respect for the American flag and the United States?</p> <p>What are some patriotic symbols and traditions of the United States?</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><u>Suggested Formative Assessments:</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 • Rubrics • Checklists <p><u>Suggested Summative Assessments:</u> Students will be introduced to quilts as a historical art form. A tradition that both added value and understanding to the era of which they were produced.</p> <p>Students will research traditional quilt patterns and create a pattern fitting the time period studying. Students will use traditional materials such as fabric, needle and thread. If available students may</p>

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<p>3.5E Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>3.6E 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>4.2E Describe how the arts and artists influence each other across history and cultures</p> <p>4.3E Compare the purpose of works of art and design in history and cultures</p> <p>4.4E Speculate on how history and culture give meaning to a work of art</p> <p>4.5E Describe and differentiate the roles of artists in society across 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>5.1E Discuss how individual experiences influence personal works of art</p> <p>5.2E Identify ways the visual arts are used as communication</p> <p>5.7P Describe how a work of art can convey a voice of one or a voice of many</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>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p>	<p>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>Learning Targets– I can: Interact appropriately with members of the Delaware Quilt Documentation Project.</p> <p>Observe, learn, and take notes on quilts to develop an idea of what was often included in a quilt during the Revolutionary period.</p>	<p>learn to use sewing machine.</p> <p>Each student’s single patch will be combined with class members to create a single quilt. Quilt will then be displayed within the school and local library for viewing by community members. Quilt may also be donated to local</p> <p>Possible Resources</p> <p>Possible sewing teacher/school- http://ashtalfashions.com/home</p> <p>Possible summer camp for students who become interested in the art form http://www.thehandworkstudio.com/Portals/100330/docs/2012hws_summercamp3.pdf</p> <p>http://delawarequilts.org/</p> <p>State of Delaware Quilt Documentation</p> <p>State of Delaware – Revolutionary War Documents</p> <p>History in quilts lesson plans</p> <p>National Quilt Collection</p>

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Intercession			
Unit Five: Casting Timeline: 4 sessions			
<p>1.1E 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>1.4 E Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.6 E 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>2.10 D Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p>3.1 E Identify subject matter, symbols and ideas in works of art</p> <p>3.3 E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>5.3 E Describe personal responses to selected works of art</p> <p>5.6 E Apply visual arts vocabulary when reflecting upon and assessing works of art</p>	<p><u>Unit Concepts</u></p> <p>Artists use casting in creating art.</p> <p>Casting is used in sculpture work.</p> <p><u>Big Ideas</u></p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>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 is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p>	<p><u>Essential Questions</u></p> <p>Why would an artist choose the casting technique to create a sculpture as opposed to creating a clay sculpture?</p> <p>How does the style of a casted sculpture differ from other sculptures?</p> <p><u>Learning Targets– I can:</u></p> <p>Describe artist expression in sculptures such as “Monument of Balzac”, sculpted by August Rodin.</p> <p>Identify specific characteristics of casted sculptures.</p> <p>Recognize connections between papermaking and casting.</p> <p>Demonstrate an understanding of Plaster Sand casting</p>	<p><u>Formative Assessment:</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 • Exit Slips • Sketchbook assignments • Observation of the creative process <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Rubrics • Vocabulary quizzes on specific terms: <p>Casting Bronze Mold Impression Miniature Monumental</p> <p>Art Projects</p> <ul style="list-style-type: none"> • Create a sculpture using a plaster made mold and melted wax crayons

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	<p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>		
<p>Unit Six: Elements of Painting Timeline: 4 sessions</p>			
<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 E Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art</p> <p>1.7 P Describe how media and techniques are used to create two-dimensional and three-dimensional works of art</p> <p>2.8 P 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 P Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>4.4 E Speculate on how history and culture give</p>	<p>Unit Concepts Artwork comes in all forms, and in all perspectives.</p> <p>Big Ideas Artists make thoughtful choices in creating works of art.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Every work of art has a point of view.</p> <p>Art is a form of expression that</p>	<p>Essential Questions What is aerial or atmospheric in artwork?</p> <p>What are three parts of the picture plane in a 2-D artwork?</p> <p>What impact did the Hudson River School have on American art?</p> <p>Learning Targets– I can: Create the illusion of depth (space) using aerial or atmospheric perspective.</p> <p>Identify the three parts (foreground, middle ground, background) of the picture plane in 2-D artwork.</p> <p>Explain the importance of the Hudson River School on</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</p>

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<p>meaning to a work of art.</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 P Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.1E Compare and contrast the characteristics between the visual arts and other disciplines</p>	<p>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>Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p>	<p>American art. Identify the meaning of a painting based on its history and relevance.</p> <p>Understand the parts of picture planes.</p>	<p>Exhibitions and Contests</p>
<p>Unit Seven: Textiles and Fiber Arts Timeline: 4 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>1.4 E Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p>	<p>Unit Concepts Art can incorporate multiple materials.</p> <p>Big Ideas Artists make thoughtful choices in creating works of art.</p> <p>Artists must understand media, techniques and process as tools</p>	<p>What are the different materials used to create textiles and fiber art?</p> <p>How can textiles and fiber art be both 2-D and 3-D?</p> <p>What are different techniques used to create textiles and fiber art?</p>	<p>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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>1.6 E 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>2.3 E Identify the principles of design</p> <p>2.6 P Analyze the principles of design</p> <p>2.7 P Select and use the principles of design in works of art</p> <p>2.8 P Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art.</p> <p>2.10 D Analyze how the elements of art and principles of design applied 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>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 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>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 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>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number</p>	<p><u>Learning Targets– I can:</u></p> <ul style="list-style-type: none"> • Identify several materials used to create textiles and fiber art. • Give examples of 2-D and 3-D textiles and fiber art. • Use a specific technique (i.e., weaving, embroidery, stitchery, knitting, crocheting, quilting, tie-dye, batik, soft sculpture, surface/fabric design – fabric printing and stamping, etc.) to create textile or fiber art artwork. • Understand how textiles are linked to art. 	<ul style="list-style-type: none"> • Peer-assessments • Learning/Response logs • Exit Slips • Sketchbook assignments <p><u>Summative Assessments:</u></p> <p>Tests</p> <p>Art reflections/Feldman’s Art Criticism Process</p> <p>Self-assessments</p> <p>Peer-assessments/Group critiques</p> <p>Performance assessments</p> <p>Portfolio</p> <p>Exhibitions and Contests</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<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>	and variety of reasons.		
Spring Expedition: Carbon Footprint			
Unit Eight Greenhouse Effects Timeline: 15 Sessions			
<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>2.2E Select and use the elements of art in works of art</p> <p>2.3E Identify the principles of design</p> <p>2.4E Analyze the elements of art</p> <p>2.5E 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</p>	<p>Unit Concepts Increase in population can negatively affect production of crops.</p> <p>Carbon Footprints</p> <p>Positives and negatives of climate change</p> <p>Alternate strategies to producing produce other than in the ground Water conservation</p> <p>Big Ideas Artists make thoughtful choices in creating works of art.</p> <p>Artists learn rules in order to break them.</p>	<p>Essential Questions: How can I understand my impact on the environment and our collective impact on the Earth?</p> <p>What is a “Carbon Footprint”?</p> <p>How will population increase affect nature’s ability to produce crops?</p> <p>How will population increase affect nature’s ability to produce oxygen?</p> <p>How will the constant climate change affect one’s ability to grow and produce enough crops?</p> <p>What are alternate ways to grow crops than the ground?</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 • Exit Slips • Sketchbook assignments • Rubrics <p>Suggested Summative</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>works of art</p> <p>2.8P Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9P 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>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>5.7P Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.3E Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4P 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>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>The means to create art always changes.</p>	<p>How can change in one part of an ecosystem affect change in other parts of the ecosystem?</p> <p>To what extent does good design integrate form with function?</p> <p>Learning Targets– I can: Recognize elements of the environment that might upset population balance.</p> <p>Predict what might happen to food sources if population increases?</p> <p>Develop ideas of how to produce crops in an alternate way to adjust to the irregular climate patterns?</p> <p>Research water conservation techniques.</p> <p>Create an action plan to maintain a sustainable garden. Carry out plan.</p> <p>Create an action plan to build a workable greenhouse.</p> <p>Research greenhouse types and determine which best fits the needs of the school and environment.</p>	<p>Assessments: Students will use researched information and generated ideas to create an action plan to design a sustainable greenhouse on school grounds.</p> <p>Students will work to design and help build a greenhouse that will conserve water as well as provide an ideal growing environment year round.</p> <p>Students will interview and discuss design plans with local construction companies and work with them to enhance their design in a safe way. Final designed greenhouse should be designed in a way that it will be able to grow plans, vegetables, and herbs. This produce will be provided to the school’s cafeteria for student and staff consumption.</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Nine: Reduce, Reuse, Recycle Timeline: 6 Sessions			
<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>2.2E Select and use the elements of art in works of art</p> <p>2.3E Identify the principles of design</p> <p>2.4E Analyze the elements of art</p> <p>2.5E 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>2.8P Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9P 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>3.3E 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 Concepts Daily activities consume energy and materials.</p> <p>Importance of recycling on a large scale.</p> <p>Impact of pollution on environment.</p> <p>Changes in ecosystems</p> <p>Big Ideas Artists make thoughtful choices in creating works of art.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple approaches to visual problems.</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>Essential Questions: How do we reduce daily materials used every day?</p> <p>What materials can be reused by the everyday consumer?</p> <p>What materials can be recycled?</p> <p>How materials that we use are recycled? What is the process?</p> <p>How can I understand my impact on the environment and our collective impact on the Earth?</p> <p>How can we use composting to enhance the growing of the school and community gardens?</p> <p>How can change in one part of an ecosystem affect change in other parts of the ecosystem?</p> <p>How does pollution affect reduction and control of trash and reducing individual carbon footprint?</p> <p>Learning Targets– I can: Create a survey to gather information.</p> <p>Conduct interviews with staff members and students to gather information.</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 • Exit Slips • Sketchbook assignments <p>Suggested Summative Assessments: Students will create an action plan that will have them recording the schools consumption and disposal of goods.</p> <p>Students will determine the level in which the school is able to reduce, reuse, and recycle materials used.</p> <p>Students will interview and survey staff and students to gather information. Students will also interview local experts on environmental safety and conservation.</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>5.7P Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.3E Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4P Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>	<p>Develop gathered information and create graphs to show data gathered.</p> <p>Use media to display and aide in presentation of data gathered.</p> <p>Design posters that will portray actions that could be taken to reduce school carbon footprint.</p>	<p>Students will create appropriate graphs to show staff and student suggestions and concerns.</p> <p>From researched information students will work to create a plan that would enable the school to reduce, reuse, and recycle materials used each day within the school.</p> <p>For example: Instead of throwing away food that has not been purchased at lunch, the school could donate it to the local homeless shelter, in order to feed those in need. Extra or used food could also be used to create a compost pile to fertilize the schools gardens.</p> <p>Students will create a PowerPoint Presentation as well as posters to display graphs and other information. This will also depict the actions that could be taken in order to reduce the schools carbon footprint.</p> <p>Students will present final work to students, staff, and board members to provide learned information for future consideration.</p>
<p>Unit Ten: Ecosystem Comics Timeline: 6 Sessions</p>			
<p>1.2E Use selected two-dimensional and three-</p>	<p>Unit Concepts</p>	<p>Essential Questions:</p>	<p>Suggested Formative</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>dimensional media to communicate ideas</p> <p>1.3E Use media and tools in a safe and responsible manner</p> <p>2.2E Select and use the elements of art in works of art</p> <p>2.3E Identify the principles of design</p> <p>2.4E Analyze the elements of art</p> <p>2.5E 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>2.8P Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9P 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>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>5.7P Describe how a work of art can convey a voice of one or a voice of many</p>	<p>Everything in nature has a purpose and is interdependent (including humans).</p> <p>People benefit from biodiversity in many ways.</p> <p>People can use knowledge of biodiversity to make decisions about the environment.</p> <p>Humans have the power to change the environment more than any other living thing.</p> <p>Big Ideas Artists make thoughtful choices in creating works of art.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple approaches to visual problems.</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</p>	<p>How does your Ecosystem Grow?</p> <p>How can I understand my impact on the environment and our collective impact on the Earth?</p> <p>What keeps us and other organisms alive on Earth?</p> <p>What makes Michigan a special place to live?</p> <p>How do people interact with the environment?</p> <p>How have Delaware’s ecosystems changed over time?</p> <p>Who has responsibility to care for the environment?</p> <p>Learning Targets– I can: Create and design comic book using learned information.</p> <p>Use RAFT to enhance writing of story.</p> <p>Develop illustrations that accurately portray written works. Design works that are visually appealing to the reader.</p> <p>Apply proper drawing techniques while illustrating work.</p>	<p>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 • Exit Slips • Sketchbook assignments <p>Suggested Summative Assessments: Using gathered and researched information as a whole, students will create their own comic book. Students will write and illustrate a full comic book that will educate the reader on the theme of Carbon Footprints.</p> <p>Students will provide facts and opinions in order to demonstrate knowledge. As students write they will keep in mind: Restate the theme/topic/question AnsWER the questions For example – provide examples Tie it up /provide a free response or add in thoughts that will enhance the readers understanding or persuade them.</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>6.3E Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4P Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>refinement are key steps in the process of creating art.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>		<p>Completed works will be published for distribution with the school and kept in the library.</p> <p>Students will visit lower level grades to read them their created comic book and share their learned knowledge.</p>