



Providence Creek Academy Art Curriculum Overview 2020

[Click here for our 19-20 Virtual Art Show](#)

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At Providence Creek Academy, we strive to educate the whole child on a foundation of academics, athletics, and the arts. Our Visual Arts curriculum reflects that belief. Teachers combine the Elements and Principles of Art Scope and Sequence with the Media Skills Scope to facilitate student learning as children create, present, respond to, and connect with the visual arts.

PCA Elements and Principles of Art Scope and Sequence

	K	1	2	3	4	5	6	7	8
Line	Naming lines Describing line qualities Drawing lines	Naming lines Describing line qualities Drawing lines Horizontal Vertical	Descriptive Expressive Outline	Descriptive Expressive Linear Design	Contour Descriptive Expressive	Contour Descriptive Expressive	Hatch Crosshatch Implied line Gesture Direction	Hatch Crosshatch Implied line Direction Gesture	Sketched Implied Line
Shape	Naming shapes Describing shapes Drawing shapes	Naming shapes Irregular (“No Name”) shapes	Characteristics Of 2-D shapes	Organic Geometric 3-D Shapes	Organic Geometric Letters, Numbers, Symbols Symmetry	Organic Geometric Silhouettes 3-D shapes in perspective	Creating 3-D	Creating 3-D	Creating 3-D
Color	Primary Secondary Warm Cool	Primary Secondary Warm Cool Color wheel ROYGBIV	Primary Secondary Warm Cool Color wheel ROYGBIV	Mixing colors Color wheel Warm & Cool Primary Secondary Value – Tint & Shade	Intermediate Mixing colors Color wheel Warm & Cool Primary Secondary	Intermediate Mixing colors Color wheel Warm & Cool Primary Secondary	Hue Tints & Shade Monochromatic Analogous Complementary Color Families Scale	Hue Tints & Shade Monochromatic Analogous Complementary Value Scale	Value Contrast
Space	Small, medium, Large Front Middle Behind	Small, medium, Large Location on plane Overlapping	Illusion of depth Size Foreground Middle ground Background	Foreground Middle ground Background Size and detail Positive Negative	Proportion Foreshortening 1-pt Perspective	Proportion Foreshortening 2-pt Perspective	Proportion Foreshortening Perspective	Proportion Foreshortening Perspective	Proportion Foreshortening Perspective Division of picture plane
Form	Paper Ceramic	Paper Ceramic	Characteristics of 3-D Ceramic Paper Sculpture	Characteristics of 3-D Sculpture Modeled Relief Ceramic Paper	Sculpture Modeled Realistic Subtractive Mobile Relief	Stylized Sculpture Modeled Realistic Subtractive Mobile Relief	Sculpture Modeled Realistic Subtractive	Sculpture Modeled Realistic In the round Additive Armature	Sculpture Modeled Realistic In the round Additive Armature

Texture	Recognize Texture	Identify texture as: soft, smooth, rough, bumpy, etc.	Identify texture as: soft, smooth, rough, bumpy, etc.	Identify texture as: soft, smooth, rough, bumpy, etc. Create texture Actual v. Implied			Creating texture through crosshatching, stippling, shading, actual vs. implied	Creating texture through crosshatching, stippling, shading, actual vs. implied	Creating texture through drawing media: pencils, charcoal, colored pencils, etc., actual vs. implied
Balance			Identify symmetrical objects	Identify symmetrical & asymmetrical objects	Identify & create radial designs	Identify & create radial designs	Understanding and creating an interesting composition	Understanding and creating an interesting composition	Understanding and creating an interesting composition
Unity	Grouping similar things together Categorizing	Recognizing similarities and differences	Recognizing similarities and differences	Understanding how art can have common themes	Understanding how art can have common themes	Understanding how art can have common themes	Putting artworks together for display with a common theme	Putting artworks together for display with a common theme	Putting artworks together for display with a common theme
Emphasis	Creating emphasis using color & line	Creating emphasis using color, line, & shape	Identify & create objects in focus	Create emphasis using focus & detail	Create emphasis using repetition, and big & bold	Create emphasis using repetition, and big & bold	Create emphasis using detail, contrast, focus, & repetition	Create emphasis using detail, contrast, focus, & repetition	Create emphasis using detail, contrast, focus, & repetition
Variety	Identify variety of lines, color	Identify varieties of shapes	Identify varieties of depth	Creating varieties of texture	Creating varieties of form	Creating and identifying varieties of space	Creating & identifying varieties of lines & textures	Creating & identifying varieties of lines & textures	Identifying varieties of drawing media using lines & texture, value, & color
Pattern	Pattern: Line Shape Color	Pattern: Line Shape Color	Pattern: Line Shape Color	Pattern Visual Movement Multiples	Pattern Motifs	Pattern Motifs Style Figures	Pattern Motifs Style Figures Transformation	Pattern Motifs Style Figures Transformation	Pattern Motifs Style Figures Transformation
Movement	Identifying motions	Describing motion	Showing motion: Action lines	Showing motion: curved, lines, action lines, tones Optical Illusions					

Delaware Visual Art Standards									
	K	1	2	3	4	5	6	7	8
	Click here for virtual arts standards at a glance.								
Creating	AS 1: Generate & conceptualize artistic ideas & works AS 2: Organize & develop artistic ideas & work AS 3: Refine & complete artistic work								
Presenting	AS 4: Select, analyze, & interpret artistic work for presentation AS 5: Develop & refine artistic techniques & work for presentation AS 6: Convey meaning through the presentation of artistic work								
Responding	AS 7: Perceive & analyze artistic work AS 8: Interpret intent & meaning in artistic work AS 9: Apply criteria to evaluate artistic work								
Connecting	AS 10: Synthesize & relate knowledge & personal experiences to make art AS 11: Relate artistic ideas & works with societal, cultural, & historical context to deepen understanding								

PCA Media Skills Scope and Sequence

	K	1	2	3	4	5	6	7	8
Drawing	Lines Shapes Stencils Crayons, colored pencils, pastels	Guided drawing Lines Shapes Outlining objects Oil pastels	Guided drawing Lines Shapes Outlining Oil pastels	Contour lines Relative size and detail Drawing from observation	1-pt perspective Understanding value in terms of depth of space	2-pt perspective Understanding value in terms of depth of space	Drawing a grid Self-portrait Charcoal, sharpie, Colored pencil Stippling Crosshatching	Drawing a grid Self-portrait Charcoal, sharpie, Colored pencil Stippling Crosshatching	Drawing a grid Self-portrait Drawing to scale from Observation Pastels
Painting	Tempera Watercolor Basic brushstrokes Paintbrush care Watercolor resist-crayons	Tempera Watercolor Basic brushstrokes Paintbrush care Cleaning brushes Watercolor resist-crayons Landscapes	Tempera Watercolor Watercolor wash Mixing secondary colors	Tempera Watercolor Mixing values	Tempera Watercolor Mixing second and tertiary colors	Tempera Watercolor	Tempera Watercolor Acrylic Landscape Self-Portrait	Tempera Watercolor Acrylic Landscape Self-Portrait	Tempera Watercolor Acrylic En plein air Portrait
Sculpture	Clay slab Identifying difference between sculpture and painting	Clay pinch pots Identifying difference between sculpture and painting	Clay Paper	Clay pinch pot and coiling	Clay Hand building	Clay Hand building	Plaster Clay	Plaster Clay	Plaster Clay
Textiles	Collaging different materials Recognizing fabric materials	Collaging different materials Recognizing fabric materials	Paper weaving	Metal repousse, Weaving, coiling	Fingerknitting Coiling, weaving	Fingerknitting Coiling, weaving	Fingerknitting, felting	Fingerknitting, felting	Embroidery
Printmaking	Rubbing Stamping	Relief, Styrofoam Stamping	Monoprinting	Monoprinting	Monoprinting	Monoprinting	Screen printing	Screen printing	Relief Linocut

Kindergarten Color Unit: Stage 1- Desired Results	
<p>Established Goals: Kindergarten students strive to develop excellence through practice and reflection.</p> <p><u>Primary Standard:</u> VA:Cr3.1.Ka (Explain the process of making art while creating),</p> <p><u>Secondary Standard:</u> VA:Cr2.2.Ka (Identify safe and non-toxic art materials)</p> <p>Media Unit: Color</p>	
<p>Understandings:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • The color wheel is made up of primary and secondary colors. • Colors are categorized in groups called warm and cool colors. • We associate warm and cool colors with objects in our world. • We associate color with emotions. • We can explain how our art was made 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the primary colors? 2. What are the secondary colors? 3. What are the warm colors? What do we associate warm colors with? 4. What are the cool colors? What do we associate cool colors with? 5. How are colors associated with emotions? 6. How can we make art?
<p>Students will know...</p> <ul style="list-style-type: none"> • To differentiate between primary and secondary colors • Colors can be used to express emotion 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify primary and secondary colors. 2. Categorize colors into warm and cool color groups. 3. Explain how colors can be associated with emotions.
Stage 2- Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Create a painting using only the primary colors. (sample attached) • Create a painting using only secondary colors. • Create a painting using warm and cool color 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Attached rubric for Mondrian Paintings • Color Quiz
<p>Timeline: 45 minute classes, 2x per week. This unit will take approximately 3 weeks.</p>	<p>Depth of Knowledge (DOK):</p> <p>Level 1: Describe how we can create art?</p> <p>Level 2: Why can we follow the same steps and have different artistic results?</p>
Stage 3- Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Sing along with the Colors song https://www.youtube.com/watch?v=N8yuyekP_So&list=PL7jE1p9Uob1di6kfoD6j7fZ4Z0FEKj8NV&index=5 • Mouse Paint by Ellen Stoll Walsh • Mondrian's Composition II in Red, Blue, and Yellow (attached) 	

Mondrian's Primary Colors!!

Lesson Developed by: Lorelei Gerstemeier

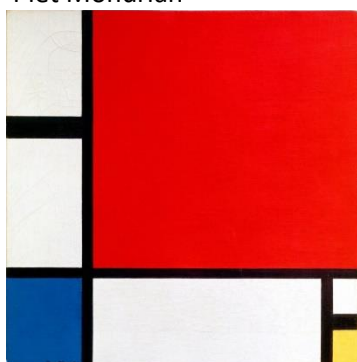
Enduring Idea: Throughout time and across cultures artists utilize the elements and principles of art and design in their artwork.

Grade: Kindergarten

Time Allotment: 4 days

Artists/Artifacts:

Piet Mondrian



Lesson Summary

This Kindergarten lesson is designed to introduce students to the idea that art can be a process. For many students, Kindergarten Art class is the first time that they are exposed to abstract art, so is an exceptional vehicle for both introducing them to something new and exposing them to the process of art. This project generates excitement and sets the stage for future art projects in genres that may be new to them.

When students are able to tell about how they made art, they lay the foundation for evaluation and critique. This project uses primary colors and cubism to allow children the freedom to create and explore these ideas within a structure. The use of art supplies and safety is a heavy focus in kindergarten and is a constant throughout the year.

DE Visual Art Standards

Anchor Standards	Performance Standard	I CAN Statements
VA:Cr3.1.Ka	Explain the process of making art while creating.	I CAN tell about how I make art.
VA:Cr2.2.Ka	Identify safe and non-toxic art materials, tools, and equipment.	I CAN be safe when using art supplies.

Key Concepts

1. We can use a process for making art.
2. Red, blue, and yellow are primary colors.
3. Piet Mondrian is a painter who used primary colors a lot in his art.
4. Cubism is the idea that cubes, squares, and rectangles of all different sizes are used to make up a piece of artwork.
5. Collage is adding different materials onto a piece of artwork.
6. Abstract is the idea that a painting does not have a recognizable image and does not represent anything, but uses many lines, shapes, colors, and or forms.

Essential Questions

1. What is our process for making art?
2. What are the primary colors?
3. Who is Piet Mondrian?
4. What is cubism?
5. Why can a collage be considered art?
6. Do you think abstract is interesting artwork?
7. How can I be safe when using art supplies?

Objectives

- Knowledge: The students will identify the primary colors. The students will identify the square/ rectangular shapes in Piet Mondrian's painting Composition in Red, Blue, and Yellow. The students will utilize the vocab terms cubism, collage, and abstract.
- Skills: The students will safely create their own Piet Mondrian inspired painting using paint and gluing strips of black paper. The students will use collaging and painting.
- Disposition: students will reflect on how art is made and how they can use a process to make art.

See [PCA Virtual Art Show](#) 0:27 mark for a student sample from this unit.

Instructional Procedures

Day 1

1. **Hook 15 mins:** The instructor will play the Colors song on YouTube and ask the students to recall the primary colors. Students will then analyze a picture of Piet Mondrian's Painting *Composition in Red, Blue, and Yellow*. Students will describe what they notice in the painting. Students will discuss Cubism as the idea that cubes, squares, and rectangles of all different sizes are used to make up a piece of artwork. Then the class will watch a short video on Piet Mondrian.
2. **Development 25 mins:** The instructor will demonstrate the proper way to use the glue sticks to glue 4 horizontal strips of black paper onto their paper and 3 vertical strips of black paper onto their white paper. Students will practice saying the word, "collage" and discuss its meaning. Collage is adding different material onto a piece of artwork like gluing paper onto their paintings. Students will return to their tables and get out their glue sticks. When the class helper passes out white pieces of paper to each student the students will write their names on the back of their paper. Students will each receive 7 thin and thick strips of black paper. Students will glue 3 vertical and 4 horizontal onto their papers.
3. **Closure 15 mins:** Students will take two minutes to share their progress at their student tables, taking turns to explain their process so far and to discuss how what they are doing is creating art. Students will practice the vocabulary word, "collage" and then store their papers in their table folders. Each table will follow clean-up art procedures.

Day 2

1. **Hook 10 mins:** The instructor will have the students sit on the carpet and ask the students to look at Mondrian's painting, *Composition of Red, Blue, and Yellow* and to recall the things we talked about last class. Students will take notice of the white spaces and discuss whether Mondrian painted all his squares or left some blank. Why might he have done so? The instructor will demonstrate how to use paint to fill in some of the squares and rectangles with red, blue, and yellow paint. Students will briefly brainstorm paint and paint safety.
2. **Development 30 mins:** Students will return to their seats. The instructor will give tables jobs to pass out materials; one table will pass out paper plates with paint on it, one table will pass out messy mats, and one table will pass out water cups with paint brushes. Students will next paint a few of the squares of their choice with red, yellow, and blue paint. Once they are finished they will walk their paintings over to the drying rack and place it on a shelf.
3. **Closure 10 mins:** Students will take two minutes to share their progress at their student tables, taking turns to explain how they are creating art. Students will practice using the vocabulary terms "collage" and "cubism" in their discussion. The instructor will give tables clean up jobs; one table will collect paint plates and place it on the counter, one table will collect water cups with paint brushes, one table will collect messy mats and put them in the bin, and one table will wipe down tables. Once all the tables are clean the instructor will call tables that are clean and ready to line up on the green line.

Day 3

1. **Hook 15 mins:** Students will sit on the carpet to observe a finished Mondrian painting. The instructor will have the students with a show of thumbs; if they think they doing well thumbs up, if they think they are almost finished thumbs to the side, and if they need some help thumbs down. Students will review safety through a sixty second turn and talk.
2. **Development 25 mins:** Students will return to their seats. The instructor will give tables jobs to pass out materials; one table will pass out paper plates with paint on it, one table will pass out messy mats, and one table will pass out water cups with paint brushes. The instructor will have the students paint a few of the squares with red, yellow, and blue paint. Once they are finished they will walk their paintings over to the drying rack and place it on a shelf. Instructor will begin assessing student by calling students back to conference.
4. **Closure 10 mins:** Students will take two minutes to share their artistic progress at their student tables, practicing the use of vocabulary words collage and cubism as they take turns to discuss how they are creating art. The instructor will give tables clean up jobs; one table will collect paint plates and place it on the counter, one table will collect water cups with paint brushes, one table will collect messy mats and put them in the bin, and one table will wipe down tables. Once all the tables are clean the instructor will call tables that are clean and ready to line up on the green line.

Day 4

1. **Hook 5 mins:** Students will gather on the carpet. The instructor will hold up a finished Mondrian Collaged Painting and ask the students to recall how we made them. Then the instructor will ask the students why they think we made them. Students will ponder the purpose of using famous artwork for inspiration.
2. **Development & Assessment, 35 mins:** The instructor will show short section of a video on cubism and abstract art. The students will display their finished Mondrian paintings at their seat and do a “gallery walk” with timed stations to analyze the work of their peers. Teacher will assess students during the gallery walk.
3. **Discussion 10 mins:** Class discussion: How do we create art? What are the primary colors? Who was the artist we talked about? What is it called when you use different size and shape squares in an artwork? What is it called when you add different materials on a piece of artwork? What is it called when you make an artwork out of lines, shapes, and colors? How did we all follow the same directions and use the same colors but our projects are unique? How did we choose safe materials?

Accommodations

Students with motor skill difficulties may get assistance gluing their black strips of paper onto their white paper. Students with fine motor difficulties may use a bigger paint brush.

Assessment

- Formative: The instructor will informally assess the student's knowledge by asking them to recall the primary colors as well as collage, abstract, and the name of the artist as "exit tickets".
- Summative: The instructor will formally assess the student's knowledge verbally using the attached rubric during the Gallery Walk.

Materials

- White paper
- Strips of black construction paper
- Paint (red, blue, and yellow)
- Glue
- Rubrics for students

Vocabulary

- Piet Mondrian
- Collage
- Cubism
- Abstract

Research/Resources

<https://www.youtube.com/watch?v=7WqN2hlii1w>
https://www.youtube.com/watch?v=rb1_xAJwBA
<https://www.youtube.com/watch?v=UL9JNoI48tY>

Kindergarten Rubric:

Student conferences with the teacher during the Gallery Walk and is asked to describe the process for creating their art for this project. Teacher may use age-appropriate prompts.

Beginning prompt:

Tell me about how you made this art project?

Follow-up Prompt (sample, will depend on student responses):

What makes this kind of project different from the project we did before this one?

	3	2	1
I can tell about how I make art, color:	Student explains why primary colors were used in their art and, when prompted, defines primary colors.	Student references color in their description of the art, but does not give detail. When prompted, does not describe primary colors.	Student does not reference color in the explanation. When prompted, does not describe primary colors.
I can tell about how I make art, abstract:	Student fully describes why their Mondrian painting is abstract.	Student partially explains why their Mondrian painting is abstract.	Student does not describe why their Mondrian painting is abstract.
I can tell about how I make art, creation:	Student fully describes their process and offers insight on cubism.	Student partially describes their process.	Student does not describe their process.
Comments:			Total:

4/5 Color Unit: Stage 1- Desired Results

Established Goals: Throughout time and across cultures artists have recognized and created color relationships.

DE Visual Art Standards

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art- making.

Understandings:

Students will understand that...

- A color wheel can be created using primary, secondary, and tertiary colors.
- Art vocabulary can be used
- Tertiary colors are created by mixing unequal amounts of the primary colors.

Essential Questions:

1. What are the primary colors?
2. What are the secondary colors?
3. What is the relationship between the primary, secondary, and tertiary colors?
4. In what ways can color mixing be described as mathematical?

Students will know...

- How to use mathematical ratios to mix secondary and tertiary colors.

Students will be able to...

1. Recognize differences in criteria to evaluate art.
2. Use vocabulary to discuss and critique their projects.
3. Create secondary and tertiary colors using mathematical ratios.

Stage 2- Assessment Evidence

Performance Tasks:

- Complete a primary, secondary, tertiary, and color wheel order activity along with a video song as an introduction.
- Creating a color wheel using only the primary color paints to mix secondary and tertiary colors with their knowledge of the mathematical ratios of color mixing. **(Attached)**

Other Evidence:

- Colors Quiz- the students will be able to show their understanding of the order of the color wheel including the tertiary colors.

DOK:

Level 1: define & describe
 Level 2: Contrast changes to media and how they impact a possible critique
 Level 3: Create original artwork within a set of parameters

Stage 3- Learning Plan

Learning Activities:

- <https://www.youtube.com/watch?v=XSlIdlQnbpil&list=WL&index=14&t=0s> (Tertiary Colors)
- https://www.youtube.com/watch?v=N8yuyekP_So (Primary & Secondary)
- <https://www.youtube.com/watch?v=Gf33ueRXMzQ> (Color order)
- Radial Symmetrical Design Color Wheel **(attached)**

Radial Symmetrical Design Color Wheel

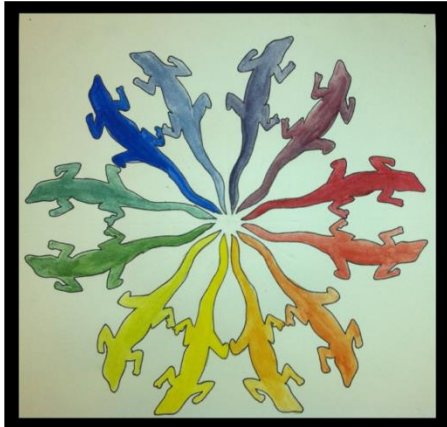
Lesson Developed by: Lorelei Gerstemeier

Enduring Idea:

Grade: 4th & 5th

Time Allotment: 8 class periods

Artists/Artifacts:



Lesson Summary

This project allows for student creativity and individuality within the parameters of the color wheel. By the end of the project, students will have experimented with color, symmetry, and radial design. They will practice using vocabulary words to inform their critiques, and will begin to recognize differences in criteria used to evaluate different types of art.

DE Visual Art Standards

Anchor Standards	Performance Standard	I CAN Statements
VA:Cr2.1.5a	Experiment and develop skills in multiple art-making techniques and approaches through practice	I CAN develop my art making skills by experimenting and practicing different techniques.
VA: Re9.1.5a	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	I CAN recognize differences in criteria used to evaluate different types of art.
VA:Cn10.1.5a	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art- making.	I CAN use my art vocabulary to discuss art and how it relates to the surroundings.

Key Concepts

1. Secondary colors.
2. Tertiary colors.
3. The result of a mixture of equal or unequal parts.
4. A radial design can provide a framework for an art project.
5. Artists use symmetry for different reasons.
6. Artists use color in their artwork to create vibrancy and dimension.

Essential Questions

1. What are the primary and secondary colors?
2. In what ways does mixing colors change how art can be viewed?
3. How do the vocabulary terms radial, symmetrical, secondary, and tertiary help people discuss and evaluate art?
4. How do artists use color in their artwork?
5. How can this art be evaluated?

Objectives

- Knowledge: The students will use the art vocabulary terms primary, secondary, tertiary, radial, and symmetrical to discuss art.
- Skills: The students will create a symmetrical radial design of the 12 colors on the color wheel and place them in the correct order. The students will mix secondary and tertiary colors using only the primary colors.
- Disposition: The students will reflect on why the color wheel order is important and how artists use color in their artwork. The will use color, form, and media as criteria for art evaluation.

Instructional Procedures

Day 1 & 2

1. **Hook 5 mins:** Students will discuss the use of the colored pencils or crayons to fill in their practice activity sheet.
2. **Development 35 mins:** The instructor will play the colors song while students experiment with colored pencils or crayons to fill out their primary colors, secondary colors, warm and cool colors, and ROYGBIV activity sheet.
3. **Closure 5 mins:** The instructor will have the students keep their papers in the folders and clean up. Students will turn and talk to recall the primary, secondary, warm and cool colors and the order of the color wheel and then table share as exit tickets to line up.

Day 3

1. **Hook 10 mins:** The instructor will demonstrate how to create 12 equal spaced rectangle sections on their final papers and label them the 12 colors in the color wheel.
2. **Development 30 mins:** The students will get 9x12" thick or cardstock papers, a ruler, and a pencil. The students will use their ruler to draw a line in the center of their papers both ways to make a "+" and then draw two lines on their side about 2 inches apart to make 6 rectangles on top and 6 on the bottom for a total of 12 rectangles. The students will write lightly and label all 12 colors in the rectangles.
4. **Closure 5 mins:** Students will turn and talk to recall the primary, secondary, warm and cool colors and the order of the color wheel and then table share as exit tickets to line up. The students will keep their papers in their table folders and put away rulers and pencils.

Day 4

1. **Hook 5 mins:** The instructor will demonstrate how to paint the primary colors on their papers and how to clean their brushes well before painting a new color. The instructor will demonstrate how to mix equal parts primary colors to make the secondary colors on their second paper plate. Students with jobs will pass out messy mats, paint plates, water cups, brushes and paper towels.
2. **Development 25 mins:** The students will paint the primary colors neatly on their papers. If they finish they may mix primary colors to paint their secondary colors. The students will mix paint on the paper plate before painting on their projects.
3. **Closure 10 mins:** Students will turn and talk at their tables to discuss their project and analyze the work of their peers. The instructor will give tables jobs to clean up. One table will put all papers on the drying rack, one table will collect and throw away paint trays and paper towels, one table will collect messy mats, one table will collect and clean all water cups and brushes, and one table will wipe down tables with a wipe.

Day 5

1. **Hook 10 min: Students:** Students will brainstorm how to make secondary colors. The instructor will demonstrate how to mix equal parts primary colors to make the secondary colors on their second paper plate. Students will turn and talk and then brainstorm to discuss tertiary colors. The instructor will demonstrate how to paint not

equal parts tertiary colors. Students with jobs will pass out messy mats, paint plates, water cups, brushes and paper towels.

2. **Development 25 mins:** The students will paint the secondary colors neatly on their papers. If they finish they may mix their colors to make tertiary colors. The students will mix paint on the paper plate and not their papers.
3. **Closure 10 min:** Students will analyze their work and that of others at their tables, using “I notice” language to practice vocabulary terms. The instructor will give tables jobs to clean up. One table will put all papers on the drying rack, one table will collect and throw away paint trays and paper towels, one table will collect messy mats, one table will collect and clean all water cups and brushes, and one table will wipe down tables with a wipe.

Day 6

1. **Hook 10 mins:** Students will examine a finished product and brainstorm how to make a symmetrical radial design color wheel. If needed, the instructor will demonstrate how to take their 2x3” rectangle cardstock fold it in half and draw a shape along the fold. The instructor will demonstrate how to cut their shape out making sure not to cut on the fold so that way the shape opens up on the fold. The instructor will again show the example of the finished symmetrical radial design color wheel on the board. The instructor will introduce the words radial design and symmetry. The instructor will demonstrate how to trace their shapes on each color of their painted papers.
2. **Development 30 mins:** The students will get their 2x3” rectangle cardstock fold it in half and draw a shape along the fold. The students will their shape out making sure not to cut on the fold so that way the shape opens up on the fold. The students will trace their symmetrical shape on all 12 of their colors and cut them out.
3. **Closure 10 mins:** The instructor will give each student a paper clip to clip their pieces together. Students will share their progress with one other student and analyze work using “I notice” statements and vocabulary.

Day 7:

1. **Hook 5 min:** Students will listen to the ROYGBIV song as the instructor demonstrates how to line up their shapes on their square piece of paper. Students will discuss ways to put the tertiary colors in between the secondary colors where the two colors next to make the color in between. The instructor will demonstrate how to glue their pieces down flat in a radial design and put their names on the back.
2. **Development 30 mins:** The students will line up their shapes on their square piece of paper and put the tertiary colors in between the secondary colors where the two colors next to make the color in between. The students will glue their pieces down flat in a radial design and put their names on the back.
3. **Closure 10 min:** Students will share their progress with at least one peer and use “I notice” statements and current vocabulary to analyze their projects. The instructor will

have the students turn in their paper clips. When the students are finished they will put their papers in their folders and clean up.

Day 8:

1. **Hook 5 min:** Students will brainstorm the term “critique”. Students are encouraged to connect their “I notice” statements with this new vocabulary word.
2. **Development 25 mins:** The students will grab their radial design color wheels, rotate to a new seat, and sit with their tables to talk about what each person thinks they did well on their projects and one thing each person could have done to improve their projects. When finished the instructor will have the students sit on the floor with their projects and as a class we will talk about the feedback groups gave. The instructor will ask the students how they think they should be graded on the project what things do they think are important (the painting, the colors, the neatness, the correct order, the gluing, the symmetry and radial design, the cutting, etc.). The instructor will take notes to add any relevant student suggestions to the rubric. Students will turn and talk ways that this project could be adapted to different media. How might that change the ways in which it is critiqued?
3. **Closure 10 min:** Students will complete a reflection sheet (attached).

Accommodations

Students may work at their own paces and will get one on one differentiation when needed. Students with fine motor difficulties may use a larger brush.
Students with writing accommodations may be assessed orally.

Assessment

- **Formative:** The instructor will informally assess the student’s knowledge by asking them to recall the primary, secondary, and tertiary colors as well as the order of the color wheel as “exit tickets”.
- **Summative:** Students will receive feedback on their artwork through the attached rubric. The reflection sheet is photocopied with a rubric on the back (updated to show any student changes). The copy with a rubric is returned to the student with written feedback.

Materials

- Paint
- Thick paper or cardstock 9x12” about
- Water cups
- Brushes
- Messy mats
- Colors and tertiary colors activity
- 2x3 in rectangle cardstock
- Scissors
- Glue

- Square paper to glue the shapes onto

Vocabulary

- Primary colors
- Secondary colors
- Tertiary colors
- Symmetry or symmetrical
- Radial design
- ROYGBIV

Research/Resources

https://www.youtube.com/watch?v=N8yuyekP_So

<https://www.youtube.com/watch?v=Gf33ueR XMzQ>

<https://www.youtube.com/watch?v=XSIdIQnbpil&list=WL&index=14&t=0s>

See [PCA Virtual Art Show](#) 5:20 mark for a student sample of a finished project from this unit.

Color Wheel Radial Symmetrical Design Rubric

Name: _____

Period: _____

<p><u>Developing Craft-</u> I developed my art making skills by experimenting with this technique.</p>	<p>Clear evidence of experimentation creating secondary and tertiary colors using only primary colors. Clear understanding of the correct order of the color wheel and there is a clear difference between each color.</p> <p style="text-align: center;">3</p>	<p>Some evidence of experimentation creating secondary and tertiary colors using only primary colors. Painting could be neater and more carefully.</p> <p style="text-align: center;">2</p>	<p>Little evidence of experimentation creating secondary and tertiary colors using only primary colors.</p> <p style="text-align: center;">1</p>
<p><u>Craftsmanship-</u> I developed my art making skills through careful practice.</p>	<p>The painting is done carefully and neatly. A symmetrical shape is used to cut out all 12 of the colors. The shapes are aligned in a radial design in the correct color wheel order. Pieces are glued down neatly.</p> <p style="text-align: center;">3</p>	<p>The painting is not done carefully and neatly. A symmetrical shape is used to cut out all 12 of the colors, but the shapes are not aligned in a radial design in the correct color wheel order. Pieces could be glued down more neatly.</p> <p style="text-align: center;">2</p>	<p>The painting is not done carefully and neatly. A symmetrical shape is used to cut out all 12 of the colors, but the shapes are not aligned in a radial design in the correct color wheel order. Pieces could be glued down more neatly.</p> <p style="text-align: center;">1</p>
<p><u>Art Vocabulary</u> I used my art vocabulary to discuss art.</p>	<p>Understanding of all vocabulary terms is evident on the attached reflection.</p> <p style="text-align: center;">3</p>	<p>Some understanding of the primary, secondary and tertiary colors is evident on the attached reflection.</p> <p style="text-align: center;">2</p>	<p>Little understanding of primary, secondary and tertiary colors is evident on the attached reflection.</p> <p style="text-align: center;">1</p>
<p><u>Work Ethic and Perseverance-</u> I devoted time and effort into doing my best on this project.</p>	<p>n/a</p>	<p>Worked efficiently, managed time wisely. Positive attitude and perseverance.</p> <p style="text-align: center;">2</p>	<p>Required multiple reminders to focus on my project.</p> <p style="text-align: center;">1</p>

Total: _____/10 points

Reflection

1. Look back to our "I Can" statement. "I CAN use my art vocabulary to discuss art and how it relates to the surroundings." Write three sentences discussing your art project using the vocabulary that we learned for this project. (Include at least three new vocabulary terms from the word wall in your response; this question is worth 3 points on the rubric.)
2. How might changing the criteria for this project change the way that it is critiqued?

6th & 7th Grade Value Unit: Stage 1- Desired Results	
<p>Established Goals: Throughout time and across cultures artists utilize value through many artistic mediums</p> <p>DE Visual Art Standards:</p> <p>VA: Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>VA: Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p> <p>VA: Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses</p>	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> Value can be created through a variety of artistic techniques. Criteria can be based on personal feelings or an established set of criteria and those may conflict. Culture can influence art. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> How can an artist create value? How can this project be critiqued? In what ways might that critique differ? In what ways does value make an object appear more realistic and three dimensional? How can my art be developed to make art that meets the established criteria?
<p>Students will know...</p> <ul style="list-style-type: none"> How to describe value and value scale. How to create value using different techniques How value makes two dimensional drawings appear more realistic. How Pop Art drives the criteria for critiquing this project. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> Define value, value scale, hue, tint, shade, realism, cross-hatching, stippling, shading, and texture. Create value scales using many techniques (watercolor, paint, shading, cross-hatching, and stippling). Critique projects according to personal and established criteria.
Stage 2- Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> The students will practice creating value using many techniques (watercolor, paint, shading, cross-hatching, and stippling). The students will draw two dimensional objects using those value techniques. Reflection 	<p>DOK Levels:</p> <p>Level 2: Create art using value and identify ways to create that value.</p> <p>Level 3: Create and discuss Pop Art</p> <p>Level 4: Critique according to personal criteria and pop art criteria and discuss why those critiques may be different.</p>
Stage 3- Learning Plan	
<p>Learning Activities (These are available for Virtual Instruction):</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=vcNRbP6Sgk8&t=74s https://www.youtube.com/watch?v=V9FW3TTal9U&t=11s https://www.youtube.com/watch?v=QqE3A4FsACk&t=323s Watercolor Snack Project (Attached) Shoe Value Project 	

WATERCOLOR SNACK

Lesson Developed by: Lorelei Gerstemeier

Enduring Idea: Throughout time and across cultures artists have created artwork using value.

Grade: 6-8th

Time Allotment: 7 classes

Artists/Artifacts:



Lesson Summary

Throughout this project, students revolve back to the idea of the interconnectedness of culture and art. They are asked to pick a snack that is meaningful to them and, using Andy Warhol as inspiration, created a Watercolor Snack painting that explores the idea of value through hue, tint, and shade. Intertwined with that exploration, students are asked to think about and discuss whether art can be evaluated in different ways: their own personal criteria and an established set of criteria.

DE Visual Art Standards

Anchor Standards	Performance Standard	I CAN Statements
VA:Cr1.2.7a	Develop criteria to guide making a work of art or design to meet an identified goal.	I CAN develop a work of art that meets a specific goal.
VA: Re9.1.7a	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	I CAN explain the evaluation of artwork based in its merit.
VA:Cn11.1.7a	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	I CAN analyze how responses to art is influenced by understanding the time and place in which it was created, the resources and cultural uses.

Key Concepts

1. Vocabulary terms: Hue, tone, value, tint, shade, complement, image.
2. Pop art uses images that are popular to the current time and culture in society.
3. Andy Warhol is a Pop artist who created iconic images of Marilyn Monroe and The Campbell's Tomato Soup Can.

Essential Questions

1. How do you achieve value using watercolor?
2. In what ways can personal criteria differ from established criteria?
3. How is Pop Art influenced by the time and place in which it was created?
4. Why does knowledge of Andy Warhol's work influence an evaluation of this project?

Objectives

- Knowledge: The students will be able to define hue, tone, value, tint, and shade.
- Skills: The students will be able to create value using watercolor.
- Disposition: The students will reflect on how value is important to creating a piece of artwork.

Instructional Procedures

Day 1

4. **Hook 15 mins**: Students will discuss images from a PowerPoint on tone, value, tint, hue, and shade using watercolor. The instructor will introduce the project and target goal.
5. **Development 25 mins**: The instructor will demonstrate how to practice creating value and different hues using watercolor. After a class brainstorm and turn-and talk, the students will explore creating 5 or more cross sections on their practice paper. Then the brainstorm how to mix colors to create different values and hues of a single color. The

students will practice creating different tones and hues. Students will hand out brushes, water cups, messy mats, and watercolor palettes.

6. **Closure 5 mins:** Students will turn and talk to review vocab words before they line up. Any wet paintings will be placed on the drying rack. The instructor will give tables jobs to clean up tables and paint.

Day 2

3. **Hook 10 mins:** The instructor will ask the students to show with thumbs up, sideways thumb, or thumbs down how they are doing on their practice watercolor sheet. Students will recall and discuss the vocabulary from last class. Students will view Andy Warhol images and discuss similarities and differences with their projects. Students will turn and talk to answer the questions, “In what ways will we critique our project? How does an understanding of Andy Warhol’s images change the way that we will critique this project?” The instructor will demonstrate how to make a grid on their watercolor paper as well as their snack photo. Students will discuss how to use the grid to draw their snack proportionally, with the instructor providing a demonstration as necessary.
4. **Development 30 mins:** Any students who are finished with their watercolor practice will get their watercolor paper and snack photo as well as a ruler and start drawing their grids. If finished early, they may start drawing their snack.
5. **Closure 10 mins:** Students will turn and talk at their tables to use “I notice” statements to analyze their work and that of their peers. Students will be reminded to use vocabulary terms and refer to Pop Art in their discussions. Any wet paintings will be placed on the drying rack. The instructor will give tables jobs to clean up tables, paint, messy mats, and brushes.

Day 3

1. **Hook 10 mins:** The instructor will check in on the students to see if anyone is ready to start painting their snacks and who needs assistance with the drawings. The instructor will hold small group demonstrations to accommodate the different pacing of student work. The instructor will re-demonstrate how to draw the grid and start drawing their snacks proportionately. Discussion during these small groups will answer the question, “How does seeing Andy Warhol’s art change how we might critique our own projects?” and “How might our personal feelings for this art cause us to critique it differently?”
2. **Development 35 mins:** The students will continue to work at their pace. The instructor will give table’s jobs to mass out brushes, water cups, messy mats, and watercolor palettes.
3. **Closure 5 mins:** Any paintings that are wet can go on the drying rack. The instructor will give tables jobs to clean up tables, paint, messy mats, and brushes.

Day 4

1. **Hook 10 mins:** Student will begin class with a mini critique. As a class, they will establish the criteria for the critique and discuss how that is different from personal criteria. They will get their projects out and leave it on their desk. The students will partner up with someone at their table to discuss one thing each person is doing well within their

projects and one thing each partner could do to improve. They will then describe why they think critiques are important, and any improvements they can make after hearing the thoughts of their partner.

2. **Development 35 mins:** The students will continue to work at their pace. The instructor will give table's jobs to mass out brushes, water cups, messy mats, and watercolor palettes.
3. **Closure 5 mins:** Sixty second turn and talk: "Can we critique using an established set of criteria even if we don't care for this type of art? Why does that matter?" Students then follow established clean up routines.

Day 5

Paint Day with sixty second turn and talk closure, "How did the critique during the last class impact my work today?"

Day 6

Paint Day with sixty second turn and talk closure, "In what ways is my project demonstrating value?" All student projects will be completed and ready for critique.

Day 7:

1. **Hook 5 min:** The instructor will give every student a rubric with a few reflection questions on the back. Students will meet with their table's complementary color table for critique day.
2. **Development 30 mins:** Students will discuss in their groups how they were able to create value using watercolor using "I notice" stems, vocabulary terms, and the posted "I Can" statements. The students will be prompted to discuss their image and how snacks might play a big role in our visual culture (where they see these labels, how often, and popular culture). Finally, they will discuss how and where their artwork might be shared for the public (in a museum, commercial, a food store, etc.). They will jot their discussion thoughts down on their reflection rubric per classroom critique routines.
3. **Closure 10 min:** The students will share their findings with the class. The students will then turn in their reflection rubrics and paintings into the "turn it in" bin.

Accommodations

The instructor will do large group as well as small group/ one on one instruction. The instructor will make accommodations for students with fine motor difficulties by giving them a larger brush and assisting with the grid.

Assessment

- **Formative:** The instructor will informally assess student's knowledge by asking them to recall the vocab words, as well as informal check in's on student progress.
- **Summative:** Instructor will formally assess student's knowledge through a rubric.

Materials

- Rulers

- Watercolor
- Brushes and water cups
- Messy mats

Vocabulary

- Hue
- Tone
- Tint
- Shade
- Value
- Watercolor
- Pop Art
- Vibrancy

Research/Resources

https://www.youtube.com/watch?v=o8Va9Y_rlNg

Please see the [PCA Virtual Art Show](#) 8:20 mark for a student sample.

Watercolor Snack Painting Rubric

Name: _____

Period: _____

	3	2	1
I CAN develop a work of art that meets a specific goal. Grid	My grid is clean, neat, and set the foundation for my project. All lines are equidistant.	My grid is mostly neat, but the lines are not completely equidistant.	My grid is wavy and the lines are not equidistant.
I CAN develop a work of art that meets a specific goal. Attention to detail	I followed directions with attention to detail in order to meet the goal of creating a watercolor snack painting.	One detail is missing; I skipped a step in the directions.	Several details are missing. I skipped more than one step.
I CAN develop a work of art that meets a specific goal. Value	I show value in my project in at least three ways.	I show value in my project in two ways.	I show value in my project in one way.
I CAN develop a work of art that meets a specific goal. Cultural Connection	My project is modeled on an object that has a connection to my culture.	My project is modeled on an object that requires explanation.	My project is not modeled on an object with a cultural connection.
I CAN develop a work of art that meets a specific goal. Response to critique	Critique day notes show that I gave and received critique from the established criteria and personal criteria.	Critique day notes show that I gave or received critique from the established criteria and personal criteria.	Critique day notes do not reference either the established criteria or personal criteria.
I CAN explain the evaluation of artwork based in its merit.	Reflection shows a complete demonstration of evaluating this art on its merits.	Reflection shows a partial demonstration of evaluating this art on its merits.	Reflection shows a minimal demonstration of evaluating this art on its merits.
I CAN analyze how responses to art are influenced by understanding the time and place in which it was created, the resources and cultural uses.	Reflection shows an understanding of how my art fits into the time and place in which it was created and cultural uses for it.	Reflection shows a partial understanding of how my art fits into the time and place in which it was created and cultural uses for it.	Reflection shows a minimal understanding of how my art fits into the time and place in which it was created and cultural uses for it.
Total:	Comments:		

Reflection

Name: _____

Class: _____

Please submit through Schoology; Points will be noted on the attached rubric.

1. Critique Day Notes (3 Points):

2. How can you explain the evaluation of this artwork based in its merit? (3 points)

3. How does an understanding of culture influence your response to this art project? (3 points)

4. In what ways did the project align with your personal criteria for artwork? (Discussion only)

5. In what ways are your feelings for this type of art different from our other projects? (Disc)