

ACADEMY OF DOVER CHARTER SCHOOL
 VISUAL ARTS SCOPE AND SEQUENCE
 AUGUST 2021



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AOD's art program will help students develop creative thinking, self-expression, self-understanding, and an appreciation of the individuality of others. Art is a basic yet powerful form of communication that we want our students to know and understand. Students will have the opportunity to be creative with various materials and mediums and learn many principles of design.

DELAWARE VISUAL ARTS STANDARDS FOR K-8

Creating

Standard 1: Generate and conceptualize artistic ideas and work.

Standard 2: Organize and develop artistic ideas and work.

Standard 3: Refine and complete artistic work.

Presenting

Standard 4: Select, analyze, and interpret artistic work for presentation.

Standard 5: Develop and refine artistic techniques and work for presentation.

Standard 6: Convey meaning through the presentation of artistic work.

Responding

Standard 7: Perceive and analyze artistic work

Standard 8: Interpret intent and meaning in artistic work.

Connecting

Standard 9: Apply criteria to evaluate artistic work.

Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

	K	1	2	3	4
LINE	Identify a variety of lines (thick, thin, smooth, rough..)	Identifying lines Recognize the difference between horizontal and vertical lines	Recognize horizontal, vertical, and diagonal lines	Explore variety of lines Contour Descriptive Expressive Create Linear Designs	Explore variety of lines Contour Descriptive Expressive
SHAPE	Identify variety of shapes Recognize motions/movements for drawing shapes (freeform, geometric..)	Identify variety of shapes (in nature, manmade, in artwork)	Observe and describe 2-D shapes	Observe and describe 2-D and 3-D shapes	Explore and create 3-D work
COLOR	Observe how colors create feelings Primary Warm Cool Bright Dull	Identify the primary colors Determine what color combinations create	Describe colors used in abstract art Understand the Color Wheel ROYGBIV	Explore mixing of colors Warm/Cool Primary/Secondary	Explore mixing of colors Warm/Cool Primary/Secondary Introduce Intermediate
SPACE	Observe size in space (small, medium, large) Observe placement of space (front, middle, back..)	Forms take up space Buildings in space	Describe variety of size Observe depth Recognize positive and negative space	Observe how artists use depth in 3-D shapes Recognize positive and negative space Observe foreground, middle ground, and background Recognize landscapes	Explore Proportion Explore perspective (1 point) Positive and negative Realistic proportions

FORM AND CONSTRUCTION	Observe sculptures Ceramic Paper	Build sculptures by manipulating paper Design fiber art with string and yarn Describe 3-D sculptures	Design sculptures with clay, paper Describe 3-D sculptures	Build clay sculptures Construct collages Weave using warp, weft, and knotting techniques	Explore sculptures Weave using a loom, shuttle, and yarn Sew using burlap, needles, and yarn
TEXTURE	Observe the feeling of different materials Observe and describe variety of artwork Material Exploration (clay, paint, crayons..)	Describe qualities of texture (rough, slippery, smooth..) Material exploration	Describe qualities of texture (rough, slippery, smooth..)	Create variety of textures with various materials	Compare and contrast real and implied texture
BALANCE	Even balance with animals		Identify symmetrical objects Visual rhythm	Identify symmetrical and asymmetrical objects	Identify symmetrical, asymmetrical, and radial objects Accurate proportions
HISTORY AND CULTURE	Landscape Pablo Picasso Northwest American Indian totem pole Statue of Liberty	Vincent Van Gogh Self Portrait Leonardo da Vinci, Mona Lisa Mural in Mexico	Line of Pablo Picasso Landscape Thomas Cole The Starry Night; Vincent Van Gogh	Observe American Indian works (Kachina, Navajo..) Observe Ancient Roman Art (Byzantine civilization..)	Observe spiritual use of African art (masks, carvings, sculptures..) Observe famous portraits and paintings of the United States (Copley, Revere, Washington..) Observe Chinese arts (scrolls, calligraphy..)

	5	6	7	8
LINE	Explore variety of lines Contour Descriptive Expressive	Contour Descriptive Expressive Hatch Crosshatch Direction	Contour Descriptive Expressive Hatch Crosshatch Direction Optical Illusions	Explore variety of lines Contour Descriptive Expressive Hatch Crosshatch Direction Sketch Symbolism
SHAPE	Explore and create 3-D work	Explore and create 3-D work	Explore and create 3-D work	Explore and create 3-D work Symbolism
COLOR	Explore mixing of colors Warm/Cool Primary/Secondary Introduce Intermediate Monochromatic Neutral	Explore hues, tints, shades, color families and scale Opaque Transparent	Explore hues, tints, shades, color families and scale Value Emotion Opaque Transparent	Value Contrast
SPACE	Explore proportioning, foreshortening 2-point perspective Proportions in still-life	Explore proportioning, foreshortening 2-point perspective Spatial relationships	Explore proportioning, foreshortening Perspective	Explore proportioning, foreshortening Perspective Division of Picture Plane
FORM AND CONSTRUCTION	Ceramic Paper Construct a collage Sew using fabric Create 3-D Compositions	Design sculptures and jewelry Create functional baskets	Create life-sized sculptures Design sculptures and jewelry	Surrealistic and Cubist artwork Soft Sculpture Complex baskets

	with shading and line techniques			
TEXTURE	Observe the feeling of different materials Observe and describe variety of artwork Draw and paint on varied surfaces	Describe qualities of texture (rough, slippery, smooth..)	Describe qualities of texture (rough, slippery, smooth..) Decorative texture	Create various textures using: Pencils Charcoal Colored Pencils Actual Implied
BALANCE		Identify necessary balance for "picture inside picture"	Identify symmetrical objects	Identify symmetrical and asymmetrical objects
HISTORY AND CULTURE	Art of the Renaissance Greek and Roman Art 19th Century U.S. Art of Japan	Classical Art; The art of Ancient Gothic Art Baroque The Renaissance Rococo Neoclassical Romantic Realism	Impressionism Post-Impressionism Expressionism & Abstraction Modern American Painting	Painting since World War II 20th Century Sculpture Architecture since the Industrial Revolution

KINDERGARTEN-FIRST PANDA PAINTING LESSON

GOALS AND DESIRED OUTCOMES

Timeline: 45 minutes
This lesson will take 3 class periods

Part 1: Drawing the Panda Part 2: Painting the Panda Part 3: Painting the Panda

VOCABULARY

Asia	China	Panda	Tempera Paint	Proportion	Endangered
Animal/Species		Bamboo	Zen		

RESOURCES AND MATERIALS NEEDED

Books:

***Zen Ties* by Jon J. Muth *Zen Shorts* by Jon J. Muth (Caldecott Honor Book)**

Reproductions:

Pictures of “real” pandas Pictures of Kung Fu Panda

<http://nationalzoo.si.edu/Animals/GiantPandas/>

Medium: Tempera Paint / Oil Pastel

Technology: Elmo, Projector, and Laptop

STANDARDS

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

ESSENTIAL QUESTIONS:

- How can we use shapes to create images?
- Where do pandas originate from?
- How do we create art from overlapping shapes?
- What is tempera paint?

LEARNING OBJECTIVES:

- ***The student will understand:*** How to draw a panda and know that pandas come from **China/Asia**. Compare and contrast a picture of a “real” panda with a

pretend panda (Kung Fu Panda). Understand the meaning of **proportion**.

- **The student will create:** a work of art that shows the use of overlapping shapes in correct proportions to create a panda, and bamboo. The students will paint the pandas and **bamboo** using correct techniques for **tempera paint**.

ASSESSMENT STRATEGIES AND GOALS

- Teacher will critique each panda painting
- Teacher will informally assess with questions about pandas and tempera paintings

EVIDENCE:
Finished painting

LEARNING PLAN

DAY 1: Drawing Pandas

- Show the pictures of the pandas and where they live on the map.
- Discuss what endangered animals are.
- Handout blank paper
- Step-by-step draw the pandas with the students using a series of overlapping circles and ovals.
- Have the students make sure that they don't have any UFO's (un- identified floating objects) in their pictures.
- The panda's body parts should be "connected" and overlapping and the panda should be sitting on the ground not floating or levitating.
- Talk about the word proportion...making sure that the panda parts look like the sizes belong together.
- Collect the pandas.
- Show the pictures of Kung Fu Panda and ask if that is a "real" panda ? What type of panda is he? What do we call it when we make believe?
- Compare and contrast the pandas.

DAY 2: PAINTING PANDAS

- Review vocabulary .
- Handout pictures.
- Demonstrate how to hold paint brushes correctly.
- Talk briefly about how tempura is different from the watercolor paints they have already used this year.

- Have the students identify the white parts of the panda that they will be painting this week.
- Have the students paint the grass and bamboo...turning their paper to reach all the areas...not reaching across their paintings.
- Clean up and set paintings aside.
- Read from *Zen Ties*...make the connection that this is another pretend panda. Ask how they know that this panda is also a pretend panda?

DAY 3: PAINTING PANDAS

- Pass out Pandas
- Review vocabulary
- Have students identify the parts of the panda that are black that they will be painting this week.
- Have the students clean up when they are done.
- Set the paintings aside to dry .

Assessment Questions

1. Where do pandas originate from?
2. How do overlapping shapes lead to the creation of a panda?
3. How do we make panda ears proportionate to the panda's body?
4. What is an endangered species?
5. How is tempera paint different from watercolor paint or acrylic paint?

SECOND-THIRD ANIMAL HABITATS LESSON

GOALS AND DESIRED OUTCOMES

Timeline: 45 minutes
This lesson will take 2 class periods

VOCABULARY

Habitat Terrain Landforms Environment Predator

Foreground Background Surrounding Diorama

Survival Curling 3 dimensional Setting Snipping

RESOURCES AND MATERIALS NEEDED

Self hardening clay Paint water or tempera Box lid or rounded plate

Construction Paper Cotton Cloths scraps Glue String or yarn

Aluminum foil Pipe cleaners Beads

Medium: paper, paint, glue, clay, and all kinds of 3d materials

Technology:

STANDARDS

VA.Cr1.2.2a

Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

VA.Cr1.2.3a

Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

ESSENTIAL QUESTIONS:

- What is a diorama?
- How can we use art to replicate nature?

LEARNING OBJECTIVES:

- Students will experience the use of 3 dimensional forms with a variety of materials. The objective is to be able to successfully manipulate the materials by cutting, curling, pinching, pulling and all the ways hands move to create form.
- This lesson gives them many opportunities to invent new ways to create and to practice instructed ways too.

ASSESSMENT STRATEGIES AND GOALS

- Teacher will critique each diorama
- Teacher will use rubric

LEVELS OF KNOWLEDGE

- 1: Describe how we can create art.
2. Describe why the same steps can be followed and have different artistic results.

LEARNING PLAN

Day 1: Introduce lessons with high enthusiasm. Create a clay creature and then build an environment where the animal will live. Instruct students in forming a plan for the habitat by painting the sky and land or terrain and discussing with each other the kinds of things their animal will need to survive. Students will have to match their chosen animal with the correct habitat.

Hand out boxes that are ready for students to begin painting. After they have created their design on paper, have them start painting their diorama.

Finish with ten minutes to clean and place them all on a table to dry before the next class.

Day 2: Step by step instruct the creation of a free standing tree trunk with tabs for feet to glue down. Use tissue paper or other paper for leaves.

Help students to use the clay to create their animals that will go inside their diorama.

Complete diorama with details such as rivers, caves, stones, shrubs, grass, clouds, flowers, insects, birds, fruit, etc. These items can be made from a multitude of scraps and materials in the art room. The more the better and the diorama becomes a masterpiece of originality.

Notes/Accommodations:

Small children (1st grade) need help with ideas to shape the animals they have chosen to make. Showing samples of a diorama helps students orient themselves to the project and gets them motivated. Inspire them to think of how they can provide food and shelter for their animals and add details to the setting like flowers and clouds and things we see every day in our own world environment.

Plan to assist one on one for differentiation needs. This lesson is not difficult but for some small students it may be their first time creating 3 dimensional objects and they will need one on one help.

Assessment Rubric

RUBRIC	1 - MASTERED	2 - SATISFACTORY	3 - UNSATISFACTORY
Craftsmanship and neatness			
Showed radial symmetry/balance			
Completed within 2 class sessions			

FOURTH LINES AND SHAPES UNIT
GOALS AND DESIRED OUTCOMES
<p>Timeline: 45 minutes This lesson will take 2 class periods</p>
<p>VOCABULARY</p> <p>horizontal, vertical, diagonal, parallel, overlapping, negative space, positive space, viewpoint, birds eye view, pattern, background</p>
<p>RESOURCES AND MATERIALS NEEDED</p> <p>Resources SRA textbooks Examples of finished artwork Maps: any city map</p> <p>Reproductions: Joseph Stella <i>The voice of the city of New York...</i> Joaquin Torres-Garcia <i>New York City-birds eye view</i></p> <p>Medium: Pencils, black markers, color pencils or Crayons, water color paint</p> <p>Materials:</p> <p>12"x18"white paper, pencils, black markers, color pencils/crayons, rulers, tracers, watercolor paints.</p>
<p>STANDARDS</p> <p>VA.Cr2.1.4a Explore and invent art-making techniques and approaches.</p>
<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ● How can we use lines to create art? ● What different types of lines are there?
<p>LEARNING OBJECTIVES:</p> <ul style="list-style-type: none"> ● Students will be able to create arts using geometric shapes ● Students will be able to create art using lines ● Students will explore what they can create through overlapping lines ● Students will be able to use different techniques for drawing lines
ASSESSMENT STRATEGIES AND GOALS
<ul style="list-style-type: none"> ● Teacher will assess using a rubric

LEVELS OF KNOWLEDGE

1: Describe how we can create art.

2. Describe why the same steps can be followed and have different artistic results.

LEARNING PLAN

First show the students the examples, reproductions,

and SRA materials. Then have the students turn the paper in a horizontal direction. Start the lesson with a pencil.

Show the students how to start simple

By placing the ruler in a vertical direction Anywhere along the bottom edge of the paper approximately 3" to 5"up. Next, Have them trace both sides of the ruler With vertical lines ending at the same height. Show them how to end it by drawing an arrowhead at the top. Now, have them hold the ruler horizontally coming from the right or the left side near the bottom of the paper. Make sure the lines they draw will overlap the previous lines. They need to keep all of

Their lines parallel. Now give them some options. Show them how to split their parallel lines (like a Y) with the lines going into different directions. Show them how to do curved lines, write cursive letters and words. Show them

how to make the parallel lines look like streets by drawing broken lines in the middle of the parallel lines. Show them how to draw simple cars, houses, street signs, bushes, trees, flowers, bridges, etc. Tell them that they can design playgrounds, city maps, games, etc, or you can decide which one of the lessons you want them to do. They need to have parallel lines that come from all directions, top, bottom, and both sides.

They also need to continue to overlap their parallel lines. They can do mostly straight or mostly curved lines. After they have all of the lines done, have them fill

in the negative (empty) spaces and blocks with patterns and designs. They

can fill some sections with grass, water, trees, flowers, and/or houses. This is the fun part. They now need to go over all

of their lines with a black marker. If any time is left they can use color pencils or crayons to add color and texture. Before they add any color, think about whether you want them to use a specific color scheme or if you just want them to balance their

colors. For the next lesson watercolor paint can be used to brighten it up. Afterwards, do your assessment and you are done.

Assessment Rubric

RUBRIC	1 - MASTERED	2 - SATISFACTORY	3 - UNSATISFACTORY
Craftsmanship and neatness			
Showed radial symmetry/balance			
Completed within 2 class sessions			

FIFTH Florida Highway Men Landscape LESSON
GOALS AND DESIRED OUTCOMES
Timeline: 45 minutes This lesson will take 1 class period
VOCABULARY Landscape Silhouette Color Blending Horizon Line
RESOURCES AND MATERIALS NEEDED Reproductions: HighwayMen art work Highwaymen book Palm tree and Sunrise visuals Medium: Crayon, Oil pastels Materials: Crayons, Paper , Black oil Pastel
STANDARDS VA.Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance. VA.Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.
ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> ● What is the difference between Foreground and Background? ● How do we keep our colors balanced when blending? ● What is a silhouette?
LEARNING OBJECTIVES: <ul style="list-style-type: none"> ● Students will be able to use crayons to blend colors ● Students will be able to describe a silhouette ● Students will be able to describe the work of the HighwayMen ● Students will be able to create work that resembles the HighwayMen art

ASSESSMENT STRATEGIES AND GOALS
<ul style="list-style-type: none"> Teacher will assess using a rubric
EVIDENCE
ACTIVITIES Students will color blend crayons to create a sunrise over their whole paper. They will then draw silhouettes of palm trees on the foreground.
LEARNING PLAN
Part 1: Look at HighwayMen art and share their story with the students. Direct students to use the colors they see in the sunrises to create their own sunrise. Part 2: Today look at palm trees with students and discuss the lines found. Students will then practice drawing silhouette palms with black oil pastel. When students are confident they can then create silhouette palms in the foreground of their sunrises.

Assessment Rubric

RUBRIC	1 - MASTERED	2 - SATISFACTORY	3 - UNSATISFACTORY
Craftsmanship and neatness			
Student created a silhouette using contrasting colors			
Students blended colors to create a sunset			

6TH-7TH GRADE COLOR SCHEME LESSON
GOALS AND DESIRED OUTCOMES
Timeline: 45 minutes This lesson will take at least 2 class periods
VOCABULARY Color theory, Color Scheme, Tempera, Color value, Angles
RESOURCES AND MATERIALS NEEDED Tempera paint, gray drawing paper, graphite pencils, objects of students choosing
STANDARDS VA.Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating Art. VA.Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.
ESSENTIAL QUESTIONS: <ul style="list-style-type: none">● What is color theory?● How can we use angles and space to create illusions in art?● What is the color scheme?
LEARNING OBJECTIVES: <ul style="list-style-type: none">● Students will be able to describe color theory● Students will be able to describe color scheme● Students will understand the concept of color● Students will be able to effectively use the color wheel
ASSESSMENT STRATEGIES AND GOALS

- Teacher will assess using a rubric as well as visually throughout the students planning their artwork

LEARNING PLAN

The teacher will begin by presenting the concepts of color theory including the color wheel, color values, and color schemes. Students will paint a color wheel, and complete color theory worksheets. The teacher will then introduce the assignment..

Students will bring in objects that they would like to use in their artwork. If the student fails to bring in objects, the teacher may choose to assign objects to students. The student will draw the object from observation. The teacher should encourage the student to draw the object from many different angles and try to create the illusion of space on the surface. The student will then divide the paper into three sections. The student will then paint the different sections with a different color scheme of their choosing. The teacher should encourage the students to use a full range of value in their artwork. When finished, the student should write the specific name of the color scheme (monochromatic, analogous, etc.) used on the back of the paper.

Assessment Rubric

RUBRIC	1 - MASTERED	2 - SATISFACTORY	3 - UNSATISFACTORY
Student brought in an object to draw			
Student drew the object from several different angles			
Student chose and correctly labeled their color scheme			

8TH GRADE CLAY LESSON
GOALS AND DESIRED OUTCOMES
Timeline: 45 minutes This lesson will take at least 2 class periods
VOCABULARY Form, Manipulate
RESOURCES AND MATERIALS NEEDED White earthenware clay, bats, water, kiln
STANDARDS VA.Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media. VA.Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art- making or designing.
ESSENTIAL QUESTIONS: <ul style="list-style-type: none">● How can we manipulate clay to create objects?● How can we describe our building process?
LEARNING OBJECTIVES: <ul style="list-style-type: none">● Students will be able to manipulate clay.● Students will be able to describe their hand building technique● Students will understand the difference between form and shape
ASSESSMENT STRATEGIES AND GOALS

- Teacher will assess using a rubric as well as visually throughout the students planning their artwork

LEARNING PLAN

Teacher will use the document camera to show a demonstration on the technique of scoring and slipping clay for attachment. Students should be fully aware of the proper techniques for connecting pieces of clay together.

Students will build their pieces in class while the teacher walks around and monitors progress. Be sure to have a good place to store the clay sculptures. A wet cabinet is best, although they are expensive to purchase. A nice alternative is a shelf. To keep the pieces moist so that they don't dry out too quickly, wrap them in plastic bags. Once the figures can stand on their own, you can take a sandwich bag and lay it on top, so that the piece is covered on the top but can begin to dry slowly from the bottom. Be sure that students create a base for the clay figures to stand on. Encourage students to be creative with their clay base. It's also a good idea to have them build the base first, and then proceed to creating the clay figure itself.

Assessment Rubric

RUBRIC	1 - MASTERED	2 - SATISFACTORY	3 - UNSATISFACTORY
Craftsmanship and neatness			
Student designs their object so that it can stand			
Student follows the correct steps to create their object			