

<b>Course Title: M/J Visual Art 2 (semester)</b>	<b>Course Code: 0101110</b>
--	---------------------------------

**Course Description:** Students investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

**Big Idea: Critical Thing and Reflection**

**Enduring UNDERSTANDING 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

<p><b><u>KNOW:</u></b></p> <p>Critique Process -describe -analyze -interpret -judge</p> <p>Craftsmanship</p> <p>Elements of Art</p> <p>Principles of Design</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.68.C.1.3</u></b> <b>Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. (Remarks/Examples: e.g., personal, cultural, historical)</b></p> <ul style="list-style-type: none"> <li>Collaborate with the class making a list of items that identify exemplary artworks (Use cards or ping pong balls with items from list written on them for creative review/discussion activity game)</li> <li>Compare/contrast historical and contemporary works from different cultures and communities.</li> <li>Discuss how the artists use of elements and principles contributed to the art or object's overall appeal</li> </ul>	<p><b><u>EXAMPLE ESSENTIAL QUESTIONS:</u></b></p> <p><i>Why is it important for artists to be able to identify exemplary qualities in artwork?</i></p> <p><i>How does one determine criteria to evaluate a work of art?</i></p> <p><i>How and why might criteria vary?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARDS:</u></b></p> <p><b><u>VA:Re9.1.6a</u></b> Develop and apply relevant criteria to evaluate a work of art.</p> <p><b><u>VA:Re7.1.1a</u></b> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p>
---	---	--	---

**Enduring UNDERSTANDING 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

<p><b><u>KNOW:</u></b></p> <p>Elements of Art</p> <p>Principles of Design</p> <p>Quality/Craftsmanship</p> <p>Critique Process</p> <p>Critical-Thinking</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.68.C.3.2</u></b> <b>Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. (Remarks/Examples: e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing)</b></p> <ul style="list-style-type: none"> <li>Engage students in compare/contrast critique of artwork and utilitarian objects, focusing on the aesthetic qualities of the work (What elements draw in the viewer?)</li> </ul>	<p><b><u>EXAMPLE ESSENTIAL QUESTIONS:</u></b></p> <p><i>How does the quality of art help determine aesthetic significance?</i></p> <p><i>Why is it important to consider aesthetics when designing?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARDS:</u></b></p> <p><b><u>VA:Cr3.1.6a</u></b> Design or redesign objects, places or systems that meet the identified needs of diverse users</p> <p><b><u>VA:Cr1.2.8a</u></b></p>
---	---	---	--

Aesthetics	<p>Why would you want to use it/own it? Is it beautiful? Is it useful? Does it work?).</p> <ul style="list-style-type: none"> <li>Have students discuss ways to make a particular artwork or utilitarian object more useful or attractive.</li> </ul>	<i>How do artists and designers create art that effectively communicates?</i>	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
------------	---	---	---

**Big Idea: Skills, Techniques and Processes**

**Enduring UNDERSTANDING 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

<p><b><u>KNOW:</u></b></p> <p>Elements of Art</p> <p>Principles of Design</p> <p>Art Process for</p> <ul style="list-style-type: none"> <li>-drawing</li> <li>-painting</li> <li>-printmaking</li> <li>-sculpture</li> <li>-pottery</li> <li>-collage</li> <li>-mixed media</li> </ul>	<p><b><u>DO:</u></b></p> <p><b><u>VA.68.S.1.4</u></b></p> <p><b>Use accurate art vocabulary to explain the creative and art-making processes.</b></p> <ul style="list-style-type: none"> <li>Describe, analyze and assess processes/steps used to create art using selected media in drawing, painting, printmaking, pottery, sculpture, and/or collage.</li> <li>Have the students create a graphic organizer to break down an art-making process and illustrate with traditional, historic, and/or contemporary connections that match the selected process like the following examples:</li> </ul> <p><u>drawing</u>-Leonardo da Vinci’s drawings/plans of inventions, modern architectural, aerospace renderings using digital technology, fashion illustration, comic;</p> <p><u>painting</u>- Ancient Lascaux cave paintings, Mexican murals by Diego Rivera; masterworks in oil Mona Lisa/Starry Night, contemporary acrylics by Rothko or graffiti artists like Banksy;</p> <p><u>printmaking</u>- ancient Aboriginal art handprints and dots; Andy Warhol’s silkscreen prints; digital photography prints</p> <p><u>sculpture</u> – Chinese terra cotta soldiers, Michelangelo’s marble statues, Koon’s stainless steel balloon artwork</p> <ul style="list-style-type: none"> <li>Have students identify the emphasized elements or art and principles of design in artwork and explain the art-making process(s) used to compose the design.</li> <li>Explore using different media for various processes by creating small art samples</li> </ul>	<p><b><u>EXAMPLE ESSENTIAL QUESTIONS:</u></b></p> <p><i>During each step of the art-making process, what inspires you to complete the step?</i></p> <p><i>Why is it important to consider media selection for the different art-making processes?</i></p> <p><i>How do artists create works of art that effectively communicate or express ideas?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARDS:</u></b></p> <p><b><u>VA.Pr5.1.7a</u></b> Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p><b><u>VA:Re7.1.7a</u></b> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p> <p><b><u>VA:Cn10.1.6a</u></b> Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p>
--	---	---	---

**Enduring UNDERSTANDING 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

<p><b><u>KNOW:</u></b></p> <p>Final Goal</p> <p>Art-Making Process</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.68.S.2.2</u></b></p>	<p><b><u>EXAMPLE ESSENTIAL QUESTIONS:</u></b></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARDS:</u></b></p>
--	---	---	--

	<p><b>Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.</b></p> <ul style="list-style-type: none"> <li>● Create a watercolor painting. First selecting a subject then complete a technique guide in which students can apply the media in specific order to practice different techniques which each have intended results.</li> <li>● Create a “Collaborative Classroom Mosaic” of a specific person, such as a president for President Day or a soldier for Veteran’s Day. Have each person tape up their paper with their name on the wall where the picture is projected. While teacher led history discussion is taking place, students can take turns going up to their paper and tracing their section of the person. Students can then color code their mosaic based on the mood of the history behind the person.</li> </ul>	<p><i>What technique did you have the most success in to complete your project goal?</i></p>	
<p>Creative Process Drawing Skills Sketchbook concepts Designing and Planning</p>	<p><b><u>VA.68.S.2.3</u></b> <b>Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.</b></p> <ul style="list-style-type: none"> <li>● Students develop a project idea/concept in their sketchbook explain necessary processes materials and their final product.</li> <li>● In a student journal create a Thumbnail section so students can create a drawing of small ideas in which they can build on in future projects.</li> <li>● Create a positive and negative design drawing to apply to a scratch board.</li> </ul>	<p><i>How do artists determine whether a particular direction in their work is effective?</i></p> <p><i>What conditions, attitudes, and behaviors support creativity in which you can develop ideas to practice and resolve challenges?</i></p>	
<p><b>Enduring <u>UNDERSTANDING 3</u>: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</b></p>			
<p><b><u>KNOW:</u></b> Basic tool use/concepts  Safety</p>	<p><b><u>DO:</u></b> <b><u>VA.68.S.3.1</u></b> <b>Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.</b></p> <ul style="list-style-type: none"> <li>● Set up centers where students can explore and practice different two-dimensional and three-dimensional materials and/or tools.</li> <li>● Create a print using to-go boxes to draw their design or drawing on. Student will</li> </ul>	<p><b><u>EXAMPLE ESSENTIAL QUESTIONS:</u></b> <i>How do artists develop their skill?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARDS:</u></b></p>

	then apply ink and press onto paper to discover potential and limitations of printmaking.		
Classroom Expectations Respect for Art Material(s)	<b>VA.68.S.3.3</b> <b>Demonstrate understanding of safety protocols for media, tools, processes, and techniques.</b> <ul style="list-style-type: none"> <li>Class discussion explaining/reviewing proper safety protocols then applying it to the current projects media, tools, processes and techniques to demonstrate understanding.</li> </ul>	<i>Why is it important to maintain and care for equipment/materials?</i>	
	<b>VA.68.3.5</b> <b>Apply two-dimensional techniques and media to create or enhance three-dimensional work.</b>		
<b>Big Idea: <u>O</u>rganizational Structure</b>			
<b>Enduring <u>UNDERSTANDING</u> 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</b>			
<b>KNOW:</b> Elements and Principles of Design Proportion Balance Value Portrait Self-portrait	<b>DO:</b> <b>VA.68.O.1.2</b> <b>Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.</b> <ul style="list-style-type: none"> <li>Apply a specific element and use a principle to create a design.</li> <li>Create an image that one can see motion using line work.</li> <li>Find an image of a straight forward portrait. Have students cut the image vertically and practice proportion and value by completing the missing half. <ul style="list-style-type: none"> <li>Use these techniques to create a self-portrait.</li> </ul> </li> </ul>	<b>EXAMPLE ESSENTIAL QUESTIONS:</b> <i>How does line affect the design in a formal balance layout?</i>	<b>NATIONAL VISUAL ARTS STANDARDS:</b>
Color Theory Elements and Principles	<b>VA.68.O.1.3</b> <b>Combine creative and technical knowledge to produce visually strong works of art.</b> <ul style="list-style-type: none"> <li>Applying a color scheme to a design.</li> <li>Create an image creating rhythm using organic shapes.</li> </ul>	<i>How does color affect the mood or meaning of an artwork?</i>	
<b>Enduring <u>UNDERSTANDING</u> 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</b>			
<b>KNOW:</b> Read Drawing Skills Color Theory	<b>DO:</b> <b>VA.68.O.2.1</b> <b>Create new meaning in artworks through shared language, expressive content, and ideation.</b>	<b>EXAMPLE ESSENTIAL QUESTIONS:</b> <i>If you draw a sun in blue ink, what new</i>	<b>NATIONAL VISUAL ARTS STANDARDS:</b>

	<ul style="list-style-type: none"> <li>Using old books take a page and have students circle certain words to create a statement and then have the students draw a meaning of the statement.</li> <li>Assign a ceramic project where students have to create a new meaning of a lantern/candle holder show examples of professional ceramic lanterns.</li> </ul>	<i>meaning is created with the color's mood?</i>	
Elements and Principles of Design	<p><b>VA.68.O.2.4</b>  <b>Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.</b></p> <ul style="list-style-type: none"> <li>Sketch a subject and outline in glue and/or string and fill in the space with paint such as watercolor or acrylic paint.</li> <li>"Subtractive Relief" students will apply subtractive clay techniques to create a relief on a slab.</li> </ul>	<p><i>When using multi-media techniques in your artwork, does it create a sense of personal touch?</i></p> <p><i>When using multi-media techniques in your artwork, does it create a sense of organization with the elements of art?</i></p>	
<b>Enduring UNDERSTANDING 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</b>			
<b><u>KNOW:</u></b>	<b><u>DO:</u></b>	<b><u>EXAMPLE ESSENTIAL QUESTIONS:</u></b>	<b><u>NATIONAL VISUAL ARTS STANDARDS:</u></b>

<b>Big Idea: <u>H</u>istorical and Global Connections</b>			
<b>Enduring UNDERSTANDING 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</b>			
<b><u>KNOW:</u></b>	<b><u>DO:</u></b>	<b><u>EXAMPLE ESSENTIAL QUESTIONS:</u></b>	<b><u>NATIONAL VISUAL ARTS STANDARDS:</u></b>
<b>Enduring UNDERSTANDING 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</b>			
<b><u>KNOW:</u></b>	<b><u>DO:</u></b>	<b><u>EXAMPLE ESSENTIAL QUESTIONS:</u></b>	<b><u>NATIONAL VISUAL ARTS STANDARDS:</u></b>
<b>Enduring UNDERSTANDING 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</b>			

<p><b>KNOW:</b> Collaboration Drawing Techniques Perspective Point of view Space Foreshortening</p>	<p><b>DO:</b> <b>VA.68.H.3.2</b> <b>Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.</b></p> <ul style="list-style-type: none"> <li>In groups have students discuss background knowledge and skills that can help each other understand varying concepts.</li> <li>“Self-Comic Strip” students create a comic strip of themselves noting skills learned and/or viewpoints of a personal skill.</li> <li>Compare and contrast viewpoints (ex: bird’s eye view, bug’s view, etc.)</li> </ul>	<p><b>EXAMPLE ESSENTIAL QUESTIONS:</b> <i>What art knowledge have you developed to learn, understand and create solutions for your artwork?</i></p>	<p><b>NATIONAL VISUAL ARTS STANDARDS:</b></p>
<p>Art Period(s) Drawing Skills</p>	<p><b>VA.68.H.3.3</b> <b>Create imaginative works to include background knowledge or information from other subjects.</b></p> <ul style="list-style-type: none"> <li>Take a design previously made and apply different art period styles to the work.</li> </ul>	<p><i>How can you create art using background knowledge of a subject?</i></p>	
<p><b>Big Idea: Innovation, Technology, and the Future</b></p>			
<p><b>Enduring UNDERSTANDING 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</b></p>			
<p><b>KNOW:</b> Relief Sculpture</p>	<p><b>DO:</b> <b>VA.68.F.1.1</b> <b>Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks</b></p> <ul style="list-style-type: none"> <li>Take a photo of a subject and fold the paper by shape or form in different sections to construct an abstract photographic relief/sculpture.</li> </ul>	<p><b>EXAMPLE ESSENTIAL QUESTIONS:</b> <i>What non-traditional way can you create 2D, 3D and/or even 4D?</i></p>	<p><b>NATIONAL VISUAL ARTS STANDARDS:</b></p>
<p><b>Enduring UNDERSTANDING 2: Careers in and related to the arts significantly and positively impact local and global economies.</b></p>			
<p><b>KNOW:</b> Purpose/Intent Writing Skills</p>	<p><b>DO:</b> <b>VA.68.F.2.5</b> <b>Create an artist statement to reflect on personal artwork for a portfolio or exhibition.</b></p> <ul style="list-style-type: none"> <li>Reflect the purpose/intent</li> </ul>	<p><b>EXAMPLE ESSENTIAL QUESTIONS:</b> <i>What responsibilities come with the freedom to create?</i></p>	<p><b>NATIONAL VISUAL ARTS STANDARDS:</b></p>
<p><b>Enduring UNDERSTANDING 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</b></p>			
<p><b>KNOW:</b> Collaborate Art-Making Process Analyze</p>	<p><b>DO:</b> <b>VA.68.F.3.3: Collaborate with peers to complete an art task and develop leadership skills.</b></p>	<p><b>EXAMPLE ESSENTIAL QUESTIONS:</b> <i>Having a student leader helps</i></p>	<p><b>NATIONAL VISUAL ARTS STANDARDS:</b></p>

Describe	<ul style="list-style-type: none"> <li>Complete a student led activity such as Emilio Reggio, "Inspired Documenting." A student leader goes around taking photos of each student completing a skill/technique. Next the student in the photograph reflects on the experience when viewing a print version or photo over a projector.</li> <li>Each student will take images of classmates at different steps and during art critique student review the images noting the progression.</li> </ul>	<i>classmates on an art task, how?</i>	
<b>Additional Content Area Benchmarks (required):</b>			
<u>KNOW:</u> Collaborate	<u>DO:</u> <b><u>LAFS.6.SL.1.1</u></b> <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> <ul style="list-style-type: none"> <li>Teacher led Take and Pass Activity of the topic i.e. create an idea and every minute have the students pass their work to build on each other ideas'</li> </ul>	<u>EXAMPLE ESSENTIAL QUESTIONS:</u> <i>Why is it important to collaborate?</i>	<u>NATIONAL VISUAL ARTS STANDARDS:</u>
Interpret	<u>LAFS.6.SL.1.2</u> <b>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</b> <ul style="list-style-type: none"> <li>For research of a project show professional work of an artist for students to take notes explaining the art.</li> </ul>		
Analyze	<u>LAFS.6.SL.1.3</u> <b>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b> <ul style="list-style-type: none"> <li>After watching an artist clip of explaining art such as PBS's Art 21 have students speak freely in turn about thoughts on the artist reasoning and if they are supported.</li> </ul>	Does the artist/speaker's reasoning supported by their final artwork? Why or Why not?	
Sequencing Ideas	<u>LAFS.6.SL.2.4</u> <b>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts,</b>	How did you go from one step to another?	

	<p><b>and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</b></p> <ul style="list-style-type: none"> <li>• Have students display each step of the project so they took to explain their sequencing ideas.</li> </ul>		
Iconography	<p><b><u>LAFS.68.RST.2.4</u></b>  <b>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</b></p> <ul style="list-style-type: none"> <li>• Study Aboriginal art work’s iconography and uses pointillism. Have students create a story using Aboriginal iconography to determine their own story’s meaning.</li> </ul>	Do your symbols have a sense of layout that goes with your story line?	
Writing Skills	<p><b><u>LAFS.68.WHST.2.4</u></b>  <b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</b></p> <ul style="list-style-type: none"> <li>• Write self-reflection by developing a clear order of subject and/or steps.</li> </ul>	<i>What type of writing organization creates a clear idea of task, purpose and audience?</i>	
Writing Skills Technology	<p><b><u>LAFS.68.WHST.2.6</u></b>  <b>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</b></p> <ul style="list-style-type: none"> <li>• Have students submit their favorite and/or best artwork to ArtSonia along with an artist statement.</li> <li>• Have students display their favorite and/or best artwork in the art room along with an artist statement.</li> </ul>	<i>Why is it important to write about your art?</i>	
Area Ruler	<p><b><u>MAFS.6.G.1</u></b>  <b>Solve real-world and mathematical problems involving area, surface area, and volume.</b></p> <ul style="list-style-type: none"> <li>• <u>   </u> Create a “Texture Town Relief,” using cardboard create items found in a town using area to fill a space.</li> </ul>	<i>What art project use real world mathematical problems?</i>	
Geometrical Figures	<p><b><u>MAFS.7.G.1</u></b>  <b>Draw, construct and describe geometrical figures and describe the relationships between them.</b></p> <ul style="list-style-type: none"> <li>• <u>   </u> Think Pair Share activity creating a simple paper sculpture by curling paper.</li> </ul>	<i>What steps/processes help you construct a geometric figure?</i>	

Line Angles Ruler	<b>MAFS.K12.MP.5.1</b> <b>Use appropriate tools strategically.</b> <ul style="list-style-type: none"> <li>● Use a protractor to create a line drawing.</li> <li>● Create a “Slab Pot,” and use a ruler to create sizes for each slab.</li> </ul>	<i>How do artist correctively use tools to create art?</i>	
Craftsmanship	<b>MAFS.K12.MP.6.1</b> <b>Attend to precision.</b> <ul style="list-style-type: none"> <li>● Using clean craftsmanship when illustrating types of balances.</li> <li>● Cutting slab pieces for a slab pot.</li> </ul>	<i>Why is it important to have good craftsmanship?</i>	
Structure Perspective	<b>MAFS.K12.MP.7.1</b> <b>Look for and make use of structure.</b> <ul style="list-style-type: none"> <li>● Identify structure in the architecture around the school and design their own building using perspective techniques.</li> <li>● Make use out of your slab pot such as a flower vase placing wholes where you would place each stem.</li> </ul>	<i>How are structures and functions related to a work of art?</i>	

### Resources

**Texts:**

Art Talk, Exploring Art, Discovering Art History, Discovering Drawing, Discovering Painting, Visual Experience

**Museums:**

Any major museum’s website such as <http://www.metmuseum.org/>

Any local museum’s website such as <http://www.foosanerartmuseum.org/>, <http://www.omart.org/>,

**Video/Audio/Animation :**

REVIEW AND GET APPROVAL FROM ADMISTRATION such as: Skillswise Speaking: Communication Guidelines from BBC, Skillswise Speaking: Giving a Presentation from EFSC

**Websites:**

<http://www.incredibleart.org/files/portfolio2.htm> , <http://www.incredibleart.org/links/galleries.html>

(reference artist’s work)

<http://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx> (student critique)

<http://www.incredibleart.org/links/artists.html> (reference artist’s work)

<http://www.incredibleart.org/files/ideas.htm> (resource site for reference)

<http://www.brainpop.com/english/writing/copyright/preview.weml> (resource for copyright)

<http://www.brainpop.com/english/writing/plagiarism/preview.weml> (Plagiarism)

<http://www.brainpopjr.com/artsandtechnology/art/elementsofart/preview.weml> (reference for elements)

<http://www.incredibleart.org/files/ideas.htm> (reference: Where and how artists get ideas)

<http://www.youtube.com/watch?v=v3m1How0ZP8> (reference: Art Attack)

[http://safety.lovetoknow.com/Art\\_Classroom\\_Health\\_and\\_Safety](http://safety.lovetoknow.com/Art_Classroom_Health_and_Safety) (reference-art safety)

<http://www.incredibleart.org/files/art.htm> (reference: Artistic Process)

<http://www.incredibleart.org/files/elements.htm> (reference elements/principles)

<http://www.goshen.edu/art/ed/Compose.htm> (reference for composition/design, elements/principles, visual effects)

<http://www.goshen.edu/art/ed/Compose.htm> ( reference for composition/design, elements/principles, visual effects)

<http://www.publicartarchive.org/> (reference: public art)

<http://www.artsbrevard.org/art-public-places> (Reference Art in Public places)

<http://www.artsbrevard.org/members?directorytype=organizations> (reference local art organizations)

<https://www.goshen.edu/art/ed/self.html> (conversation game; generating art ideas)

<http://www.sbcusd.com/DocumentCenter/View/114320> (4-Step Art Critique)

<http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities/elements-of-art.html> (National Gallery of Art elements of art lessons)

-Launchpad and resources

**Artists:**

Andy Warhol: Pop Art Painter by Susan Goldman Rubin

Claude Monet: Sunshine and Water Lilies by Steven Packard and True Kelley

Frida by Jonah Winter

Getting to Know the World's Greatest Artists (Series) by Mike Venezia

Georgia O'Keefe study:

<http://www.brainpop.com/socialstudies/famoushistoricalfigures/georgiaokeeffe/preview.weml>

Rosie Revere; Engineer by Andrea Beaty

Edgar Degas: <http://www.edgar-degas.org/>

Claude Monet: <http://www.learn.columbia.edu/monet/swf/>