

PLC Question #1: What do we want all students to know and be able to do?

Unit 1: Drawing (ongoing throughout the year)		Unit 2: Fibers		Unit 3: Ceramics	
Priority Standard(s) Standard AA 1: CREATE—Students will generate, develop, and refine artistic work. Standard AA 4: CONNECT—Students will relate their artistic work with prior experience and external context.		Priority Standard(s) Standard AA 1: CREATE—Students will generate, develop, and refine artistic work. Standard AA 4: CONNECT—Students will relate their artistic work with prior experience and external context.		Priority Standard(s) Standard AA 1: CREATE—Students will generate, develop, and refine artistic work. Standard AA 4: CONNECT—Students will relate their artistic work with prior experience and external context.	
Supporting Standard(s) A.A.Cr.8.m: Plan Generate original solutions through exploration and practice. A.A.Cr.7.m: Investigate Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design. A.A.Cr.9.m: Make Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.		Supporting Standard(s) A.A.Cr.8.m: Plan Generate original solutions through exploration and practice. A.A.Cr.7.m: Investigate Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design. A.A.Cr.9.m: Make Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.		Supporting Standard(s) A.A.Cr.8.m: Plan Generate original solutions through exploration and practice. A.A.Cr.7.m: Investigate Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design. A.A.Cr.9.m: Make Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level
Ex. vocabulary, facts, concepts, etc.		Ex. vocabulary, facts, concepts, etc.		Ex. vocabulary, facts, concepts, etc.	
- Concepts: one-point perspective, space, grid drawing, observation drawing - Vocabulary: 1 Point Perspective, vanishing point, orthogonal lines, horizontal, parallel, converging		- Vocabulary: Raw Wool, Unspun Wool, felting, wet felting and needle felting, soft sculpture, armature, density, form, core wool - Sculpting in the round vs. Relief sculpture		- Combining basic handbuilding techniques: pinch, slab, and coil construction methods to make more complex forms. - Vocabulary: coil, slab, pinch, whistle, ocarina, air chamber, stages of clay: slip, plastic, leather hard, bone dry, bisque fired - Concept: Form follows function	
Students will understand (abstract ideas)	DOK Level	Students will understand (abstract ideas)	DOK Level	Students will understand (abstract ideas)	DOK Level
Ex. connections, relationships, frameworks, etc.		Ex. connections, relationships, frameworks, etc.		Ex. connections, relationships, frameworks, etc.	
Students will understand the use of grids in both math and art to locate precise areas, scale imagery up or down, and		- Students will understand safety precautions needed when working with sharp tools - Students will understand that needle felting can be functional like sewing but more easily expressive like painting.		- Students can draw connections to the science of sound and music class with how pitch corresponds to size of instruments. - Careers where they will need to consider function when designing and creating things	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
- Students will sketch to communicate ideas visually - Students will progressively create more		Students will create a 3D sculpture by needle felting wool. Students will create an armature if needed based on their design sketch.		Students will be able to make a functional clay whistle. Students will then creatively alter the basic whistle form to create a unique	

detailed drawings with a variety of 2D materials.				design while still maintaining its function.	
Domain-specific Vocabulary	Domain-specific Vocabulary		Domain-specific Vocabulary		
1 Point Perspective, vanishing point, orthogonal lines, horizontal, parallel, converging	Raw Wool, Unspun Wool, felting, wet felting and needle felting, soft sculpture, armature, density, form, core wool		coil, slab, pinch, whistle, ocarina, air chamber, stages of clay: slip, plastic, leather hard, bone dry, bisque fired		

PLC Question #1: What do we want all students to know and be able to do?

Unit 4: Sculpture		Unit 5: Painting		Unit 6: Art Show	
Priority Standard(s) Standard AA 1: CREATE—Students will generate, develop, and refine artistic work. Standard AA 4: CONNECT—Students will relate their artistic work with prior experience and external context.		Priority Standard(s) Standard AA 1: CREATE—Students will generate, develop, and refine artistic work. Standard AA 4: CONNECT—Students will relate their artistic work with prior experience and external context.		Priority Standard(s) Standard AA 2: PRESENT—Students will develop, refine, and convey meaning through the production and presentation of artistic work	
Supporting Standard(s) A.A.Cr.8.m: Plan Generate original solutions through exploration and practice. A.A.Cr.7.m: Investigate Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design. A.A.Cr.9.m: Make Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.		Supporting Standard(s) A.A.Cr.8.m: Plan Generate original solutions through exploration and practice. A.A.Cr.7.m: Investigate Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design. A.A.Cr.9.m: Make Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.		Supporting Standard(s) A.A.Pr.8.m: Communicate Communicate the contextual meaning of artwork in written and verbal statements. A.A.Pr.9.m: Share Curate and exhibit a portfolio of work to convey artistic importance or meaning.	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level
Ex. vocabulary, facts, concepts, etc.		Ex. vocabulary, facts, concepts, etc.		Ex. vocabulary, facts, concepts, etc.	
- Vocabulary: Modular Origami, Form, Pyramid, Cube, Rectangular Prism, Triangular Prism, Polyhedron, Observational Drawing, - Concept: Origami uses a single piece of paper and only folding to create a form, however modular origami uses multiple pieces of paper to combine and make a form		- Students will know brush handling techniques, material and studio clean up/maintenance, and how to use the drying rack. - Vocabulary: tempera paint, watercolor paint, bristles, coat, - Students will know a variety of techniques to manipulate paint.		Vocabulary: portfolio, exhibition, curate, reception, installation, dismantle	
Students will understand (abstract ideas)	DOK Level	Students will understand (abstract ideas)	DOK Level	Students will understand (abstract ideas)	DOK Level
Ex. connections, relationships, frameworks, etc.		Ex. connections, relationships, frameworks, etc.		Ex. connections, relationships, frameworks, etc.	
Students will understand the endless possibilities of origami as it also pertains to architecture, engineering, fashion, etc.		- Students will understand paint’s range of uses on paper, canvas, walls, sculptures, clay, etc - Students will understand the expressive potential of paint		- Students should understand that the art show is a celebration of the district’s artists and an opportunity to share their endeavors with the community. - Artists show their work for many reasons: sharing their ideas and emotions, seeking feedback, build their reputation,connecting with audiences, inspire others, and potentially earning income.	

Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
- Students will fold paper to make modular origami geometric forms. - Students will use observation drawing to recreate the illusion of their origami forms.		- Students will be able to paint utilizing mixed colors and values in a purposeful application. - Students will experiment with painting techniques and be able to utilize them to create a desired effect. - Students will be able to paint 3D objects and utilize techniques to achieve good craftsmanship.		- Students will save completed artwork as their portfolio. Students will then choose at least one artwork to display. - Students will make an artist statement to display with at least one of their artworks.	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
Modular Origami, Form, Pyramid, Cube, Rectangular Prism, Triangular Prism, Polyhedron, Observational Drawing,		tempera paint, watercolor paint, bristles, coat,		Vocabulary: portfolio, exhibition, curate, reception, installation, dismantle	

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Unit 7: Art Talk (ongoing throughout the year)		Unit 8:		Unit 9:	
Priority Standard(s) Standard AA 3: RESPOND—Students will describe, analyze, inquire, and interpret intent and meaning in order to evaluate artistic work.		Priority Standard(s)		Priority Standard(s)	
Supporting Standard(s) - A.A.R.6.i: Describe Describe details, subject matter, and the context of an artwork. - A.A.R.7.i: Analyze Compare and contrast how the use of media can influence ideas. - A.A.R.8.i: Interpret Use details, subject matter, and context to interpret an artwork’s mood or meaning. - A.A.R.9.i: Inquire Determine an artist’s intent by identifying the details, subject matter, and context of an artwork. - A.A.R.10.i: Evaluate Determine and apply criteria for evaluating artworks and practice constructive feedback.		Supporting Standard(s)		Supporting Standard(s)	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level
Ex. vocabulary, facts, concepts, etc.		Ex. vocabulary, facts, concepts, etc.		Ex. vocabulary, facts, concepts, etc.	
Students will be able to talk about art using the Art Elements: Line, Shape, Value, Form, Space, Color, and Texture and the Principles of Design: Balance, Contrast, Emphasis, Movement, Repetition & Rhythm, and Unity					
Students will understand (abstract ideas)	DOK Level	Students will understand (abstract ideas)	DOK Level	Students will understand (abstract ideas)	DOK Level
Ex. connections, relationships, frameworks, etc.		Ex. connections, relationships, frameworks, etc.		Ex. connections, relationships, frameworks, etc.	
Students will be able to connect observed artwork with their own art, culture, other classes, etc.					
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
Students will be active participants in art discussions.					
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
Art Elements, Line, Shape, Value, Form, Space, Color, Texture, Principles of Design, Balance, Contrast, Emphasis, Movement,					

Repetition & Rhythm, and Unity		
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