

Grade 1 Art

Standard 1, Media, Materials and Techniques:

Students will have a working knowledge of media, materials, and techniques unique to visual arts.

Big Ideas:

1. Knowledge of media, materials and techniques empowers us to make choices and to express ourselves.
2. The human need to make art is met through the development of skill and understanding.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate understanding of a variety of art techniques:
- Drawing
- Painting
- Printmaking
- Sculpture
- weaving
- Demonstrate understanding of different art materials
- Paint
- Cray-pas
- Ink
- Clay
- Papier-mache
- Markers
- Papers and glue

Instructional Snapshots

What you might see taking place in the classroom.

- Demonstrations and viewing examples for each technique (for example: a drawing lesson might be to find the shapes in a cat—ovals, triangles etc. Demonstrate the drawing.)
- Students practicing and performing hands-on techniques
- Students able to describe techniques and intentions
- Projects that show proper technique

Assessment

Tools

- In-Process Critiques – both verbal and written... by students and/or teacher
- Final Critiques – show and share time
- Observation/Check-in moving around room on task, making progress, need help?
- Self-assessment – mission accomplished?

Standard 2. Elements and Principles of Design:

Students will understand and apply the elements and principles of design to their artwork.

Big Ideas:

1. Understanding and using the elements and principles of design heightens the impact of artistic expression.
2. There are commonalities within all forms of art that, once learned, can be incorporated into artwork to communicate effectively.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate a beginning understanding of design principles, such as shapes, primary colors, color mixing, 2-D and 3-D, light and dark values, patterns, symmetry, composition (for example: landscapes with background, middle ground and foreground) and texture.
- Apply their knowledge to their creations
- Be able to build upon and refer to previous forms of design, while learning new ones

Instructional Snapshots

What you might see taking place in the classroom.

- Demonstrations and viewing examples showing design elements appropriate to the age
- Students incorporating design elements and principles into their art .
- Using vocabulary that describes the design principles used

Assessment

Tools

- In-Process Critiques – both verbal and written
- Observation/Check-in – on task, making progress, need help?
- Self-assessment – mission accomplished?

Standard 3. Observation, Abstraction, Invention and Expression:

Students will be able to observe, abstract, invent, and express themselves through a variety of experiences in art.

Big Ideas:

1. There are lots of ways to reach an artistic solution.
2. We discover ourselves while relating to the world around us through art.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate understanding of observation, abstraction, invention and expression, through various art projects.
- Tell the difference between realistic and abstract art (for example, students might create a realistic self-portrait inspired by Frida Kahlo and an abstract self-portrait, inspired by Picasso)
- Create their own unique artwork, depicting their own story, sometimes referencing the artwork of other artists.

Instructional Snapshots

What you might see taking place in the classroom.

- Viewing art and artists from history for inspiration and reference
- Discussions about the work and how it relates to the artists studied

Assessment

Tools

- In-Process Critiques – move around room and discuss progress with each student
- Observation/Check-in – on task, making progress, need help?
- Self-assessment – mission accomplished?

Standard 4. Creative Process:

Students will understand and use the process of imagining, drafting, creating, refining, and, in many cases, exhibiting their artwork.

Big Ideas:

1. Art doesn't just happen: it involves a creative process from beginning to end.
2. Art can exist on many levels: visual, auditory, and over space and time.
3. Art involves a determined, reflective, creative process from idea to exhibition.

Learning Goals

What students will know and be able to do.

Students will:

- Create sketches as a draft (for example—keep a sketch book)
- Practice and problem-solve as part of the creative process
- Exhibit art both in and out of school

Instructional Snapshots

What you might see taking place in the classroom.

- Teacher Demonstrations of each step—imagining, being inspired by something, sketching an idea, changing it, and finally creating a work of art and exhibiting it.
- Viewing contemporary art and art history for inspiration and reference
- Students practicing techniques hands-on
- Students being able to describe techniques and art-making
- Projects that show proper technique

Assessment

Tools

- In-Process Critiques by teacher and/or peers
- Final Critiques by teacher and/or peers
- Public Exhibition Feedback

Standard 5. Critical Response:

Students will use specific visual arts vocabulary and criteria to describe, analyze, interpret, and evaluate their work and the work of others.

Big Ideas:

1. We communicate through our images: we articulate through our visual arts vocabulary.
2. Art is a universal language.
3. Skills in criticism are essential for effective communication.

Learning Goals

What students will know and be able to do.

Students will:

- Look at their own work and the work of their peers and professionals in a critical, but constructive way – hopefully gaining ideas and techniques
- Use correct vocabulary relevant to the lesson. (for example, when weaving, use the words loom, warp and weft in discussing the project.)
- Students will use the “Word Wall” to use correct vocabulary when discussing their work.
- Be able to convey their own interpretation of the art they see

Instructional Snapshots

What you might see taking place in the classroom.

- Viewing contemporary art and art history for inspiration and reference
- Books relating to the subject—the Children’s Literature related to art is astounding!
- Viewing, reacting to, and discussing in-process and final student work from their classmates and previous semesters
- Giving advice to others both verbally and written, formal and informal
- Completing self-assessments
- “Word Wall” of Art Vocabulary that grows throughout the year

Assessment

Tools

- In-Process Critiques – is the main idea being communicated to the viewer? What needs to happen now?
- Observation/Check-in – on task, making progress, need help?
- Self-assessment – mission accomplished?

Standard 6. Connections:

Students will understand the cultural dimensions and contributions of the arts and their relation to history and culture.

Big Ideas:

1. Understanding art is a doorway to the world.
2. Art is the voice and mirror of the world's people, their history, culture, social context, convictions, triumphs, tragedies, fears, and hopes.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate understanding of a variety of art from around the world
- In Grade 1, Students will do an in-depth study of the art of Japan in connection to the classroom Social Studies Unit.

Instructional Snapshots

What you might see taking place in the classroom.

- Demonstrations of Art Techniques of Japan, (for example, origami, gyotaku, sumi-e, etc.)
- Examples of Art from around the world, relating to the lesson being taught

Assessment

Tools

- In-Process Critiques
- Teacher moves around the room checking in with each student and helping, offering advice and problem solving with the students.

Grade 2 Art

Standard 1, Media, Materials and Techniques:

Students will have a working knowledge of media, materials, and techniques unique to visual arts.

Lesson: Collagraph Printmaking

Big Ideas:

1. Knowledge of media, materials and techniques empowers us to make choices and to express ourselves.
2. The human need to make art is met through the development of skill and understanding.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate a beginning understanding of printmaking as a art technique:
- Why printmaking instead of painting
- Surface treatment of the printmaking plate and printing results
- Positive and negative space as created by layering materials
- Duplicates and altering prints

Instructional Snapshots

What you might see taking place in the classroom.

- Demonstration of how to create a simple collagraph plate
- Demonstration of printing with water based inks
- Students practicing inking and printing
- Projects that show first attempts at collagraph printing techniques

Assessment

Tools

- Observation/Check-in – on task, making progress, need help?
- Collection and display of multiple prints

Standard 2. Elements and Principles of Design:

Students will understand and apply the elements and principles of design to their artwork.

Lesson: Adinkra Cloth Design

Big Ideas:

1. Understanding and using the elements and principles of design heightens the impact of artistic expression.
2. There are commonalities within all forms of art that, once learned, can be incorporated into artwork to communicate effectively.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate understanding of shapes and lines as building blocks for design
- Create an original design to print as a pattern
- Use positive and negative space to create an interesting design

Instructional Snapshots

What you might see taking place in the classroom.

- Demonstration and guided drawing
- Discussion of shapes and how to break an image down to find the basic shapes
- Students applying knowledge of shapes and lines to drawing observed objects

Assessment

Tools

- Observation/Check-in – on task, making progress, need help?
- Self-assessment and editing-opportunity to change design after printing

Standard 3. Observation, Abstraction, Invention and Expression:

Students will be able to observe, abstract, invent, and express themselves through a variety of experiences in art.

Lesson example: Self Portrait Collage

Big Ideas:

1. There are lots of ways to reach an artistic solution.
2. We discover ourselves while relating to the world around us through art.

Learning Goals

What students will know and be able to do.

Students will:

- Explore ways to create a likeness of oneself with collage techniques
- Use observation to recognize the norms of human facial proportion
- Make artistic choices about essential elements of a self-portrait (what will make the collage look like the artist)

Instructional Snapshots

What you might see taking place in the classroom.

- Discussion of facial proportion
- Demonstration of collage techniques
- Sharing of ideas between students on how to create various facial features in collage
- Students creating self-portrait collage

Assessment

Tools

- In-Process Critiques – does the image look like the artist?
- Observation/Check-in – on task, making progress, need help?
- Following proportion rules or breaking them with intention?

Standard 4. Creative Process:

Students will understand and use the process of imagining, drafting, creating, refining, and, in many cases, exhibiting their artwork.

Lesson: People Who Make a Difference: Portraits

Big Ideas:

1. Art doesn't just happen: it involves a creative process from beginning to end.
2. Art can exist on many levels: visual, auditory, and over space and time.
3. Art involves a determined, reflective, creative process from idea to exhibition.

Learning Goals

What students will know and be able to do.

Students will:

- Create a drawn likeness of their chosen person who has made a difference in the world
- Know the proportions of the human face
- Understand the use of symbolism and background to guide the viewer
- Start with a rough sketch and add detail
- Create drafts and edit to improve

Instructional Snapshots

What you might see taking place in the classroom.

- Demonstrations about facial proportion
- Looking at exemplars of portraits for inspiration and ideas
- Students practicing techniques hands-on
- Students trying ideas and editing in process
- Students creating final products based on original, then edited plan
- Students displaying final product for presentation

Assessment

Tools

- In-Process check-ins
- Does it resemble the person?
- Quality and effort of work, best effort?

Standard 5. Critical Response:

Students will use specific visual arts vocabulary and criteria to describe, analyze, interpret, and evaluate their work and the work of others.

Lesson: Continents Project: Tibetan Mandala (Asia)

Big Ideas:

1. We communicate through our images: we articulate through our visual arts vocabulary.
2. Art is a universal language.
3. Skills in criticism are essential for effective communication.

Learning Goals

What students will know and be able to do.

Students will:

- Look at their own work and the work of their peers in a critical, but constructively and positively
- Use correct vocabulary relevant to the project (radial symmetry, symbolism, shading, contrast)

Instructional Snapshots

What you might see taking place in the classroom.

- “Gallery Tour” to look at and make suggestions for peer artwork
- Word wall-art vocabulary words visible and revisited periodically

Assessment

Tools

- Observation/Check-in
- Exit questions to check in on vocabulary usage
- Group discussion: what would you change? What was successful?

Standard 6. Connections:

Students will understand the cultural dimensions and contributions of the arts and their relation to history and culture.

Lesson: Continent Project (art representing each of the seven continents)

Big Ideas:

1. Understanding art is a doorway to the world.
2. Art is the voice and mirror of the world's people, their history, culture, social context, convictions, triumphs, tragedies, fears, and hopes.

Learning Goals

What students will know and be able to do.

Students will:

- Be familiar with art or artists from each continent
- Understand that there is a long history of art in each and every culture

Instructional Snapshots

What you might see taking place in the classroom.

- Discussion of each culture and the impact of art on them
- Demonstration of various art forms and techniques

Assessment

Tools

- Check-ins, making sure student is on task and trying various techniques
- Best effort work?
- Trying new techniques

Grade 3 Art

Standard 1, Media, Materials and Techniques:

Students will have a working knowledge of media, materials, and techniques unique to visual arts.

Big Ideas:

1. Knowledge of media, materials and techniques empowers us to make choices and to express ourselves.
2. The human need to make art is met through the development of skill and understanding.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate understanding of a variety of techniques:
- Painting: Example—paint sunflowers from observation, inspired by Van Gogh
- Collage: Example—Whimsical Animal Collages from patterned paper inspired by Lois Ehler's Wag a Tail.
- Sculpture: Example—Fairy Houses made of clay and sticks.
- Drawing: Example—Drawing from Observation—skeletons, animals.
- Pastels: Example—Large flower drawings inspired by Georgia O'Keefe.
- Printmaking: Example—Monoprints on Plexiglass using photos for composition: Background, middle and foreground.
- Weaving: Example—cradboard looms, floor loom, experimental looms.
- Collaboration with classroom teachers—especially with Poet in Residence.

Instructional Snapshots

What you might see taking place in the classroom.

- Demonstrations and viewing examples for each technique
- Students practicing and performing hands-on techniques
- Students able to describe techniques and intentions
- Projects that show proper technique

Assessment

Tools

- In-Process Critiques – both verbal and written... by students and/or teacher
- Final Critiques – show time
- Observation/Check-in – on task, making progress, need help?
- Self-assessment – mission accomplished?

Standard 2. Elements and Principles of Design:

Students will understand and apply the elements and principles of design to their artwork.

Big Ideas:

1. Understanding and using the elements and principles of design heightens the impact of artistic expression.
2. There are commonalities within all forms of art that, once learned, can be incorporated into artwork to communicate effectively.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate understanding of the elements and principles of design, including, Color, line, texture, shape, pattern, symmetry and composition.
- Apply their knowledge to their artistic creations.
- Example—When creating a landscape, students will be able to identify the background, middle ground and foreground
- Example- When creating a pinch pot inspired by the Wampanoag pots, can use texture to add interest to the surface.
- Example—When drawing animals , students will find the shapes hidden in the complex images.
- Example—when drawing a self-portrait, will use symmetry.
- Example—When creating an O'Keefe inspired flower, students will use complimentary colors for the background.

Instructional Snapshots

What you might see taking place in the classroom.

- Demonstrations and viewing examples showing how to compose a work of art and the use of Design Principles.
- Students incorporating design elements and principles into their art– especially through the use of hands-on techniques.
- Vocabulary—Word Wall!

Assessment

Tools

- In-Process Critiques – both verbal and written
- Observation/Check-in – on task, making progress, need help?
- Self-assessment – mission accomplished?

Standard 3. Observation, Abstraction, Invention and Expression:

Students will be able to observe, abstract, invent, and express themselves through a variety of experiences in art.

Big Ideas:

1. There are lots of ways to reach an artistic solution.
2. We discover ourselves while relating to the world around us through art.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate understanding of Observing, abstraction, invention and expression through their art work.
- Look at other artists for inspiration in these areas.
- Create their own unique art, depicting their own story, referencing the artwork of other artists.

Instructional Snapshots

What you might see taking place in the classroom.

- Viewing contemporary and historical art for inspiration and reference
Example—Abstract Self-Portrait inspired by Picasso
Example—Drawings from Observation inspired by daVinci
Example—Geodesic Domes made of newspaper inspired by Buckminster Fuller
Example—Discussions about how to express an idea

Assessment

Tools

- In-Process Critiques – is the main idea being communicated to the viewer? What needs to happen now?
- Observation/Check-in – on task, making progress, need help?
- Self-assessment – mission accomplished?

Standard 4. Creative Process:

Students will understand and use the process of imagining, drafting, creating, refining, and, in many cases, exhibiting their artwork.

Big Ideas:

1. Art doesn't just happen: it involves a creative process from beginning to end.
2. Art can exist on many levels: visual, auditory, and over space and time.
3. Art involves a determined, reflective, creative process from idea to exhibition.

Learning Goals

What students will know and be able to do.

Students will:

- Create Art in a variety of media after drafting and editing.
- Practice and problem solve.
- Finalize their work by finishing.

Instructional Snapshots

What you might see taking place in the classroom.

- Teacher Demonstrations on each technique including: sketching, drawing, editing, refining and finishing each work of art.
Example—teacher demonstrating drawing by finding shapes.
Example—teacher demonstrating how to fix a mistake.
- Viewing contemporary and historical art for inspiration and reference
Example—demonstrations, students work, and reproductions of famous art work on display
- Students practicing techniques hands-on
Example—students will show the process of coming up with an idea, sketching, and then seeing the work to a conclusion.
- Students being able to describe techniques and art-making
Example—Students will use word wall to help them use the correct vocabulary
- Projects that show proper technique

Assessment

Tools

- In-Process Critiques by teacher and/or peers
- Final Critiques by teacher and/or peers
- Public Exhibition Feedback

Standard 5. Critical Response:

Students will use specific visual arts vocabulary and criteria to describe, analyze, interpret, and evaluate their work and the work of others.

Big Ideas:

1. We communicate through our images: we articulate through our visual arts vocabulary.
2. Art is a universal language.
3. Skills in criticism are essential for effective communication.

Learning Goals

What students will know and be able to do.

Students will:

- Look at their own work and the work of their peers and professionals in a critical, but constructive light – hopefully gaining ideas and techniques
- Use correct vocabulary relevant to the artwork.
- Be able to convey their own interpretation of the art they see

Instructional Snapshots

What you might see taking place in the classroom.

- Viewing contemporary and historical art for inspiration and reference
 - o Example—starry night paintings inspired by their work in science studying the night sky and also Van Gogh.
- Viewing, reacting to, and discussing in-process and final student work from their classmates.
 - o Example-- Student is having trouble coming up with an idea—ask the students at the table “What would you do?”
 - o Example—Have students give feedback at the end of class with a “Show and Tell”
- Giving advice
 - o Example—teacher walks around room giving feedback and suggestions in progress.

Assessment

Tools

- In-Process Critiques – is the main idea being communicated to the viewer? What needs to happen now?
- Observation/Check-in – on task, making progress, need help?
- Self-assessment – mission accomplished?

Standard 6. Connections:

Students will understand the cultural dimensions and contributions of the arts and their relation to history and culture.

Big Ideas:

1. Understanding art is a doorway to the world.

2. Art is the voice and mirror of the world's people, their history, culture, social context, convictions, triumphs, tragedies, fears, and hopes.

Learning Goals

What students will know and be able to do.

Students will:

- Demonstrate understanding of a variety of art techniques from around the world

Instructional Snapshots

What you might see taking place in the classroom.

- Demonstrations about each art technique and the culture represented
Example—Matryoshka Dolls of Russia as an inspiration for self-portrait bottle dolls—read *The littlest Matryoshka* by English
Example—Create pinch pots inspired by the Wampanoag
Example—Weaving—Mexican examples

Assessment

Tools

- In-Process Critiques

Grade 4 Art

Standard 1, Media, Materials and Techniques:

Students will have a working knowledge of media, materials, and techniques unique to visual arts.

Watercolor Landscapes

Big Ideas:

1. Knowledge of media, materials and techniques empowers us to make choices and to express ourselves.
2. The human need to make art is met through the development of skill and understanding.

Learning Goals

What students will know and be able to do.

Students will:

- Students will be familiar with the watercolor landscape paintings of Georgia O'Keefe
- Learn how to achieve different values with pan watercolors
- Learn how to make secondary and tertiary colors
- Learn about wet on wet painting
- Learn the techniques of scoring, blotting and wax resist
- Create a watercolor landscape that demonstrates a knowledge of foreground, middle ground and background.
- Learn to appreciate the looseness, freedom and abstract quality of watercolor

Instructional Snapshots

What you might see taking place in the classroom.

- Students viewing O'Keefe watercolors
- Demonstration of color mixing
- Students mixing secondary and tertiary colors
- Students inventing and naming their own colors
- Students creating their own watercolor landscapes using only the primary colors (as O'Keefe did in her Texas prairie landscape)

Assessment

Tools

- Teacher observation of students
- Check in with students (are they changing water frequently? Holding the brush correctly? Is there a foreground, middle ground and background? Are they using the white of the paper?)
- Class "Art Share" using the word wall
- Teacher reflections

Standard 2. Elements and Principles of Design:

Students will understand and apply the elements and principles of design to their artwork.

Clay Owl Sculptures

Big Ideas:

1. Understanding and using the elements and principles of design heightens the impact of artistic expression.
2. There are commonalities within all forms of art that, once learned, can be incorporated into artwork to communicate effectively.

Learning Goals

What students will know and be able to do.

Students will:

- Students will become familiar with owl images of ancient Greece and understand their meaning.
- Students will learn how to hand build a clay owl using pinch pots, slabs and coils
- Students will learn about form and shape – about 2D vs 3D
- Students will learn the difference between in the round and relief sculpture
- Students will learn how to enhance their owls using texture and pattern and, after firing, with color

Instructional Snapshots

What you might see taking place in the classroom.

- Students viewing statues, coins and pottery of ancient Greece
- Demonstration of how to make a pinch pot
- Demonstration of proper joining techniques
- Students working in terracotta using needle tools
- Students experimenting with a variety of items (forks, bottle caps, sticks etc) to create texture and pattern.
- Students checking to see if their sculpture is working “in the round”
- Students painting their bisque fired owls

Assessment

Tools

- Teacher observation of students
- Check in with students (are the walls of the pinch pot thin enough? Are the pieces properly joined using scoring and slip? Are they considering all sides of the piece?)
- Class Art Share
- Teacher reflections

Standard 3, Observation, Abstraction, Invention and Expression:

Students will be able to observe, abstract, invent, and express themselves through a variety of experiences in art.

Gesture Drawing and Foil Sculpture

Big Ideas:

1. There are lots of ways to reach an artistic solution.
2. We discover ourselves while relating to the world around us through art.

Learning Goals

What students will know and be able to do.

Students will:

- Students will learn what a gesture drawing is and how to render one in pencil
- Students will learn how to make a three dimensional foil "gesture" sculpture
- Students will create a sculpture that reveals something about their personality
- Students will mount their sculpture as a "relief" or "in the round" work

Instructional Snapshots

What you might see taking place in the classroom.

- Students viewing and discussing a wire gesture sculpture created by a Middle School student
- Students creating gesture drawings of their classmates
- Demonstration of how to make a foil gesture sculpture using a template
- Students tearing, crunching, folding and unfolding foil
- Students discovering the endless possibilities of the medium and pushing the envelope
- Students admiring and marveling at their classmates creations

Assessment

Tools

- Teacher observation of students
- Check in with students (helping frustrated sculptors problem solve or begin again)
- Class "Art Share"
- Teacher Reflections

Standard 4, Creative Process:

Students will understand and use the process of imagining, drafting, creating, refining, and, in many cases, exhibiting their artwork.

Before and After Self Portraits (Cover for homeroom writing piece)

Big Ideas:

1. Art doesn't just happen: it involves a creative process from beginning to end.
2. Art can exist on many levels: visual, auditory, and over space and time.
3. Art involves a determined, reflective, creative process from idea to exhibition.

Learning Goals

What students will know and be able to do.

Students will:

- Students will learn that there are many ways to render a self portrait depending on how they want the viewer to perceive them
- Students will learn that there is a specific set of rules that an artist must follow to create a realistic self portrait (rules of proportion)
- Students will learn about Leonardo da Vinci's rules of proportion
- Students will learn how to create a realistic self portrait and then abstract it

Instructional Snapshots

What you might see taking place in the classroom.

- Students watching Brain Pop segment on portraits
- Students discussing representational vs abstract portraiture
- Students using mirrors to create the their best realistic self portrait ("rough draft")
- A step by step demonstration of how to draw facial features / correct proportions
- Students doing a second self portrait with the new set of "rules"
- Students comparing their first and second drawing
- Students viewing their classmates drawings
- Demonstration of how to transfer their drawing to scratch art clear film
- Demonstration of how to use a collage of unrealistic colors for this abstract

Assessment

Tools

- Teacher observation of students
- Check in with students (Did they understand the rules of proportion? Did they remember eyelids, chins, eyebrows? Are the eyes in the center of the head?)
- Class "Art Share" using the word wall
- Do they understand difference between abstract and realistic?
- Teacher reflections
- Exhibit of portraits at "Special Moments" breakfast

version of their portrait.

Standard 5, Critical Response:

Students will use specific visual arts vocabulary and criteria to describe, analyze, interpret, and evaluate their work and the work of others.

Big Ideas:

1. We communicate through our images: we articulate through our visual arts vocabulary.
2. Art is a universal language.
3. Skills in criticism are essential for effective communication.

Learning Goals

What students will know and be able to do.

Students will:

- Understand that all artists (abstract or realistic) work with the same tools called “elements”
- Understand that principles of design help organize the elements for visual effectiveness
- Understand that each individual brings his/her own experiences, ideas and creativity to a common topic (or lesson) so there will be many different responses..
- Use art vocabulary to interpret and analyze great works of art. What makes the work successful? Appealing? Inspirational?
- Look to other artists and cultures for inspiration
- Learn discuss and analyze their work, and the work of their peers, in a constructive and positive way. Was it

Instructional Snapshots

What you might see taking place in the classroom.

- Viewing art from different periods for inspiration and reference
- Informal in- progress critiques
- ART SHARE (gathering of the class for final critique) using the Art Word Wall to help describe, analyze or interpret classmates work

Assessment

Tools

- In-progress critiques- allows students to improve their works after the positive input of peers or teacher
- Final critiques “Art Share”

what you imagined? Are you satisfied?
What would you change?

Standard 6. Connections:

Students will understand the cultural dimensions and contributions of the arts and their relation to history and culture.

Diwali Relief Sculpture

Big Ideas:

1. Understanding art is a doorway to the world.
2. Art is the voice and mirror of the world's people, their history, culture, social context, convictions, triumphs, tragedies, fears, and hopes.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Students will:

- Students will learn that Diwali (also known as The Festival of Lights)is the most important Hindu celebration of the year and is celebrated by many students at their school.
- Students will learn about the role and symbol of the Asian elephant in Indian culture.
- Students will learn how to make a decorative relief sculpture of an Asian elephant.
- Students will learn to recognize the shapes in an elephant and how to draw the animal in proportion.
- Students will learn what a relief (as opposed to in-the-round) sculpture is.
- Students will learn how to transfer their drawing to a sheet of aluminum.
- Students will learn how to emboss the aluminum sheet using a wooden stylus
- Students listening to the story Elephant Dance to learn about the celebrations, religions, geography, foods, animals and climate of India
- Students looking at pictures of Asian elephants in Indian Folklore
- Students drawing elephants using photographic images
- Demonstrations on how to transfer drawings to foil
- Demonstrations on how to emboss the foil with a stylus
- Teacher observations
- Check in with students (are elephants in proportion? Have students used the full space and added enough decorative elements?)
- “Art Share” group critique using word wal
- Teacher reflections

- Students will color their relief sculpture with vivid colors typical of elephants seen in Indian folklore paintings

Grade 5 Art

Standard 1, Media, Materials and Techniques:

Students will have a working knowledge of media, materials, and techniques unique to visual arts.

Fall Mixed Media

Big Ideas:

1. Knowledge of media, materials and techniques empowers us to make choices and to express ourselves.
2. The human need to make art is met through the development of skill and understanding.

Learning Goals

What students will know and be able to do.

Students will:

- Use tempera and pastel to capture the look and feel of fall in New England
- Discover that patterns repeat in nature (in this case branching)
- Understand how to make a relief print
- Understand that art requires careful and thoughtful planning as well as execution
- Understand that cool colors recede and warm colors advance
- How shadows can create the illusion of space

Instructional Snapshots

What you might see taking place in the classroom.

- Students studying leaf structure/patterns through magnifying loupes
- Demonstrations of how to print a leaf
- Students laying out a composition with leaves
- Students experimenting with printing (colors, pressure, portions)
- Students practicing color blending with pastels
- Students viewing a smart notebook presentation of work by sidewalk artist Julian Beever

Assessment

Tools

- In-Process Critiques
- Teacher observations of students
- Check in with students
- Class “art share” using word wall
- Teacher reflections

- Students using the shading techniques they observed in Julian Beevers work

Standard 2, Elements and Principles of Design:

Students will understand and apply the elements and principles of design to their artwork.

Cut Paper Molas/Interdisciplinary Spanish Project

Big Ideas:

1. Understanding and using the elements and principles of design heightens the impact of artistic expression.
2. There are commonalities within all forms of art that, once learned, can be incorporated into artwork to communicate effectively.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Students will:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Students will demonstrate an understanding of color as an element of design in cultures by creating a piece of art that reflects color design, influenced by another culture's use of color. • Students will learn about the San Blas Islands, The Kuna who live there and the unique art form they developed, the Mola. • Like the Kuna, students will create a <i>symmetrical</i> composition (based on an image that is relevant to them. (The Kuna use flowers, birds, bible stories, scenes of everyday life) • Students will learn how to create balance through image and color. • Students will understand that the Mola is a colorful fabric consisting of several | <ul style="list-style-type: none"> • Students viewing authentic Molas for inspiration • Demonstrations of cut paper techniques and proper gluing • Students working out a central theme and composition • Students building (layering) their paper designs over several classes and slowly filling the space with minor designs...<i>unifying</i> their piece. | <ul style="list-style-type: none"> • Teacher observations of students • In-process critiques • Check in with students • Class "art share" using word wall • Teacher reflections |
|--|--|--|

layers...usually red, orange and black with other brilliant hues added.

- Students will learn various cut paper techniques to achieve the layering effect.

Standard 3, Observation, Abstraction, Invention and Expression:

Students will be able to observe, abstract, invent, and express themselves through a variety of experiences in art.

Abstract Wire Portraits

Big Ideas:

1. There are lots of ways to reach an artistic solution.
2. We discover ourselves while relating to the world around us through art.

Learning Goals

What students will know and be able to do.

Students will:

- understand the role of portraits throughout history
- understand that portraits can be rendered using a variety of media and styles depending on how the artist wants to represent/express themselves
- develop observational drawing skills by drawing a self portrait using contour line
- students will reinterpret realistic portraits in an abstract way by using wire

Instructional Snapshots

What you might see taking place in the classroom.

- viewing portraits (2D and 3D) throughout art history
- demonstration of blind contour/contour drawing
- students moaning over difficulty/ results of blind contour self portraits
- students doing a final contour drawing in pencil
- viewing wire portraits by Alexander Calder
- students reinterpreting pencil portraits in wire

Assessment

Tools

- teacher observation of students
- check in with students
- class “art share” using word wall
- teacher reflections

Standard 4, Creative Process:

Students will understand and use the process of imagining, drafting, creating, refining, and, in many cases, exhibiting their artwork.

Colonial Portraits, Interdisciplinary unit/Social Studies

Big Ideas:

1. Art doesn't just happen: it involves a creative process from beginning to end.
2. Art can exist on many levels: visual, auditory, and over space and time.
3. Art involves a determined, reflective, creative process from idea to exhibition.

Learning Goals

What students will know and be able to do.

Students will:

- Understand the role of realistic portraiture in Colonial America
- Learn about Copley, Peale, Stuart etc.
- Imagine themselves in the role of a **real** Colonial character
- Create a self portrait based on their Colonial character . (character will be selected in homeroom)
- Learn how to make a realistic self portrait by studying the rules of proportion.
- Create a realistic pencil drawing (draft) of themselves in colonial costume, refine their drawings and paint with tempera

Instructional Snapshots

What you might see taking place in the classroom.

- Students viewing examples of Colonial portraiture
- Demonstration of portrait drawing using rules of proportion
- Students using mirrors for accurate rendering of themselves
- Students using books and computers for reference and inspiration
- Students matting their portraits with gilded frames

Assessment

Tools

- In process critiques – does it look realistic – are you satisfied with your progress?
- Student check in – need help making features or imagining colonial hair,dress,etc.
- Art Share
- Public Exhibition feedback (Wax Museum Night)

- Study gilded frames of the period – understand their function and importance
- Create a frame using pre-cut mats, glue (for a raised surface) and gold paint.

Standard 5, Critical Response:

Students will use specific visual arts vocabulary and criteria to describe, analyze, interpret, and evaluate their work and the work of others.

Big Ideas:

1. We communicate through our images: we articulate through our visual arts vocabulary.
2. Art is a universal language.
3. Skills in criticism are essential for effective communication.

Learning Goals

What students will know and be able to do.

Students will:

- Understand that all artists (abstract or realistic) work with the same tools called “elements”
- Understand that principles of design help organize the elements for visual effectiveness
- Understand that each individual brings his/her own experiences, ideas and creativity to a common topic (or lesson) so there will be many different responses..
- Use art vocabulary to interpret and analyze great works of art. What makes the work successful? Appealing? Inspirational?

Instructional Snapshots

What you might see taking place in the classroom.

- Viewing art from different periods for inspiration and reference
- Informal in- progress critiques
- ART SHARE (gathering of the class for final critique) using the Art Word Wall to help describe, analyze or interpret classmates work

Assessment

Tools

- In-progress critiques- allows students to improve their works after the positive input of peers or teacher
- Final critiques “Art Share”

- Look to other artists and cultures for inspiration
- Learn discuss and analyze their work, and the work of their peers, in a constructive and positive way. Was it what you imagined? Are you satisfied? What would you change?

Standard 6, Connections:

Students will understand the cultural dimensions and contributions of the arts and their relation to history and culture.

Mexican Masks / interdisciplinary unit/spanish

Big Ideas:

1. Understanding art is a doorway to the world.
2. Art is the voice and mirror of the world's people, their history, culture, social context, convictions, triumphs, tragedies, fears, and hopes.

Learning Goals

What students will know and be able to do.

Students will:

- After visiting with Mexican Artisans, understand the role of masks in Mexican culture.
- Demonstrate understanding of how to build an armature
- Demonstrate understanding of how to use paper mache
- Demonstrate an understanding of how to mix and apply different hues of tempera paint to accent features of their masks and make them festive

Instructional Snapshots

What you might see taking place in the classroom.

- viewing masks from around the world...noting symmetry and uses in different cultures
- students looking at books and samples of Mexican masks
- students building armatures with foil...learning how shape features and attach securely
- demonstrations on how to apply paper mache by overlapping layers

Assessment

Tools

- teacher observations
- check in with students
- "ART Share" group critique using word wall
- teacher reflections

