

**Van Buren Community Schools
Elementary Art**

Summer of 2007

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Elementary Art

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ACKNOWLEDGEMENT

The elementary art curriculum, developed by Greg Jones, during the summer of 2007, is to guide the creative endeavors of students in the elementary art program.

This project was developed to serve as a springboard for the development of additional concepts and master of skills, depending on the ability and interests of each student.

This curriculum should assist all areas of art in having the basic format for art experiences for students in the Van Buren School District.

FORWARD

The purpose of this guide is to assist teachers in the organization and instruction of art classes in the Van Buren Community School District.

This guide provides direction for teachers of art and is adaptable for individual and class needs. It is however, important that teachers follow the suggested scope and sequence of lesson content to ensure systematic and comprehensive instruction concepts and skills.

This guide prepared by Greg Jones, provides directions for instruction, which reflects a sense of wonder, and appreciation for the gifts within and around us.

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990
Date Reviewed: March 9, 2005
Date Revised: November 8, 1995

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, religion, marital status, socioeconomic status, color, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities including comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.
4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
5. Inquiries regarding compliance of equity policies may be directed to the following:
Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Director. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

<i>Student Handbooks</i>	<i>School Newsletters</i>	<i>Teacher Handbooks</i>
<i>Local Newspapers</i>	<i>Employee (Staff) Handbooks</i>	<i>Employment</i>
<i>Application Forms</i>	<i>Registration Handbook</i>	<i>Program Brochures & Publications</i>
<i>Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.</i>		

Legal Reference:

- 20 U.S.C. 1221 et seq. (1994)*
- 20 U.S.C. 1681 et seq. (1994)*
- 20 U.S.C. 1701 et seq. (1994)*
- 29 U.S.C. 794 (1994)*
- 42 U.S.C. 12101 et seq. (1994)*
- 34 C.F.R. Pt. 100 (1999)*
- 34 C.F.R. Pt. 104 (1999)*
- Iowa Code 216.9; 256.11, .11A; 280.3 (2001)*
- 281 I.A.C. 12*

Cross Reference:

- 100.2 District Educational Equity Policy*
- 402 Staff Educational Equity Policy*
- 516 Student Educational Equity Policy*

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

Chapter 12 GENERAL ACCREDITATION STANDARDS

PREAMBLE

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

DIVISION I GENERAL STANDARDS

281-12.1(256) General Standards.

12.1(1) Schools *and school districts governed by general accreditation standards*. These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualification are related to a bona fide religious purpose.

**DIVISION V
EDUCATION PROGRAM**

281-12.5(256) Education program. The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

Kindergarten program. The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical wellbeing with attention given to experiences relating to the development of life skills and human growth and development. A kindergarten teacher shall be licensed/certificated to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subrule only if the nonpublic school offers a kindergarten program.

12.5(3) Elementary program grades 1-6. The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

In implementing the elementary program standards, the following general curriculum definitions shall be used.

i. Visual Art. Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.

ART PHILOSOPHY

The arts are unique languages and symbol systems for communicating ideas, feeling, and different ways of knowing about oneself and the world. The arts engage the whole individual in the acts of creating, performing and responding, involving the intellectual, the intuitive, the emotional, and the physical being. The arts provide a record of civilization through diverse cultural artifacts that reflect aspects of human through action, and experience, and assist students in making connections across subject matter. Importantly, the arts develop essential workplace qualities of teamwork, collaboration, flexibility, and appreciation and respect for other's ideas and personal expressions. The richness of each of the arts disciplines and its contribution to thinking and learning demand that every student have access to the knowledge, skill, and understanding of art education.

Art education is a very important part of the total curriculum. The Van Buren Art Program is designed to give each student learning in the key areas of:

1. the act of invention and imagination
2. the ability to perceive, analyze and make informed judgments
3. the application of perceptual, intellectual, expressive, and technical skills
4. the ability to apply knowledge of personal, social, cultural, and historical, contexts to a task.
5. developing aesthetic awareness
6. developing an awareness of cultural and multicultural diversity
7. understanding and appreciating the works of others
8. technology in the arts

The overall aim is to promote each student's development so that he/she is not only proficient in measurable skills and knowledge but also a resourceful and creative individual in today's society.

ART RATIONALE

Art education is a value to the Van Buren Community School District in several ways. It can foster an appreciation for different art media, artistic style, and forms of expression. It can help prepare an individual in critical thinking and problem-solving skills, assist students in making wise choices, serves as an outlet for self expression, and feed the creativity of the human spirit. It provides expressional outlets in which individuals need to attain a healthy sense of emotional and mental fulfillment.

All students need at least enough art education to help them develop a feeling aesthetic responsibility. Every student should be subject to forms of art to develop and appreciation for others, themselves, and the world around them. We dare not neglect this facet of their education.

A good visual arts program literally helps children to "see" the world around them with new understanding and insight, which leads to increased personal responsibility and a positive attitude. The ability to communicate through the arts, both as a producer of art and a consumer of art is as vital as the ability to spell or count.

The aim of good arts education program must be to produce students as well education the arts as they are in mathematics, science, and other academic subjects.

SCOPE AND SEQUENCE

Elementary art education is to be meaningful in the lives of boys and girls should represent a planned developmental sequence of experiences beginning with kindergarten and extending through grade six. The scope and sequence of the following table, chart the elementary art education curriculum by grade levels.

The beginning of an art class is devoted to an introduction of an art project. This may include media or technology, samples, pictures, or teacher demonstration. It is at this time that the students are subjected to a particular subject area, theme, or cultural project that they are to be learning about. After this, supplies are distributed and the clean up procedures discussed.

At the elementary level, effort and experimentation are important roles in a child's development. By experimenting with a wide range of tools and materials, children learn to express themselves in a variety of ways. Art enhances their critical thinking and problem-solving skills, serves as an outlet for self-expression, and feeds the creativity desires of the human spirit. Art is not only vital in the over all development of a child, but serves as a great catalyst in implementing a holistic education.

Units	K	1	2	3	4	5	6
Painting	X	X	X	X	X	X	X
Design	X	X	X	X	X	X	X
Sculpture			X	X	X	X	X
Ceramics			X	X	X	X	X
Drawing	X	X	X	X	X	X	X
Mixed Media	X	X	X	X	X	X	X
Holiday Projects	X	X	X	X	X	X	X
Printing				X	X	X	X
Computer Work				X	X	X	X
Coloring	X	X	X				

Art Standards and Benchmarks

K-6

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Understands color and relationship, mixture and application. (Age appropriate)
2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them. (Age appropriate)
3. Uses tools and materials in a safe and respectable manner.

STANDARD 2: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the characteristics of work in two or more art forms that share similar subject matter, historical periods, or cultural context.
2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

STANDARD 3: Uses knowledge of structures and functions pertaining to the visual arts

Benchmarks:

1. Select and use the qualities of structures and function of art to improve communication of ideas.
2. Employ organizational structures and analyze what makes them effective or ineffective in communicating ideas.

STANDARD 4: Choosing and evaluating a range of subject matter, symbols and ideas

Benchmarks:

1. Integrate visual, spatial, and temporal concepts with content to communicate meaning in artwork
2. Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate meaning in artwork.

STANDARD 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

Benchmarks:

1. Understand how artists express ideas and feelings in unique ways.
2. Compares in written or oral form, their own art work and art work from past and present cultures.

STANDARD 6: Understands the visual arts in relation to history and culture

Benchmarks:

1. Responds to work of art from various eras and cultures.
2. Analyze, describe, and demonstrate how factors of time and place (climate, resources, technology) influence visual and structural characteristics of works of art.
3. Become aware of art forms and styles from all cultures to develop a deeper understanding of the world in which we live.

DEFINITIONS

Mixed Media – art produced with a wide range of mediums (construction paper, beads, feathers, wood)

CANE – completeness, accuracy at following directions, neatness, and effort (This is how the elementary art teacher assesses student performance when it comes to grading)

Balance – A sense of equilibrium among the visual elements in the composition of a work of art

Chromatic – of color or having colors

Composition – order and unity within the arrangement of objects and visual elements in an image

Perspective – the creation of the illusion of three-dimensional objects and space on a flat, two-dimensional surface

Subject Area: Kindergarten - Color Study/Guided Drawing

Length of Unit: 12 Weeks

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts

Benchmarks:

1. Understands color and relationship, mixture and application. (Age appropriate)

Standard 4: Choosing and evaluating a range of subject matter, symbols and ideas

Benchmarks:

2. Use subjects, themes and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate meaning in artwork

*Teacher/aide will assist those students in need

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1	The color wheel	The student will draw images representing a certain color and by the use of crayons, apply color appropriately so the image is properly colored and authentically represented.	The teacher will use appropriate colors when coloring the images draw. The teacher will stay inside the lines, filling up most of the space that needs colored applied to it.	SPECIAL, MCGF, TAG, LS, GS
4-2	Select images that are (red, yellow, blue, green, orange, violet) and have students draw those images by following the teachers guidance	Educate the students on the color wheel and how color relates to one another. Students will follow directions by watching the teacher during guided drawing – producing images similar to those draw on the board. The student will learn beginning drawing and how shape and line form objects around them.	The teacher will observe each drawing at the end of class to assure that students are following directions or making a valiant effort at it. The majority of objects drawn should look like images representing a particular color.	SPECIAL, MCGF, TAG, LS, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Kindergarten Painting/Necklace Making

Length of Unit: 2 Weeks

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts

Benchmarks:

1. Understands color and relationship, mixture and application. (age appropriate)
2. Knows difference between materials, techniques and processes and can communicate ideas and experiences with them.
3. Uses tools and materials in a safe and respectable manner

Standard 4: Choosing and evaluating a range of subject matter, symbols and ideas

Benchmarks:

2. Use subjects, themes and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate meaning in art work

Standard 6: Understands the visual arts in relation to history and culture

Benchmarks:

3. Become aware of art forms and styles from all cultures to develop a deeper understanding of the world in which we live

***Teacher/aide will assist those students in need**

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2	The student will string various styles and types of beads on to an elastic cord using patterns.	Have students work on and improve manipulative skills by stringing beads and making a pattern.	The teacher will observe necklaces before tying, those not making a pattern will make adjustments before tying.	SPECIAL MCGF, TAG, LS, GS
1-3	Teach students to use the scissors in a safe and respectable manner	Educate the students on the proper way to hold and use scissors when cutting elastic cord.	The teacher will observe cutting practices of students, monitor and assist	SPECIAL, LS
1-1	The student will paint a medallion (card board circle 3 in.) selecting a design of their choice to place in the center of their necklace.	Educate the students on the proper way to hold a brush, apply paint by using proper brush strokes and clean the brush when done.	Teacher observation of students The teacher will check the bowls of paint during clean-up and commend tables of students who did not mix colors together	SPECIAL, LS
4-2	The student will create their own design for their medallion and the pattern style for stringing their beads	Allow students freedom to formulate their own designs when painting. Allow students freedom to formulate and design their own pattern when making art forms.	The teacher will encourage students to not copy others and come up with their own pattern and painting design.	SPECIAL, MCGF, TAG, LS, GS
6-3	The student will be exposed to African art and the African culture to celebrate African History month	Expose students to a culture different from their own to promote global understanding and awareness. To celebrate African History in the month of February.	The teacher will discuss African adornment and pattern styles. The teacher will show students some examples/ pictures of Africans and their adornment	MCGF, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Kindergarten - Puppet Pals

Length of Unit: 3 Weeks

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts

Benchmarks:

2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them (age appropriate)

Standard 4: Choosing and evaluating a range of subject matter, symbols and ideas

Benchmarks:

1. Integrate visual, spatial, and temporal concepts with content to communicate meaning in art work.
2. Use subjects, themes and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate meaning in artwork

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
I-2 4-1 4-2	Through the use of guided drawing in a four inch circle, student will draw four animal faces displaying various emotions	The student will discuss and attempt to capture facial emotions through drawing.	Teacher Observation	SPECIAL, MCGF, TAG, LS, GS

*Teacher/aide will assist those students in need

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Kindergarten - Chalk Drawings

Length of Unit: 1 Week

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them.

Standard 3: Uses knowledge of structures and functions pertaining to the visual arts.

Benchmarks:

1. Select and use the qualities of structures and functions of art to improve communication of ideas.

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

Benchmarks:

1. Understand how artists express ideas and feelings in unique ways.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The teacher will assess the artistic progress of kindergarteners throughout the year through spring sidewalk chalk drawings. * Different sizes of chalk – large, fat chalk sticks for those students in need. The teacher will be observing line/shape, color choice and application, subject matter represented. * Teacher/aid suggestions, advice, direction	Teacher observation – The student will create straight clean lines for drawing and shading techniques by holding the chalk on its side.	MCGF, SPECIAL
3-1			Teacher observation – view how students communicated their ideas and experiences learned throughout art class. CANE	MCGF, SPECIAL
5-1		The student will critique each others work along with the teacher's guidance and direction. Positive comments are encouraged and praised.	Direct the students in a positive critique session while assessing yearly growth, improvement and retention of art knowledge and skills. Teacher guidance.	MCGF SPECIAL

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Subject Area: First Grade - Apple Head People

Length of Unit: 4 Weeks

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques, and processes related to visual arts.
Benchmarks:

3. Select and use the qualities of structures and functions of art to improve communication of ideas.

Standard 2: Making connections between visual arts and other disciplines.
Benchmarks:

1. Compare the characteristics of work in two or more art forms that share similar subject matter, historical periods, or cultural contexts.

Standard 6: Understands the visual arts in relation to history and culture.
Benchmark:

1. Responds to work of art from various eras and cultures.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-3		The student will use plastic carving tools in a safe manner to produce an "apple head doll" early American fold art.	The teacher will assure that all apple head are finished being carved and placed upon the rack for the drying procedure.	SPECIAL, TAG, MCGF, HGD, HOTS
2-1		The student will examine and compare apple head doll forms viewing the folk art style and expressions from this, students will gather ideas to implement in making their own.	Participation	SPECIAL, TAG, MCGF, HGD, HOTS
6-1		The student will Discuss along with the teacher, the folk art apple head dolls and respond to various projects created in that folk art style.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: First Grade - Leaf Painting Design

Length of Unit: 3 Weeks

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Understands color and relationship, mixture and application

Standard 2: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the characteristics of work in two or more art forms that share similar subject matter, historical periods, or cultural context.

Standard 4: Choosing and evaluating a range of subject matter, symbols and ideas

Benchmarks:

1. Integrate visual, spatial, and temporal concepts with content to communicate meaning in artwork.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2-1		The student will make connections between science and art by learning about some common trees in their area and making an art project involving a mixture of leaf shapes from the union trees.	Participation CANE	SPECIAL , TAG, MCGF, HGD HOTS
1-2		The student will discover differences between leaf shapes, techniques and overlay, shape and organize, and process in which to color using fall color schemes.	Participation	SPECIAL, TAG MCGF, HGD HOTS
4-1		The student will apply visual, spatial and temporal concepts in completing a fall overlay leaf design.	CANE	SPECIAL, TAG MCGF, HGD HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: First Grade - Pastel Clowns

Length of Unit: 2 Weeks

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts.
Benchmarks:

1. Understands color and relationship, mixture and application.

Standard 4: Choosing and evaluating a range of subject matter, symbols and ideas
Benchmarks:

1. Integrate visual, spatial, and temporal concepts with content to communicate meaning in artwork.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will attempt to understand color relationships, mixture and application when it comes to working with chalk pastels. Teacher guidance/large chalk for students in need	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-4		The student will integrate visual, spatial, and temporal concepts in making a clown art from with a pencil on black paper then tracing with Elmer's glue. The student will then fill in space with various colors using chalk pastels.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)