

**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.	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		The teacher will be observing line/shape, color choice and application, subject matter represented. * Teacher/aid suggestions, advice, direction	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

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 - 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)

Subject Area: First Grade Profile Portraits

Length of Unit: 3 Weeks

Instructor: Greg Jones

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.

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

Benchmarks:

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will compare various profile portraits and discuss their elements. The student will observe and analyze aspects of a profile portrait.	Participation Teacher observation	SPECIAL, TAG, MCGF, HGD, HOTS
1-4		The students will apply their knowledge attained from discussion to complete their own profile portrait using proper visual, spatial and temporal concepts.	Teacher guidance CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-6		The student will view profile portraits from various time periods throughout history to develop a sense of feel, style, and understanding.	Participation Discussion	SPECIAL, TAG, MCFG, 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 - Shape Shifting

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 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.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will color circular drawings with crayon and colored pencil using correct color choices, staying in lines and filling in all space needing color	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-1		The student will add detail to pre-drawn, circles to make circular objects familiar in their work – pizza, ball, planet Earth.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-1		The student will have to think about circular objects in their world and what they look like, and then attempt to draw details within the circles on their paper to communicate what that object is to the viewer.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-2		The student will use the symbol “a common circle” to communicate subject ideas and themes, the demonstrating knowledge of their world, contexts, values and aesthetics.	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)

Instructor: Greg Jones

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

Benchmarks:

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

Standard 2: Making connections between visual arts and other disciplines

Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

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.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will discover a way to draw a turkey using their hand as a stencil and techniques and processes in which to follow to create a detailed background to make a finished composition.	Participation CANE	SPECIAL, TAG, MCFG, HGD, HOTS
2-2		The student will be able to describe characteristics of the turkey and elements of its environment. The student will make connections between science, animal study and nature to art, form, communication of ideas.	Participation CANE	SPECIAL, TAG, MCFG, HGD, HOTS
4-2		The student will use their hand as a beginning point to produce a "turkey theme" art picture to commemorate the holiday Thanksgiving.	CANE Participation	SPECIAL, TAG, MCFG, 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: 2nd Grade - Mola Design

Length of Unit: 4 Weeks

Instructor: Greg Jones

Standard 1: Understands color and relationship, mixture and application

Benchmarks:

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

Standard 4: Integrate visual, spatial, and temporal concepts with content to communicate meaning in artwork.

Benchmarks:

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

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.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will discover differences between how the Mola Central American Indian tribe communicates ideas and experiences using different materials, techniques and processes other than their own.	Participation, teacher observation	SPECIAL, TAG, MCGF, HGD, HOTS
4-2		The student will select an animal subject a complete drawing and color that animal using a Mola design, thus demonstrating knowledge of Mola concepts, values and aesthetics.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
6-3		The student will become aware of Central American art forms and a different style of cultural expression of animals. The student will develop a deeper understanding of the world in which they live.	Participation	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)

Instructor: Greg Jones

Standard 2: Making connections between visual arts and other disciplines

Benchmarks:

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

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

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

Benchmarks:

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will compare various full view portraits and discuss their elements. The student will observe and analyze aspects of a full view portrait	Participation, teacher observation	SPECIAL, TAG, MCGF, HGD, HOTS
1-4		The student will apply their knowledge attained from discussion to complete their own full view portrait using proper visual, spatial and temporal concepts	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-6		The student will view full view portraits from various time periods throughout history to develop a sense of feel, style and understanding.	Participation	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: 2nd Grade - Shape Shifting/Squares

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 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 4: Choosing and evaluating a range of subject matter, symbols an 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 color square drawings with crayon/colored pencil-using correct color choices, staying in line, filling in all space needing color.	Participation CANE	SPECIAL, TAG, MCGF, HGD HOTS
2-1		The student will add detail to pre-drawn squares to make square objects familiar in their world, houses, presents, box, etc.	Participation CANE	SPECIAL, TAG, MCGF, HGD HOTS
3-1		The student will have to think about circular objects in their world and what they look like, and then attempt to draw details with in the squares on their paper to communicate what the object is to the viewer.	Participation CANE	SPECIAL, TAG, MCGF, HGD HOTS
4-1		The student will use the symbol "a common square" to communicate subject ideas and themes thus demonstrating knowledge of their world, contents values and aesthetics.	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: 2nd Grade - Giant Stuffed Fish

Length of Unit: 4 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
2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them

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:

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
1-1		The student will develop an understanding of color, mixture and application when painting their giant stuffed fish/aquatic organism. The student will experiment with mixing colors and using large brushes to apply paint to stuffed forms.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will learn a form of paper sculpture and the techniques and process used to create a giant stuffed form. The student will create an image and duplicate, staple a seam and gently stuff with paper to create dimension.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-1		The student will view some fish sculpture-various styles and forms, also stuffed demos. The student will discuss similarities and differences of the forms and various techniques and media before creating their giant stuffed form.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-2		The student will use the subject and theme of aquatic life to demonstrate knowledge of values concepts and aesthetics associated with life forms existing under water.	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)

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 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

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

Benchmark:

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will be introduced to mosaic design and a brief history of it becoming an art form. The student will draw a funny face and use thumb nail size pieces to torn paper to fill in the area with various colored pieces of paper thus discovering new techniques and processes to create a portrait.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-1		The student will compare various portrait styles through photos, demos and a recently completed portrait of themselves and create a fun-silly portrait using the torn paper mosaic design style format.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will use the visual temporal and spatial concepts of mosaic design to create a torn paper portrait.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
5-1		The student will assess, through looking at photos, demos and fellow classmates portraits-how artists express themselves through creating portraits.	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: 2nd Grade - Watercolor Painting-Tree

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
1-2		The student will discover differences between leaf shapes, techniques and overlay shape, organize created stencils and select of fall color to paint the leaves.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-1		The student will make connections between science and art by learning about some common trees in their area and making a watercolor painting.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will apply visual, spatial and temporal concepts in completing a fall watercolor painting of an oak maple or birch tree.	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)

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
3. Uses tools and materials in a safe and respectable manner.

Standard 2: Making connections between visual arts and other disciplines

Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will be introduced to printmaking and make a print plate of Styrofoam and produce multiple prints. The student will learn about the materials, techniques and processes associated with printmaking.	Teacher observation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-3		The student will learn to use tools and materials associated with printmaking in a safe and respectable manner.	Teacher observation No accident reports	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will draw 6 pictures of animals through the process of guided pencil drawing. They will select their best drawing to make a print of and discover how scientific animal drawings and art are interrelated.	Teacher guidance/observation CANE	SPECIAL, TAG, MCGF, HGD, HOTS

*Teacher guidance

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: 3rd Grade - Chalk Skeletons

Length of Unit: 2 Weeks

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and process related to the visual arts
Benchmarks:

1. Understands color and relationship, mixture and application

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

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

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

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will understand how to apply chalk to color a pencil drawing of a skeleton on black paper. The student will also learn techniques to prevent smudging and smearing.	Teacher observation and participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will complete a pencil drawing of a human skeleton by following a set of guided procedures led by the art teacher. The student will learn about various bones of the body, and skeletal form, thus discovering the interrelationship of science and art.	Teacher observation and participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-2		The student will use the human form and skeletal structure to demonstrate knowledge of form, placement, and aesthetics.	Teacher observation and 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: 3rd Grade - Pastel Printmaking/Rubbings

Length of Unit: 4 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

Standard 2: Making connections between visual arts and other disciplines

Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

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.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will discover the difference in printmaking material, techniques and processes between ink and pastel. The student will create a pastel print using leaf stencil overlay positive/negative space and a final tree print.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will discover how science-botany and art are related. The student will discover the difference between positive/negative space	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-2		The student will demonstrate knowledge of contexts, values and aesthetics when completing a pastel print using a fall theme.	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: 3rd Grade - Radial Symmetry

Length of Unit: 4 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
2. Knows the difference between materials, techniques, and processes and communicate ideas and experiences with them

Standard 2: Making connections between visual arts and other disciplines

Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

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 and artwork

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
I-1		The student will understand color relationships when applying color to their complete symmetrical design. The student will use colors that compliment each in the various shapes created.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
I-2		The student will use shape stencils-various shapes and sizes, and place them upon an "X" axis and a "T" axis to create a radial symmetry design.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will see how math and art are closely related when using elements of geometry and axis points to create an artistic design	Observation and participation	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will integrate mathematical concepts, visual and spatial awareness to create a finished art form	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: 3rd Grade - Pencil Value Drawing

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

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

Benchmarks:

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will discover how light (a light source) can assist are in properly communicating ideas and experiences. The student will learn shading techniques, materials and processes used to add value to a work of art.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-2		The student will use the light source properly to add value and a shadow to geometric shapes on a worksheet. The student will complete a finished drawing on their own to assure that the shading method was learned.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will implement a light source and shape an object to display how a light source affects the coloration of an object. The student will discover how light can alter the dimension of an object drawn and enhance it visually and spatially.	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)

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and process related to the 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 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 4: Choosing and evaluating a range of subject matter, symbols and ideas
Benchmarks:

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will color triangular drawings with crayons/colored pencil-using correct color choices, staying in the line, and filling in all space needing color	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-1		The student will add detail to pre-drawn triangles to make triangular objects familiar in their world, such as arrowheads, teepees, ice cream cones, etc.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-1		The student will have to think about triangular objects in their world and what they look like. The student will then attempt to draw details within the triangles on their paper to communicate what the object is to the viewer.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-2		The student will use the symbol "a common triangle" to communicate subject ideas and themes thus demonstrating knowledge of their world, contents, values, and aesthetics.	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: 4th Grade - One Point Perspective Drawings

Length of Unit: 4 Weeks

Instructor: Greg Jones

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

1. Understands color and relationship, mixture and application
2. Knows the differences between materials, techniques, and processes and can communicate ideas and experiences with them

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

2. Employ organizational structures and analyze what makes them effective or ineffective in communicating ideas

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will color their perspective drawings using crayons/colored pencil. The student will consider the colors and their relationship to the city street and environment they have created and apply those colors properly	Teacher observation CANE participation	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will learn perspective drawing techniques and processes used to create a drawing that creates space and dimension.	Teacher observation CANE participation	SPECIAL, TAG, MCGF, HGD, HOTS
2-1	Photos, prints, and demos	The student will view art through photo's prints, and demos and then, through guided drawing procedures, complete their own.	Teacher observation CANE participation	SPECIAL, TAG, MCGF, HGD, HOTS
3-2		The student will employ organizational structures to complete a proper perspective drawing. They will follow rules and procedures to ensure success in their drawing.	Teacher observation CANE participation	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: 4th Grade - Glowing Pumpkins

Length of Unit: 2 Weeks

Instructor: Greg Jones

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

Benchmarks:

1. Understands color and relationship, mixture and application.
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:

2. Employ organizational structures and analyze what makes them effective or ineffective in communicating ideas.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will understand how to apply colored chalk pastels to a drawing completed upon black paper. They will be instructed upon how warm colors can be blended together to create to glowing affect on the outside of a pumpkin.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will learn blending and color placement techniques when completing a pastel art piece.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-2	Classroom demo	The student will employ organizational elements to assure that the proper blending technique is completed. The student will analyze their work, compare it to others and a classroom demo, and examine it to see if the glowing affect is working – if not – repeat process.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS

*Teacher guidance

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)

Instructor: Greg Jones

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

Benchmarks:

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 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 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
1-2		The student will discover the materials, techniques, and processes used to create scratch art and how to use carbon paper to transfer a pencil drawing upon a scratch art sheet.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-3		The student will use the scratch art tools in a safe and respectable manner. The tools are sharp and pointed and need to be used properly.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-1		The student will select one of the four pencil drawings of the modes of human transportation. The student will then use the qualities of the structure to complete a scratch art project along with a detailed background.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will integrate visual, temporal and conceptual content to communicate meaning and artwork. The student will possess prior knowledge of the transportation modes and will use that in developing their finished artwork.	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)

Instructor: Greg Jones

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

1. Understands color and relationship, mixture and application.

Standard 2: Making connections between materials, techniques, and processes and can communicate ideas and experiences with them.
Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

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.

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

2. Compares in written or oral form, their own art work and art work from past and present cultures.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will use crayon/colored pencil to color their designed shoe racers and a detailed background.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will write a short creative story describing their shoe racer and its purpose, along with some facts about it as well. The student will type the paragraph when completed and mount it to the lower right corner of the art work. The student will see how art and English can be interrelated to form a finished piece of art work.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will draw a shoe that they are wearing, using pencil, the first day of the project. The following class period, they will begin to transform their shoe into some type of racer – space, monster truck, underwater, ect. When completed, the drawings must possess the look of a shoe and feel of a racer.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
5-2		The student will complete a typed, short paragraph discussing their shoe racer – great combination of creativity, creative writing and art.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS

*Teacher guidance

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: 4th Grade - Tertiary Design

Length of Unit: 4 Weeks

Instructor: Greg Jones

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

1. Understands color and relationship, mixture and application

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

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated to the visual arts.

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

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

Standard 5: Understands the characteristics and merits of ones own artwork and the artwork of others
Benchmarks:

2. Compares in written or oral form their own artwork and artwork from past and present cultures.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will create a puzzle piece out of a 3x3 square and then use that piece to create a tertiary design and develop a four-part complementary color scheme to color.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will use math concepts and concise placement in developing a tertiary design and discover how math and art can be interrelated.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-2		The student will use a puzzle piece to create by a 3x3 square as a symbol to trace and create a tertiary design. The student will examine how a simple stencil can create a finished, intricate work of art.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
5-2	Photos, art prints, and student tertiary work from the past	The student will examine tertiary design through photos, art prints and demos, submitted by former students. The student will then compare their finished product to others viewed.	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: 4th Grade - Guided Drawing - Modes of Transportation

Length of Unit: 4 Weeks

Instructor: Greg Jones

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

Benchmarks:

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3-1		The student will draw using pencil for modes of human transportation/examples being tractor, army jeep, helicopter, car, etc. Through guides drawing the students will select qualities of structures and functions to improve their art.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-2		The student will use the subject and theme of human transportation to complete four pencil drawings and display knowledge of context, value, and aesthetics.	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: 5th Grade - 2 Point Perspective Drawing

Length of Unit: 4 Weeks

Instructor: Greg Jones

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

Benchmarks:

1. Understands color and relationship, mixture and application.
2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them.

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

Benchmark:

2. Employ organizational structures and analyze what makes them effective or ineffective in communicating ideas.

		*Teacher guidance		
Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will color their perspective drawings using crayon/colored pencil. The student will consider the colors and their relationships to the city street they have created and apply these colors appropriately.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will learn perspective drawing, techniques and processes to create a drawing that produces various spaces and dimension.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-1	Photo's, art prints, classroom demo's	The student will view art through photos, art prints and demos and then discuss elements of them – and through guided drawing – complete their own.	Teacher observation Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-2		The student will employ organizational structures to complete a proper perspective drawing. The student will follow rules and guidelines to assure success in their 2 pt. Perspective drawing.	Teacher observation 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: 5th Grade - Indian Shields

Length of Unit: 5 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
2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences.

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

Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

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.

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

Benchmarks:

2. Analyze, describe, and demonstrate how factors of time and place (climate, resources, technology) influence visual and structural characteristics of works of art.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will paint the war bands of their shields and a center Indian design using tempera paints. The war bands will be created by measuring out 2-2 inch bands around the outer edge of the shield. Geometric stencils will be traced to create a design within the bands that produce a native American feel.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will discover how to take a brown paper bag and through various folds and wrinkles produce a simulated animal skin to wrap around cardboard shield. Students will glue and tape inside edges to assure a tight wrap.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will be able to describe some aspects of the Indian culture, their attributions to society and relevance to the area in which we live. The student will combine art and history to produce an interrelated project.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will communicate memory and produce a native American feel to their artwork through visual spatial temporal concepts.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
6-2		The student will take part in a group discussion about Indian culture, art, and primitive design. Through this discussion, they will analyze and demonstrate knowledge attained.	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)

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

Standard 2: Making connections between visual arts and other disciplines

Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

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

Benchmarks:

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will select two complimentary colors and apply them to a finished line parallelogram creating checkerboard design	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will learn half inch measurement on a "T" axis to complete a line parallelogram. The student will begin by doing a practice run and then complete a finished design.	Participation CANE	SPECIAL, TAG, MCGF HGD, HOTS
2-2		The student will be able to describe how to locate a half inch marks on a ruler and connect two reference points with a straight line. The student will discover the association between art and math while completing a finished design.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will think mathematically when measuring and applying line to finished paper. The student will rely upon spatial and temporal concepts to create a design that in visually pleasing resembling a checkerboard.	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: 5th Grade – Mask Making

Length of Unit: 4 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
2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them.

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

Benchmarks:

2. Employ organizational structures and analyze what makes them effective or ineffective in communicating ideas.

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

Benchmarks:

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will use acrylic paint to color their completed mask forms. Some will mix colors, others using pre-mixed colors and apply with brushes	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will discover the technique of making "homebrew" mache; and when using scraps of paper, learn to mix mache with newspaper strips and apply it to mask forms.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-1		The student will compare many mask-making styles through video, photos, and demos in room to gather ideas in making their own.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-2		The student will analyze what method and application procedures make the mask effective or ineffective. Students need to layer to provide strength and hold form up to light to see weak areas	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
6-1		The student will discuss and respond to various mask forms that they will be exposed to different methods of making masks by other cultures.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
6-3		The student will become aware of other artistic forms and styles from other cultures through the mask making project and develop a better understanding of the world in which we live.	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)

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

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

Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

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 color their leaf overlay project on black paper with metallic crayons. Students will apply the metallic coloring boldly, filling in all space needed.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will discover a technique of plate rubbing to create a leaf overlay design. Using many types of leaf plates. Students will place under black paper and then lightly rub over the top with a white plastic crayon. Continue until overlay is complete	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will be able to describe how science and art are related when producing a leaf overlay project.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will use leaf plates as a symbol and create a nature theme artwork demonstrating knowledge of values and contexts to convey meaning.	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: 5th Grade - Transfer Drawings

Length of Unit: 4 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.
2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them.

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 add color to their completed transfer drawing using crayon/colored pencil. They will examine how colors compliment each other and work together to form a completed work of art.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will learn how to transfer their name on to the opposite side of the paper using a carbon rubbing technique. They will then create a mirrored image of their name horizontally. They will take their paper, turn it vertically and through adding detail transform the image created into an alien or bug.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will through the transformation process, integrate visual, temporal, and spatial concepts to fill in space create and turn image into an alien or bug.	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: 6th Grade - Cultural Scratch Art Project

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
3. Uses tools and materials in a safe and respectable manner.

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

Benchmarks:

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

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.

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

Benchmarks:

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

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will gain knowledge of how to use scratch art tools and materials. They will also discover how to use carbon paper to transfer an image on to scratch art board.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-3		The student will learn to use scratch-art tools and materials in a safe and respectable manner. Tools are sharp and pointed; need to be used properly to assure safety.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will research an image for transformation image coming from a culture decided by the teacher. Once image is selected students can start transformation then the scratching process. The student will make connections between history and art.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
5-3				
4-1		The student will rely upon visual, spatial and temporal concepts to scratch away unwanted material when working on their project. This is a subtraction method and once removed, it stays removed. Finished project will be black and golden leaf in design.	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: 6th Grade - Fantasy Football Team Design

Length of Unit: 4 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

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

2. Compares in written or oral form, their own art work and art work from past and present cultures.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will select three colors that will represent their football team created. The colors will have to compliment one another and be used on the helmet, team uniform, and cheerleader apparel.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-1		The student will examine and compare American football teams from past to present. They will see how the designs have changed and become more modern and sleek in style. The student will create their own logo that is to represent their team and place it on all apparel.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will integrate visual and spatial concepts into their team design and create a football team design that could be used on a new franchised team.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
5-2		The student will write a short paragraph discussing their team, colors, city and location, stadium features, etc. The student will compare their team to current teams, comparing in written form.	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)

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 2: Making connections between visual arts and other disciplines.

- Benchmarks:**
2. Describe ways in which the principles and subject matter of other disciplines taught in the schools 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 functions of art to improve communication of 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.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will discover how to make animal forms using various leaves collected during the fall. Using the arrangement of size, shape, and color, students will glue to large paper creating an animal form.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2	Arbor Foundation leaf chart	The student will become aware of certain trees in their area by distinguishing the leaves collected and how they compare to the chart in class. The student will be made aware of the interrelation between science and art.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-1	Student project photos of past	The student will select leaves that will compliment their animal form-completed in the past.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will create an animal form that needs to be visually close in resemblance in proper size and shape. No drawing is done, only gluing leaves down on paper. Projects are laminated when completed.	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: 6th Grade - Modular Frames

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

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

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.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will select 2 complimentary colors and color modular frames completed by the student. An alternating pattern needs to be established to create a finished design.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will develop the ability to administer the technique and process involved with creating a modular design. Students will discover the measuring and placement technique needed to assure a proper finished design.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will use math skills and terms of measurement to complete an artistic design and experience the interrelation with math and art.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-1		The student will select a created stencil piece to their liking and by using knowledge of what a diamond shape frame looks like-demo provided. Follow a pattern to match the diamond shape.	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)

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
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:

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 explore design and color relationship through creating module designs. Each student will take a 2x2 square and create a stencil piece dividing the square in half with a line possessing movement and energy. They will use that stencil to trace on construction paper and glue pieces to a colored template creating a design.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-3		The student will use tools and materials in a safe and respectable manner when cutting out modular shapes-scissors and exacto knives can be very sharp and dangerous when not used properly.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will measure 2x2 grid on their template and place construction paper cutouts on the template to create multiple designs-students will produce 3 templates cutting out 24 shapes.	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 (L-S); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

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

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 understand color, relationship, mixture and application through completing a tint/toner worksheet. The student will discover how white alters colors; making it lighter and how black alters color; making them darker.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
1-2		The student will see how a drop of white changes a color and by adding more white drops the color becomes lighter and lighter. Students will fill in rectangular areas provided on the worksheet with new colors created six times fold. Student will do the same thing with the color black. By completing the tint/toner worksheet students will discover the process of making colors lighter and darker.	Participation CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		By choosing amounts of black and white to mix with certain colors students will create a wide variety of color mixes and hues, learning visually about color changes and learning new color. Students must also place color in proper spaces provided so it shows the progression of change-each space getting lighter or darker as it goes.	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)