

## Peer to Peer Creative Expression

### Unit 1 Shape

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 weeks	There are different kinds of shapes	What is a shape?	Students will compare geometric and organic shapes.	Students will practice drawing shapes.	Organic shape creatures	Organic Geometric Circle Square Heart Star	9.1A Know and use elements and principles of design to create works in the arts
	Shapes can change	What are variations of shapes?	Students will differentiate between sizes of shapes.	Students will trace and cut shapes	Snowmen-circles (small, medium, large)		9.1C Use appropriate vocabulary related to the arts
	Shapes are building blocks for other images	How can shapes be combined?	Students will identify geometric shapes.	Students will combine shapes to create an object	Minecraft animals (rectangle, square)		9.1 G Explain the benefit of practice in producing a work of art

### Unit 2 Color

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 weeks	Color affects the	What is color theory?	Color wheel	Students will create shades with color	Oil pastel	Primary Secondary Warm Colors	9.1A Know and use elements and principles of

	way we see things					Cool Colors	design to create works in the arts
	Color affects the way we see things	How does color affect mood?	Students will identify warm and cool colors	Students will differentiate between color families	Tissue paper collage		9.1 E Create works in the arts to communicate emotion, experience, or ideas.
	Color affects the way we see things	How are new colors created?	Primary colors can be combined to create secondary colors.	Students will mix colors to create new variations	Watercolor resist		

### Unit 3 Form

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 weeks	Art can be three dimensional	What is the difference between 2-D and 3-D?	Clay can be manipulated to be functional	Students will explore clay techniques (rolling, cutting)	Mug (Structure)	Slip Slab Coil Kiln Glaze	9.1A Know and use elements and principles of design to create works in the arts
	Clay changes throughout the ceramic process		Clay can be layered and attached in pieces	Students will scratch and slip to add details	Mug (Designs)		9.1 J Use traditional and contemporary technologies to create personal work in the arts
	Color affects the way we see things		Clay can be glazed for color and texture	Students will paint glaze onto fired clay.	Mug (Color)		

## Unit 4 Pattern

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3weeks	Patterns can repeat or alternate	What is a pattern?	Students will recognize examples of pattern	Weave alternating colors to create pattern	Paper Turtle Shell	Warp Weft Repetition	9.1C Use vocabulary related to the production of art
	Patterns can repeat or alternate	What makes something symmetrical?	Radial symmetry	Repeat pattern to create circular design	Sun Metal Design	Symmetry	9.1H Incorporate an understanding of safety issues related to the use of materials and tools

## Unit 5 Personal Expression

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 Weeks	Portraits	How do artists represent themselves and others?	Portraits are pictures of people	Create a portrait using shapes	Picasso style faces Clay Masks	Cubism	9.2C Relate works in the arts to varying styles and genres in which they were created
	Theme	How do personal choices influence a work of art?	There can be personal meaning in a work of art	Identify symbols for an area of interest	Basquiat skull designs	Theme Symbol	9.1E Create works in the arts to communicate emotion, experience, or ideas.
	Nature	Where do artists get ideas?	Artist get ideas from a variety of sources	Represent something from nature	Van Gogh Sunflowers	Impressionism	9.4D Recognize choices made by artists regarding subject matter communicate ideas

## Unit 6 Collaboration

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 Weeks	Teamwork	How can multiple parts make a whole?	Small pieces of work can be significant	Students will work together to create a single piece of art	Deconstructed famous paintings	Grid	9.1A Know and use elements and principles of design to create works in the arts
	Learning from peers	How do artists work together to achieve a common goal?	A collage is a collection of objects	Explore different locations to find materials	Scavenger Hunt Collage		9.4B Compare and contrast individual opinions about the meaning of a work in the arts