

1.1 Artists often repeat a task many times to learn a new skill.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1A, C, E, G, H</p> <p>Objectives: 1. Use basic shapes to create compositions.</p> <p>2. Identify primary and secondary color families.</p> <p>3. Use primary colors to create secondary colors.</p> <p>4. Apply knowledge of directional lines.</p> <p>5. Compare and contrast a variety of textures.</p> <p>6. Manipulate materials to create a 3D form.</p> <p>7. Differentiate between objects that are near and far in compositions.</p> <p>8. Compare and contrast portraits and self-portraits.</p> <p>9. Experiment creating a variety of landscapes.</p> <p>10. Use found objects to create a print.</p>	<p>1.The students will create a work of art using basic shapes.</p> <p>2.The students will list the primary and secondary colors.</p> <p>3.With paint, the students will mix 2 of the primary colors to create a secondary color.</p> <p>4.The student will create a paper sculpture that demonstrates the knowledge of directional lines.</p> <p>6.The student will manipulate 2-D paper to create a 3-D sculpture.</p> <p>7.The students will alter the size of shapes to demonstrate space in a work of art.</p> <p>9.The students will create a landscape.</p> <p>10.The students will collect unconventional found objects to create a variety of prints.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Shape <ul style="list-style-type: none"> • Geometric <ul style="list-style-type: none"> ◦ Hexagon ◦ Octagon ◦ Diamond • Organic • Line <ul style="list-style-type: none"> • Horizontal • Vertical • Diagonal • Color <ul style="list-style-type: none"> • Primary • Secondary • Texture <ul style="list-style-type: none"> • Jagged • Bumpy • Soft • Hard • Form <ul style="list-style-type: none"> • Three Dimensional • Space <ul style="list-style-type: none"> • Near • Far • Picture of a person is a portrait • Picture of the artist done by the artist is a self-portrait • Picture of scenes out of doors are landscapes • Printmaking is done by using objects that have ink or paint applied and repeatedly used to create a composition (Example: stamping) • Sculpture is made with materials that are used to create 3D form • Clay is a three dimensional material that can be manipulated. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Create a self-portrait • Create a portrait • Create a landscape • Create a print using stamping • Manipulate material to create a three dimensional sculpture 	<ul style="list-style-type: none"> • Shape <ul style="list-style-type: none"> • Geometric <ul style="list-style-type: none"> ◦ Hexagon ◦ Octagon ◦ Diamond • Organic • Line <ul style="list-style-type: none"> • Horizontal • Vertical • Diagonal • Color <ul style="list-style-type: none"> • Primary • Secondary • Texture <ul style="list-style-type: none"> • Jagged • Bumpy • Soft • Hard • Form <ul style="list-style-type: none"> • Three Dimensional • Space <ul style="list-style-type: none"> • Near • Far • Portrait • Self-portrait • Landscape • Printmaking • Sculpture 	<p>Learning Task: The teacher will identify the primary colors. The teacher will give each student the primary colors. The students may choose 2 of the 3 colors at a time to create a work of art. The students will be given many opportunities to mix the primary colors to create the secondary colors.</p> <p>Essential Question: How do artists develop their skills?</p>

Materials and Resources:

paper, tempera, pencils, glue, construction paper, examples of Leonardo Da Vinci, Paul Klee, Warhol, Modrian

1.2 People make art from everyday objects.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1H, J, K</p> <p>Objectives: 1. Use tools safely and appropriately.</p> <p>2. Select tools appropriate to the task.</p> <p>3. Strive for quality craftsmanship.</p> <p>4. Practice fine motor skills</p> <p>5. Develop eye-hand coordination</p> <p>6. Identify found objects that can be used as art tools.</p>	<p>1. When provided found objects, the students will use them safely and appropriately when creating a 3-D composition.</p> <p>3. Students will demonstrate quality craftsmanship in their work of art with the strengthening of their fine motor skills.</p> <p>6. Students will find and select unconventional materials to create a work of art.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Artists use special tools to create art: <ul style="list-style-type: none"> Scissors Paint brushes Glue stick <ul style="list-style-type: none"> White glue Found objects Pencil Artists use materials and tools that they find to create art. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Cut on a line Refine fine-motor skills Hold drawing and painting tools appropriate to the task Control tools to achieve desired effects Control adhesives to achieve quality craftsmanship Select found objects that can be used as art tools 	<ul style="list-style-type: none"> Scissors Paint brushes Glue sticks White glue Found objects Cut Control Safety Tools Craftsmanship 	<p>Learning Task: The teacher will provide the students with a variety of art tools and found objects to construct a 3-dimensional composition.</p> <p>Essential Question: How do artists choose the materials they will use to create art?</p>
<p>Materials and Resources:</p> <p>pencils, paint, brushes, glue, scissors, Picasso examples, Nevelson</p>				

1.3 People create works of arts that celebrate special occasions and events.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1C, E, F, 9.3B, 9.4D</p> <p>Objectives: 1. Decode a work of art and speculate what occasion or event the artist is depicting.</p> <p>2. Practice talking about how a work of art makes you feel.</p> <p>3. Accept other's opinions about the same work of art.</p>	<p>1.The student will suggest what event/occasion is depicted in the work of art by identifying visual clues.</p> <p>2.The student will express how the work of art makes them feel.</p> <p>3.The student will appreciate and accept that everyone has different opinions about the same work of art.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Works of art can portray special occasions and events. (Examples: birthdays, holidays, family celebrations, birth of a new baby, etc.) • Artists make choices based on what they want to convey <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Observe works of art and describe what you see. • Look at works of art and suggest what celebrations or occasions the artist is portraying. • Talk about how a work of art makes you feel 	<ul style="list-style-type: none"> • Emotion • Feeling • Opinion • Celebration • Special occasion 	<p>Learning Task: Teacher will show students many examples of works of art that highlight a specific occasion or event. What do you see? What is happening in the work of art? Why do you think that is happening? Students will speculate what occasion or event the work was created for.</p> <p>Essential Question: Where do artists get inspiration for their art?</p>
Materials and Resources				
Select works of art that stimulate conversation related to special occasions and events. (Examples: Last Supper, Seurat Sunday Afternoon on the Grand Canal, Renoir's Lunch of the Boating Party, Brugal's Games Children Play, Marriage of Figaro)				

1.4 Artists throughout history have created works of art that represent and record everyday life.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
Standards: 9.2A, B, D, 9.4D Objectives: 1. Observe works of art to speculate regarding the artist's purpose. 2. Discuss the rationale for why they believe that to be the purpose.	1.The student will depict a cave painting and its meaning.	Concepts (Know): • Artists create work that documents the time and place in which they live. Competencies (Do): • Observe a work of art to speculate regarding the artist's purpose. • Discuss why you believe that to be the artist's purpose.	• Purpose • Speculate (guess) • History • Record	Learning Task: Using examples of cave paintings, the class will describe what we see and speculate what the stories of the cave paintings told. Essential Question: How do artists use skills and materials to record the time and place in which they live?
Materials and Resources				
Cave paintings, totem poles, Grant Wood's American Gothic, Faith Ringgold's story quilts				

1.5 People use criteria to determine the quality of a work of art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
Standards: 9.1C, 9.4C Objectives: 1. Describe a work of art using the vocabulary of the elements of art. (line, shape, color, etc.) 2. Speculate when and where the work was created. 3. Express how they feel about a work of art.	1.Students will use appropriate vocabulary when describing the quality of a work of art. 3.Students will express why they feel the way they do about a specific work of art.	Concepts (Know): <ul style="list-style-type: none">• People can judge a work of art by looking at the elements in the composition.• People can judge a work of art by the time and place in which the art was created.• People can judge a work of art based on how they feel about the work of art.• How well a work is produced effects how we feel about the quality of the work. (craftsmanship) Competencies (Do): <ul style="list-style-type: none">• Describe a work of art and how it makes you feel.	<ul style="list-style-type: none">• Purpose• Craftsmanship• Describe	Learning Task: Teacher will show a work of art and ask students what makes this a good, quality work of art. Students must support their answers with criteria. Essential Question: What makes art good?
Materials and Resources:				
Grant Wood’s American Gothic, Faith Ringold’s story quilts				

1.6 People can have different opinions about art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1C, 9.4B</p> <p>Objectives:</p> <p>1. Form opinions about works of art.</p> <p>2. Use appropriate vocabulary when sharing opinions.</p> <p>3. Show respect for others who share their opinions.</p>	<p>1. Write and/or verbally share their opinion using correct vocabulary and sentence structure. (Reflection sheets)</p> <p>3. Teacher will monitor students' ability to:</p> <ul style="list-style-type: none"> • Take turns when presenting • Raising hands to speak • Looking at the speaker • Asking good questions 	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • People can have opinions about art. • People can have different opinions or the same opinion about the same work of art. • Opinions are personal and not right or wrong. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Form an opinion about a work of art. • Discuss why you have that opinion • Show respect for the opinions of others. 	<ul style="list-style-type: none"> • Opinion • Respect • Verbally 	<p>Learning Task: Teacher will present the class with a work of art. Through discussion, we will hear the various opinions of the students. Opinions will vary.</p> <p>Essential Question: Why do people have different opinions about the same work of art?</p>

Materials and Resources:

Example artworks that may include works by Picasso, Warhol