

### 3.1 Collaborative reflection is a critical part of the art-making process and often affects the final artwork.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1A,B,F,H 9.3C, G, 9.4C</p> <p>Objectives:</p> <p>1. Manipulate tints and shades to create monochromatic paintings.</p> <p>2. Distinguish between visual and tactile texture.</p> <p>3. Use rubbings to create a collage that uses overlapping to create a foreground, middle ground and background.</p> <p>4. Create compositions that employ regular and irregular pattern.</p> <p>5. Create an edition of prints by combining two or more printing techniques.</p> <p>6. Manipulate three dimensional materials to create sculpture.</p> <p>7. Practice additive sculpture techniques.</p> <p>8. Reflect on and revise works of art individually and collaboratively.</p>	<p>1.Create a monochromatic work of art illustrating a variety of tints and shades.</p> <p>3.Create a work of art that illustrates a foreground, middle ground, and back ground.</p> <p>4.Demonstrate knowledge of both regular and irregular patterns in a work of art.</p> <p>5.Create a series of prints using a variety of printing techniques.</p> <p>6.Create a 3-D sculpture that demonstrates additive techniques.</p> <p>8.Use both individual and group reflection to revise a previously completed piece of artwork.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Color <ul style="list-style-type: none"> <li>• Tints</li> <li>• Shades</li> <li>• Monochromatic</li> </ul> </li> <li>• Texture <ul style="list-style-type: none"> <li>• Visual</li> <li>• Tactile</li> <li>• Collage</li> </ul> </li> <li>• Space <ul style="list-style-type: none"> <li>• Foreground</li> <li>• Middle ground</li> <li>• Background</li> <li>• Overlapping</li> </ul> </li> <li>• Pattern <ul style="list-style-type: none"> <li>• Regular</li> <li>• Irregular</li> </ul> </li> <li>• Abstract</li> <li>• Realistic</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Printing plates are used to create an image that can be combined with stamping techniques.</li> <li>• Sculpture is made with materials that are used to create 3D form.</li> <li>• Clay is a three dimensional material that can be manipulated to create slabs that can be attached to each other.</li> <li>• Clay is found naturally in the earth.</li> <li>• Clay is a materials that can take any shape.</li> <li>• Clay coils and slabs can be fastened to each other using slip and scoring.</li> <li>• Know that others can look at a work or art and help to make suggestions on how it can be made better.</li> <li>• Create a print using a printing plate and stamping techniques.</li> <li>• Manipulate material to create a sculpture that is free-standing.</li> <li>• Manipulate clay to form slabs that are fastened to each other effectively. (Use slip and scoring techniques.)</li> <li>• Use black and white to change a base color into tints and shades. Create a monochromatic composition.</li> <li>• Identify tactile textures that become visual textures when using rubbing techniques.</li> <li>• Use rubbings in a collage.</li> <li>• Reflect on work as it is being created to improve the work. Practice reflection individually and in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Color <ul style="list-style-type: none"> <li>• Tints</li> <li>• Shades</li> <li>• Monochromatic</li> </ul> </li> <li>• Texture <ul style="list-style-type: none"> <li>• Visual</li> <li>• Tactile</li> <li>• Collage</li> </ul> </li> <li>• Space <ul style="list-style-type: none"> <li>• Foreground</li> <li>• Middle ground</li> <li>• Background</li> <li>• Overlapping</li> </ul> </li> <li>• Pattern <ul style="list-style-type: none"> <li>• Regular</li> <li>• Irregular</li> </ul> </li> <li>• Printmaking <ul style="list-style-type: none"> <li>• Printing plate</li> <li>• Brayer</li> <li>• Edition</li> <li>• Image</li> <li>• Pull a print</li> </ul> </li> <li>• Sculpture <ul style="list-style-type: none"> <li>• Coil</li> <li>• Slab</li> <li>• Slip</li> <li>• Score</li> </ul> </li> <li>• Reflect</li> <li>• Collaborate</li> <li>• Abstract</li> <li>• Realistic</li> </ul>	<p>Learning Task: When the composition is complete students will view each others work and make suggestions</p> <p>Essential Question: How can collaboration improve the final artwork?</p>
<b>Materials and Resources:</b>				
paint, brushes, printing plate, clay, student work				

### 3.2 Artists make art with the resources available to them.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1D, H, 9.4D</p> <p>Objectives: 1. Compare and contrast traditional to non –traditional art materials and tools</p> <p>2. Identify what specific materials are used to create works of art.</p> <p>3. Justify why you believe specific materials were used to create works of art.</p>	<p>1. Identify traditional art tools.</p> <p>2. Suggest non- traditional tools that may be substituted for a traditional tool.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Artists use available materials and tools to create art. (Examples: wood for totem poles, ivory for sculpture, animal skins for kachina dolls, natural dyes for cave paintings, colored sand for mandelas)</li> <li>• Materials can provide inspiration for a work of art.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• List traditional tools and materials and tools</li> <li>• List materials and tools that <i>could</i> be used to create works of art.</li> <li>• Speculate substitutions for traditional art materials and tools.</li> <li>• Create works of art from non-traditional materials and tools</li> </ul>	<ul style="list-style-type: none"> <li>• Inspiration</li> <li>• Traditional tools and materials</li> <li>• Non-traditional tools</li> <li>• Nontraditional materials</li> <li>• Resources</li> </ul>	<p>Learning Task: The teacher will share a variety of artwork having students speculate what materials were available to the particular artist.</p> <p>Essential Question: What materials and tools can we use to create art that are not recognized art materials and tools?</p>
<b>Materials and Resources:</b>				
various examples of nontraditional and traditional art tools, examples of nontraditional works of art using the internet, (Jacob Dulgren)				

### 3.3 Art can be used to tell a story.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.4B, 9.4D</p> <p>Objectives:</p> <p>1. Decode a work of art to speculate about what the artist was attempting to communicate.</p> <p>2. Form a hypothesis about the story an artist is attempting to convey.</p> <p>3. Compare and contrast how two or more artists portrayed the same story.</p>	<p>1.Speculate and share the story that the work of art is portraying.</p> <p>2.Identify the differences between two different artists on the same story being portrayed.</p> <p>3.Decode a work of art using proper art vocabulary.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Art is a form of communication.</li> <li>• Art can communicate ideas, feelings an opinions.</li> <li>• Artists use their work to tell stories: <ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Film</li> <li>• Video</li> <li>• Murals</li> <li>• Painting</li> <li>• Installations</li> </ul> </li> <li>• Artists make choices based on what they want to convey</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Observe works of art and describe what you see.</li> <li>• Decode a work of art.</li> <li>• Look at works of art and suggest what story the artist is telling. <ul style="list-style-type: none"> <li>• What do you see?</li> <li>• What is happening?</li> <li>• What do you think will happen next?</li> <li>• Why do you believe that is what will happen next?</li> <li>• How does the work of art makes you feel?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Illustration</li> <li>• Mural</li> <li>• Installation</li> <li>• Artistic choices</li> <li>• Decode</li> </ul>	<p>Learning Task:</p> <p>Teacher will show students many examples of works of art that tell a story. What do you see? What is happening in the work of art? What story do you speculate the artist is telling.Why do you think that is happening?</p> <p>Students will speculate what story is being told.</p> <p>Essential Question:</p> <p>What choices do artists make to convey a story?</p>

**Materials and Resources:** Examples of Norman Rockwell,

Select works of art that stimulate conversation related to the ideas

### 3.4 Cultures have unique artistic traditions.

Friday, May 29, 2015 9:47 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2A, B, D, 9.4D</p> <p>Objectives:</p> <p>1. Observe works of art to speculate what artistic tradition is common to a culture.</p> <p>2. Compare and contrast unique qualities of artistic traditions.</p>	<p>1. Observe works of art from a specific culture and identify the common artistic traditions.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>Artists create work that reflects cultural traditions. (Examples: Sumie painting, Japanese origami, African masks, Polish Pysanky)</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>Identify the artistic tradition of the culture being presented.</li> </ul>	<ul style="list-style-type: none"> <li>Artistic tradition</li> <li>Unique</li> <li>Culture</li> <li>Origami</li> <li>Pysanky</li> </ul>	<p>Learning Task:</p> <p>Using examples of African artwork, the class will identify the customs and traditions portrayed within the work of art.</p> <p>Essential Question:</p> <p>Why are customs and traditions used as subject matter for art?</p>

#### Materials and Resources:

[artyfactory.com/African masks/information/african-mask-artists.htm](http://artyfactory.com/African%20masks/information/african-mask-artists.htm)

### 3.5 Observing a work of art is an important part of forming a judgment about its quality.

Friday, May 29, 2015 9:48 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3A, B, 9.4D</p> <p>Objectives:</p> <p>1. Critique a work of art.</p> <p>2. Distinguish the difference between positive and negative criticism.</p> <p>3. Use appropriate vocabulary when critiquing a work of art.</p>	<p>1. Use appropriate vocabulary when describing the quality of a work of art.</p> <p>2. Express why they feel the way they do about a specific work of art.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• People use specific vocabulary that references the elements and principles of art when discussing and forming a judgement about the quality of a work art.</li> <li>• How well a work is produced effects how we feel about the quality of the work. (Craftsmanship).</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Use appropriate language when critiquing a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Craftsmanship</li> <li>• Critique</li> <li>• Elements</li> <li>• Principles</li> </ul>	<p>Learning Task: The teacher will show a work of art and ask students what makes it a quality work of art. Students must support their answers with rationale.</p> <p>Essential Question; How does observation inform our ability to judge the quality of a work of art?</p>

#### Materials and Resources:

Examples of art work form, The Masters, Pop Art, Contemporary Art

### 3.6 Observation and description help us make meaning about 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, 9.4B  Objectives: 1. Form opinions about the meaning of works of art.  2. Use appropriate vocabulary when sharing opinions.  3. Show respect for others who share their opinions.	1. Write and/or verbally share the opinion using correct vocabulary and sentence structure. (Reflection sheets)  3. Teacher will monitor students' ability to: <ul style="list-style-type: none"> <li>• Take turns when presenting</li> <li>• Raising hands to speak</li> <li>• Looking at the speaker</li> <li>• Asking good questions</li> </ul>	Concepts (Know): <ul style="list-style-type: none"> <li>• People can have different opinions about the meaning of a work of art.</li> <li>• Observing and describing a work of art helps us make meaning about a work of art.</li> </ul> Competencies (Do): <ul style="list-style-type: none"> <li>• Observe and describe works of art.</li> <li>• Form an opinion about the meaning of a work of art.</li> <li>• Discuss why you have that opinion</li> <li>• Show respect for the opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion</li> <li>• Respect</li> <li>• Meaning</li> <li>• Observe</li> <li>• Describe</li> </ul>	Learning Task: Teacher will provide a work of art for students to decode. Students will be asked to: <ul style="list-style-type: none"> <li>What do you see?</li> <li>What is happening?</li> <li>Why do you believe this is happening?</li> <li>What will happen next?</li> </ul> Essential Question: How do we make meaning about a work of art?
<b>Materials and Resources:</b>				
computer, art examples				