

4.1 Artists document ideas and observations through journals, sketchbooks, samples, models, photographs, and/or electronic files/portfolios.

| Standard(s) Objective(s) | Performance Task/ Assessment | Concepts (Know) Competencies (Do) | Essential Vocabulary | Learning Task Essential Question(s) |
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| <p>Standards: 9.1A, B, C</p> <p>Objectives: 1. Apply complementary, analogous, and tertiary colors to a painting. 2. Create visual texture in a composition. 3. Identify and use positive and negative space in a composition. 4. Create a sculpture using additive and subtractive techniques. 5. Identify stages of clay. 6. Reflect on and revise works of art individually and collaboratively. 7. Maintain a diverse portfolio.</p> | <p>1.Create a work of art that illustrates their knowledge of complementary, analogous, and tertiary. 2.Create a work of art that illustrates visual texture. 3.Create a composition that identifies both positive and negative space. 4.Create a three-dimensional sculpture that illustrates both additive and subtractive techniques. 6.Use both individual and group reflection to revise a previously completed piece of artwork. 7.Establish and continuously expand on a working portfolio.</p> | <p>Concepts (Know):</p> <ul style="list-style-type: none"> • Color <ul style="list-style-type: none"> • Complementary • Analogous • Tertiary • Texture • Visual • Tactile • Space • Positive • Negative • Sculpture is made with materials that are used to create 3D form. • Sculpture can be additive or subtractive. • Clay is plastic • There are stages in the making, drying and firing of clay. • Know that artists record their observations. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Manipulate materials to create sculptures that are examples of additive and subtractive methods. • Use complimentary and analogous color schemes in creating compositions. • Create visual textures in a variety of media. • Create compositions using positive and negative space. • Reflect on work as it is being created to improve the work. Practice reflection individually and in groups. | <ul style="list-style-type: none"> • Color <ul style="list-style-type: none"> • Complementary • Analogous • Tertiary • Texture <ul style="list-style-type: none"> • Visual • Tactile • Space <ul style="list-style-type: none"> • Positive • Negative • Sculpture <ul style="list-style-type: none"> • Additive • Subtractive • Stages of clay • Green ware • Bisque ware • Glaze ware • Reflect • Collaborate • Document Portfolio | <p>Learning Task: Students will experiment with color. By mixing primary and secondary colors then tinting and shading. A gradation of colors will be painted onto a large sheet of paper .When finished the gradations will be cut into sections and a paper sculpture will be formed showing overlapping and variation of color.</p> <p>Essential Question: How do artists document their observations and ideas?</p> |
| <p>Materials and Resources: clay, paint, glazes, paper, adhesive, kiln, clay tools, brushes, Da Vinci sketchbooks</p> | | | | |

4.2 Artists use the works of others as inspiration for their own work.

| Standard(s) Objective(s) | Performance Task/ Assessment | Concepts (Know) Competencies (Do) | Essential Vocabulary | Learning Task Essential Question(s) |
|--|--|---|--|--|
| <p>Standards: 9.1A, B ,C, F</p> <p>Objectives: 1. Observe and speculate what inspired a work of art.</p> <p>2. Create artwork that reflects sources of inspiration.</p> <p>3. Describe what inspired the student's original work of art.</p> | <p>1.Observe a piece of artwork and form an opinion on the artists inspiration.</p> <p>3.Create a work of art that expresses their own personal form of inspiration.</p> | <p>Concepts (Know):</p> <ul style="list-style-type: none"> • Artists are inspired by the work of others. • Artists learn from and influence each other. • Various art forms can be inspirational to an artist. (Film, music, dance, literature) <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Create compositions from various sources of inspiration. | <ul style="list-style-type: none"> • Inspiration • Influence | <p>Learning Task: Students will observe various works of art an choose a work of art that inspires them. Students will recognize choices made by the artist and communicate how it has inspired them and make a list of these inspirations. Students will then create a painting based on their list of inspirations.</p> <p>Essential Question: How can a work in the arts inspire an artist?</p> |

Materials and Resources

computer, internet resources

4.3 The definition of art has changed over time as people have exchanged ideas.

| Standard(s) Objective(s) | Performance Task/ Assessment | Concepts (Know) Competencies (Do) | Essential Vocabulary | Learning Task Essential Question(s) |
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| <p>Standards: 9.3A, C, D</p> <p>Objectives: 1. Decode a work of art to determine whether it is a work of art.</p> <p>2. Support you opinion with facts or examples.</p> <p>3. Compare and contrast traditionally accepted art forms with those that may be controversial.</p> | <p>1.Examine a work of art to determine its value. The student's must support their speculations.</p> | <p>Concepts (Know):</p> <ul style="list-style-type: none"> • Art is way of communicating and exchanging ideas. • The definition of art has changed over time. • (photography, graphic design, contemporary art, digital art, graffiti) • Artists make choices based on the technologies available to them. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Observe works of art and describe what you see. • Decode a work of art. • Look at works of art and suggest what the artist is intending to say: <ul style="list-style-type: none"> • What do you see? • What is happening? • How do you think the art was made? • What idea is the artist trying to convey? • Form an opinion about whether a piece is a work of art? • Argue for a perspective. | <ul style="list-style-type: none"> • Communication • Artistic choices • Decode • Technology | <p>Learning Task: The teacher will provide a landscape for the students to decode. Students will make a list of :</p> <ul style="list-style-type: none"> • What do you see? • What is happening? • How do you think the art was made? • What idea is the artist trying to convey? <p>The teacher will provide an example of graffiti. Students will make a list of:</p> <ul style="list-style-type: none"> • What do you see? • What is happening? • How do you think the art was made? • What idea is the artist trying to convey? <p>Students will compare and contrast both examples of the works of art and determine its value. Students will support their speculations during discussion.</p> <p>Essential Question: What is art?</p> <p>How has technology changed our idea about what is art?</p> |

Materials and Resources

Select works of art that stimulate conversation related to the ideas

4.4 Artwork is a reflection of the artist, and their art can help us understand the artist's era and culture.

| Standard(s) Objective(s) | Performance Task/ Assessment | Concepts (Know) Competencies (Do) | Essential Vocabulary | Learning Task Essential Question(s) |
|---|--|--|---|---|
| <p>Standards: 9.3A, B, C, D</p> <p>Objectives: 1. Observe works of art to identify personal characteristics of an artist</p> <p>2. Analyze a work of art for clues to identify the time and place in which the artists worked</p> <p>3. Compare and contrast multiple works of art to understand time and place in which the artists lived and how they may be alike or different</p> | <p>1. Examine a work of art and speculate characteristics of the artist.</p> <p>2. Investigate a work of art and speculate the time and place of the artist.</p> <p>3. Look at multiple works of art and identify the similarities and differences between the time and place.</p> | <p>Concepts (Know):</p> <ul style="list-style-type: none"> • Work that an artist creates helps us to understand the artist better • Work that an artist makes can help us understand the time and place in which the artist created <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Analyze a work of art to identify personal characteristics of an artist. • Analyze a work of art for clues to identify the time and place in which the artist worked. | <ul style="list-style-type: none"> • Analyze • Era • Compare • Contrast | <p>Learning Task: The teacher will provide a work of art for the students to decode. Students will make a list of :</p> <ul style="list-style-type: none"> • What do you see? • What is happening? • How do you think the art was made? • What idea is the artist trying to convey? <p>Students will speculate about the artist era and culture and support their speculations during discussion.</p> <p>Essential Question: What does a work of art tell us about the artist?</p> <p>How does a work of art reflect the era in which the artist produced the work?</p> |

Materials and Resources

computer, internet resources

4.5 Describing a work of art is an important component in forming a judgment about its quality.

| Standard(s) Objective(s) | Performance Task/ Assessment | Concepts (Know) Competencies (Do) | Essential Vocabulary | Learning Task Essential Question(s) |
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| <p>Standards: 9.3B, D, E</p> <p>Objectives: 1. Critique a work of art using formal criticism. 2. Distinguish the difference between positive and negative criticism. 3. Use appropriate vocabulary when critiquing a work of art. 4. Form a judgement about a work of art based on the elements and principles of design.</p> | <p>1. Use formal criticism techniques to analyze a work of art. 2. Demonstrate both positive and negative criticism when critiquing a work of art. 4. Support their opinion using specific elements and principles of design.</p> | <p>Concepts (Know):</p> <ul style="list-style-type: none"> • 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. • How well a work is produced effects how we judge the quality of the work. (Craftsmanship). <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Use appropriate language when critiquing a work of art. • Use formal criticism, elements and principles of design, when discussing a work of art. | <ul style="list-style-type: none"> • Formal Criticism • Critique • Positive criticism • Negative criticism | <p>Learning Task: The teacher will provide a work of art for the students to decode. Students will make a list of :</p> <ul style="list-style-type: none"> • What do you see? • What is happening? • How do you think the art was made? • What idea is the artist trying to convey? <p>Students will use appropriate vocabulary when critiquing a work of art. Students will form a judgement about a work of art based on the elements and principles of design.</p> <p>Essential Question: How can one judge the quality work of art?</p> |

Materials and Resources

computer, internet resources

4.6 The setting in which we view a work can influence our judgment of the work's quality.

| Standard(s) Objective(s) | Performance Task/ Assessment | Concepts (Know) Competencies (Do) | Essential Vocabulary | Learning Task Essential Question(s) |
|---|---|--|--|--|
| <p>Standards: 9.3A, C, G</p> <p>Objectives: 1. Observe and describe a similar work of art when it is viewed in different settings.</p> <p>2. Compare and contrast a similar work of art when it is viewed in different settings.</p> <p>3. Form an opinion about the quality of a work of art and justify the judgement you have made.</p> <p>4. Show respect for the opinions of others.</p> | <p>1. Identify how the setting of a work of art can change the quality of that work of art.</p> | <p>Concepts (Know):</p> <ul style="list-style-type: none"> • Art can be found and viewed in many settings • (Museum, train station, public space, online etc.). • People can have different opinions about the quality of a work of art based on the setting in which it is viewed. • Observing and describing a work of art in its location helps us form a judgement about a work of art. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Observe and describe works of art in a variety of settings. • Form an opinion about the quality of a work of art. • Discuss why you have that opinion. • Show respect for the opinions of others. | <ul style="list-style-type: none"> • Setting • Judgement | <p>Learning Task: The teacher will provide a work of art for the students to decode. Students will make a list of :</p> <ul style="list-style-type: none"> • What do you see? • What is happening? • How do you think the art was made? • What idea is the artist trying to convey? <p>Students will speculate the artist's setting. Students will use appropriate vocabulary when critiquing a work of art. Students will form an opinion about the setting and quality and justify their judgement.</p> <p>Essential Question: How does the setting in which we view a work of art influence our judgment about its quality?</p> |

Materials and Resources

computer, internet resources