



Park Hill School District

Building Successful Futures • Each Student • Every Day

Elementary Fifth Grade Art Curriculum

Course Description: The fifth grade art curriculum provides students with a continuum of essential knowledge and skills incrementally increasing in depth and rigor. Students will develop knowledge and skills related to the elements of art, the principles of design, the connection of music to history and culture, as well as art's many interdisciplinary connections.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
10-12 weeks	Elements of Art	Topic 1: Elements of Art
10-12 weeks	Historical and Cultural Connections	Topic 1: Western Topic 2: Non-Western
10-12 weeks	Exploration	Topic 1: Digital Art/Technology Topic 2: Artist Voice Topic 3: Museum Experiences

Unit 1: Elements of Art

Subject: Visual Art

Grade: 5th

Name of Unit: Elements of Art

Length of Unit: 10-12 weeks

Overview of Unit: Students will review and implement the elements of art, building on previous schema.

Priority Standards for unit:

- VA: Cr.2.1.5a Experiment and develop skills in multiple art making techniques and approaches through practice.
- VA: Cr 2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment
- VA:Cr1.1.5a Combine ideas to generate an innovative idea for art making.

Supporting Standards for unit:

- VA:Cn10A.6 Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.
- VA:Re7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Skills in art making techniques and approaches	experiment	apply	2
Skills in art making techniques and approaches	develop	apply	2
Quality craftsmanship	demonstrate	apply	2
Materials, tools, equipment	Care for	apply	2
Materials, tools, equipment	use	apply	2
Innovative ideas for art making	generate	remember	3

Essential Questions:

1. How do artists combine the elements of art in an artwork?

Enduring Understanding/Big Ideas:

1. Artists can combine the elements of art in a variety of ways to communicate ideas within an artwork.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Line Value Value Scale Texture Color Wheel Complementary Colors Analogous Colors Space Overlapping Foreground, Middleground, Background Form Geometric vs. Organic Shape Intermediate Colors Neutral Colors

Resources for Vocabulary Development:

Class sets of iPads

Swatch: The Girl Who Loved Color by Julia Denos
The Rainbow Book by Kate Ohrt
Little Blue and Little Yellow by Leo Lionni
Monsters Love Colors by Mike Austin
The Wonders of the Color Wheel by Charles Ghigna

Pantone: Colors Board book – by Pantone
<u>Arches to Zig Zags; An Architecture ABC by Micheal Crosbie</u>
<u>Dreaming Up; A Celebration of Building by Christy Hale</u>
<u>If You Lived Here: Houses of the World by Giles Laroche</u>
<u>Same, Same But Different by Jenny Sue Kostecki-Shaw</u>
<u>Home by Carson Ellis</u>
<u>When I Build with Blocks by Niki Alling</u>
<u>Look at That Building; A first Book of Structures by Scot Ritchie</u>
<u>Look! Look! Look! at Sculpture by Nancy Elizabeth Wallace</u>

Topic 1: Elements of Art

Engaging Experience 1

Title: Color Wheel

Suggested Length of Time: 50 minutes

Standards Addressed

Priority:

- VA: Cr.2.1.5a Experiment and develop skills in multiple art making techniques and approaches through practice.
- VA: Cr 2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment
- VA:Cr1.1.5a Combine ideas to generate an innovative idea for art making.

Supporting Standards for unit:

- VA:Cn10A.6 Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.
- VA:Re7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.

Detailed Description/Instructions: One way to identify the arrangement of colors on a color wheel is to have students create their own color wheels using paint. Students will draw and label the color wheel diagram, and mix primary colors to create secondary, intermediate, and neutral colors and put them in the appropriate spots on the diagram.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 2

Title: Brainstorming

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- VA: Cr.2.1.5a Experiment and develop skills in multiple art making techniques and approaches through practice.
- VA: Cr 2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment
- VA:Cr1.1.5a Combine ideas to generate an innovative idea for art making.

Supporting Standards for unit:

- VA:Cn10A.6 Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.
- VA:Re7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.

Detailed Description/Instructions: One way to identify the arrangement of colors on a color wheel is to have students create their own color wheels using paint. Students will draw and label the color wheel diagram, and mix primary colors to create secondary, intermediate, and neutral colors and put them in the appropriate spots on the diagram.

Bloom's Levels: Create

Webb's DOK: 4

2D Engaging Scenario



Engaging Scenario



One way to teach the elements of art is to create a themed color wheel. Students can design 6 characters or animals for their color wheel (this example uses a nesting doll template in 6 sizes). They can include line, shape, and textures in their drawings. Students will reference photographs to aid them in drawing using iPads. They can look at various photos of characters, animals, or people that fit their theme. Then, they can paint with watercolor using tints and shades (value) as well as intermediate colors.

3D Engaging Scenario

Engaging Scenario



One way to review the elements of art in a 3D project is to create themed containers, such as a teapot, a vessel, or a box. In this project, students created a box that looked like a camera. Students began by drawing thumbnail sketches wherein they explored a theme. Students first combined clay slabs to create a box, then added a cylinder for the lens. Students can then add a variety of shapes, lines, 3D forms, textures, and colors to explore the elements of art in their designs.

Unit 2: Historical and Cultural Connections

Subject: Visual Arts

Grade: 5th

Name of Unit: Historical and Cultural Connections

Length of Unit: 10-12 weeks

Overview of Unit: Create learning experiences which focus on one or more Western **as well as** one or more non-Western artists, movements, and/or cultures.

Priority Standards for unit:

- VA:CR2.15a Experiment and develop skills in multiple art making techniques and approaches through practice.

- VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.
- VA:Cn10.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society

Supporting Standards for unit:

- VA:Re7.2.5a Identify and analyze cultural associations suggested by visual imagery.
- VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- VA:Cr.1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Skills in art making techniques and approaches	experiment	apply	2
Skills in art making techniques and approaches	develop	apply	2
Quality craftsmanship	demonstrate	apply	2
Materials, tools, equipment	Care for	apply	2
Materials, tools, equipment	use	apply	2
Differences in criteria for evaluating works of art	recognize	understand	1
how art is used to change beliefs, values or behaviors	identify	analyze	3

Essential Questions:

1. How does art reflect or influence history and/or culture?

Enduring Understanding/Big Ideas:

1. People around the world create many types of art.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Depending on examples chosen, vocabulary could include but is not limited to: Names of artists Names of places and/or countries Names of cultures Names of art movements Types of artwork (functional, non-objective, abstract, realistic) Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Resources for Vocabulary Development:

Class set of iPads

<u>The Cat and the Bird: A Children's Book Inspired by Paul Klee</u> by Geraldine Elschner and Peggy Nille
Henri's Scissors by Jeanette Winter
<u>Roberto the Insect Architect</u> by Nina Laden
<u>Iggy Peck, Architect</u> by <u>Andrea Beaty</u> and <u>David Roberts</u> <u>Snail Trail</u> by Jo Saxton
<u>he Art of Freedom: How Artists See America</u> by Bob Raczka
<u>Just Behave, Pablo Picasso!</u> by Johan Winter
<u>Emily's Blue Period</u> by Cathleen Daly
<u>Keith Haring The Boy Who Just Kept Drawing</u>
<u>The Noisy Paintbox: The Colours and Sounds of Kandinsky's Abstract Art – Barb Rosenstock</u>
<u>The Fantastic Jungles of Henri Rousseau</u> by Michelle Markel

<u>My Name Is Georgia by Jeanette Winter</u>
<u>Leonardo and the Flying Boy</u>
<u>The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art by Barb Rosenstock</u>
<u>Cloth Lullaby: The Woven Life of Louise Bourgeois</u>
<u>Sandy's Circus: A Story About Alexander Calder by Tanya Lee Stone</u>
<u>Hundertwasser for Kids: Harvesting Dreams by Barbara Stieff</u>
<u>The Magical Tree: A Children's Book Inspired by Gustav Klimt by Myriam Ouyessad</u>
<u>Vincent Can't Sleep: Van Gogh Paints the Night Sky by Barb Rosenstock</u>
<u>Journey on a Cloud: A Children's Book Inspired by Marc Chagall by Veronique Massenot</u>
<u>Everybody Bonjours! by Leslie Kimmelman</u>
<u>Journey on a Cloud: A Children's Book Inspired by Marc Chagall</u>
<u>Dia de Los Muertos by Roseanne Greenfield Thong</u>
<u>Brush of the Gods by Lenore Look</u>
<u>Ganesha's Sweet Tooth by Sanjay Patel and Emily Haynes</u>

<u>ABeCedarios: Mexican Folk Art ABCs in English and Spanish</u>
<u>Golden Domes and Silver Lanterns; A Muslim Book Of Colors by Hena Khan</u>
<u>Tap Tap by Karen Lynn Williams</u>
<u>D is for Dancing Dragon: A China Alphabet by Carol Crane</u>
<u>Up and Down the Andes (Travel the World) by Laurie Krebs (Author</u>
<u>Spirit of the Cedar People (with CD) by Chief Lelooska (Author), Christine Normandin (Editor)</u>
<u>Stories from the Billabong</u>
<u>Echoes of the Elders: The Stories and Paintings of Chief Lelooska with CD by Lelooska (Author, Illustrator), Christine Normandin (Editor)</u>
<u>All Aboard for the Bobo Road by Stephen Davies</u>
<u>New Year by Rich Lo</u>
<u>Frida (English Language Edition)</u> <u>by Jonah Winter and Ana Juan</u>
<u>Radiant Child by Javaka Steptoe</u>
<u>Learn the Alphabet with NorthWest Coast Native Art by Ryan Cranmer</u>

<u>A Splash of Red: The Life and Art of Horace Pippin</u>
<u>The Year with Grandma Moses</u> by <u>W. Nikola-Lisa</u>
<u>The Great Wave: A Children's Book Inspired by Hokusai</u> <u>Veronique Massenot</u>
<u>We're Sailing Down the Nile</u> by <u>Laurie Krebs</u>
<u>Diego Rivera: His World and Ours</u> by <u>Duncan Tonatiuh</u>
The Beckoning Cat by <u>Koko Nishizuka</u>
<u>The Magic of Spider Woman</u> By Lois Duncan
<u>The Magic Bean Tree: A Legend from Argentina</u> by <u>Nancy Van Laan</u> (Author), <u>Beatriz Vidal</u> (Illustrator)
<u>Finders Keepers? A True Story in India</u> by <u>Robert Arnett and Smita Turakhia</u>
<u>My Hands Sing the Blues: Romare Bearden's Childhood Journey</u> by <u>Jeanne Walker Harvey</u>
<u>A Splash of Red: The Life and Art of Horace Pippin</u> by <u>Jen Bryant</u>

The Museum <u>by Susan Verde</u>
Meet Me at the Art Museum: A Whimsical Look Behind the Scenes by David Goldin
<u>Can You Find It?: Search and Discover More Than 150 Details in 19 Works of Art</u> by The Metropolitan Museum of art
<u>Seen Art?</u> by Jon Scieszka and Lane Smith

Topic 1: Western Culture

Engaging Experience 1

Title: Introducing a Western artist, movement, and/or culture.

Suggested Length of Time: 15- 30 minutes

Standards Addressed

Priority:

- VA:CR2.15a Experiment and develop skills in multiple art making techniques and approaches through practice.
- VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.
- VA:Cn10.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society

Supporting:

- VA:Re7.2.5a Identify and analyze cultural associations suggested by visual imagery.
- VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- VA:Cr.1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Detailed Description/Instructions: One way you could introduce a Western artwork, artist, movement, or culture would be to explore various architects and styles of architecture through the book 13 Architects Children Should Know.

Bloom's Levels: Remember
Webb's DOK: 1

Engaging Scenario



Engaging Scenario



One way to introduce a Western culture is to explore European architecture. Students could look at Dutch style canal houses and identify features such as arches windows, balconies, and textures. Then, students can recreate their own version, including aspects of perspective on stairs and balconies. Students can use iPads to reference images of Dutch style homes, including characteristic details. After completing a line drawing, students can use wet tissue paper to bleed colors and add details with metallic markers.

Topic 2: Non-Western Culture

Engaging Experience 1

Title: Introducing a non-Western artist, movement, and/or culture.

Suggested Length of Time: 15 minutes

Standards Addressed

Priority:

- VA:CR2.15a Experiment and develop skills in multiple art making techniques and approaches through practice.
- VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.
- VA:Cn10.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society

Supporting:

- VA:Re7.2.5a Identify and analyze cultural associations suggested by visual imagery.
- VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- VA:Cr.1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Detailed Description/Instructions: One way you could introduce a Non-Western artwork, artist, movement, or culture would be to watch a video on the topic. Below is a link to a great introduction video to Aboriginal Art: https://www.youtube.com/watch?v=AoHAn58-_rg

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Scenario

Engaging Scenario



One way to teach a Non-Western culture is to complete a project in the style of Aboriginal artwork. Students can begin by drawing an animal in an x-ray style, using photographs of Aboriginal work as reference. Next, students can transfer their drawing to a Styrofoam printing sheet. Students can print the image, then create a pattern using a cotton swab and dots of earth-tone paint. Again, students can use photographs of Aboriginal artwork as reference.

Unit 3: Exploration

Subject: Visual Arts

Grade: 5th Grade

Name of Unit: Exploration

Length of Unit: 10-12 weeks

Overview of Unit: Experiment and develop skills in multiple art-making techniques and approaches through practice.

Priority Standards for unit:

- VA:Cr2.1.5a Experiment and develop skills in multiple art making techniques and approaches through practice.
- VA:CR2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.
- VA:Cr1.1.5a Combine ideas to generate an innovative idea for art making.
- VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art making.

Supporting Standards for unit:

- VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- VA;Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Skills in art making techniques and approaches	experiment	apply	2
Skills in art making techniques and approaches	develop	apply	2
Quality craftsmanship	demonstrate	apply	2
Materials, tools, equipment	Care for	apply	2
Materials, tools, equipment	use	apply	2

Innovative ideas for art making	generate	remember	3
Artist statements	create	apply	4

Essential Questions:

1. What subjects can artists explore in art?

Enduring Understanding/Big Ideas:

1. Artists can explore their personal interests in art.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Depending on examples chosen, vocabulary could include but is not limited to: Names of artists Names of places and/or countries Names of cultures Names of art movements Types of artwork (functional, non-objective, abstract, realistic) Subject of artwork (portrait, landscape, cityscape, seascape, still life) Possible 21st Century Vocabulary: Graphic Design, Photography, Stop-Motion, 3D Printing, CAD/3D Modeling, etc.

Resources for Vocabulary Development:

Class set of iPads

The Most Magnificent Thing by Ashley Spires
Gizmo, written by Barry Varela and drawn by Ed Briant
The Pencil, written by Alan Ahlberg and illustrated by Bruce Ingman

Metal Man by Aaron Reynolds, illustrated by Paul Hoppe
What Do You Do With an Idea? by Kobi Yamada and Mae Besom
Rosie Revere, Engineer by Andrea Beaty and David Roberts
STEAM Kids: 50+ Science / Technology / Engineering / Art / Math Hands-On Projects for Kids
Too Much Glue by Jason Lefebvre
Just Like Me
A Little Bit of Oomph! by Barney Saltzberg
An ABC of What Art Can Be by Meher McArthur
The Girl Who Heard Colors Marie Harris
The Book of Mistakes by Corinna Luyken

Topic 1: Digital Art/Technology

Engaging Experience 1

Title: Interactive Photography

Suggested Length of Time: 50 minutes

Standards Addressed

Priority:

- VA:Cr2.1.5a Experiment and develop skills in multiple art making techniques and approaches through practice.
- VA:CR2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.
- VA:Cr1.1.5a Combine ideas to generate an innovative idea for art making.
- VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art making.

Supporting:

- VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- VA;Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.

Detailed Description/Instructions: One way to introduce digital art to address 21st century learning is to have students complete an interactive photography unit. Students could use sidewalk chalk to illustrate scenes, objects, or characters and then photograph one another with an iPad interacting with the objects.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 2

Title: Digital Drawing

Suggested Length of Time: 50 minutes

Standards Addressed

Priority:

- VA:Cr2.1.5a Experiment and develop skills in multiple art making techniques and approaches through practice.

- VA:CR2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.
- VA:Cr1.1.5a Combine ideas to generate an innovative idea for art making.
- VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art making.

Supporting:

- VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- VA;Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.

Detailed Description/Instructions: One way for students to explore digital drawing is use the app Procreate. Students can explore digital drawing by creating their own cartoon. Procreate allows students to sketch, paint, and insert photographs on different layers.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario



Engaging Scenario

One way to teach digital art forms is to have students create a stop-motion movie within a group of their peers. Students can use iPads and a Stop Motion app to create a stop motion movie. Students could use objects such as toys, but they could also use their own drawings or hand-made 3D objects. An example would be to create a stop motion movie of a food chain using student schema from the science curriculum. Each student could create one element of a food chain (sun, producer, consumer, decomposer), then collaborate to create backgrounds. Students can photograph their pieces interacting as they would in a food chain, then add sound, etc. to their finished product. You can introduce the process of stop motion by showing the following videos:

<https://vimeo.com/26877221> Gulp: World's Largest Stop Motion

<https://vimeo.com/27019750> The Making of Gulp

Topic 2: Artist Voice



Engaging Experience 1

Title: Digital Graphic Design

Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- VA:Cr2.1.5a Experiment and develop skills in multiple art making techniques and approaches through practice.
- VA:CR2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.
- VA:Cr1.1.5a Combine ideas to generate an innovative idea for art making.
- VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art making.

Supporting:

- VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- VA;Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.

Detailed Description/Instructions:

One way to introduce graphic design is to use a computer application, such as Photoshop Elements. Using student laptops and Photoshop Elements, demonstrate how to use the fill tool, gradient tool, text tool, etc. and allow students to design a poster using quoted text. Students can begin by manipulating a background image into abstraction by using filters, then add text. Students can explore the various features of Photoshop (or another application).



Bloom's Levels: 4
Webb's DOK: Create



Engaging Experience 1

Title: Digital Graphic Design

Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- VA:Cr2.1.5a Experiment and develop skills in multiple art making techniques and approaches through practice.
- VA:CR2.2.5a Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.
- VA:Cr1.1.5a Combine ideas to generate an innovative idea for art making.
- VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art making.

Supporting:

- VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- VA:Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.

Detailed Description/Instructions: One way for students to use a personal portfolio in the art room is with Artsonia. Artsonia allows teachers to create online galleries for students; students can use the Artsonia iPad app to upload a photo of their work and even add an artist statement. Students can upload finished products as they are completed, then do a portfolio review at the end of the year.

Bloom's Levels: 3

Webb's DOK: Respond

Engaging Scenario



Engaging Scenario

One way to introduce graphic design is to have students explore product design, such as a cereal box. Students can begin by looking up images of cereal boxes on iPads. Students can look at cereal boxes from different decades and brands designed for various

demographics. After taking time to identify characteristics and design elements of cereal boxes, students can design their own. Using a template can help students make a 3D box, if desired. Students can then generate their own cereal brand, name, images, and advertising. Students can use a variety of printed font styles to trace different types of lettering over a light box. Once completed, the boxes can be folded.



Topic 3: Museum Experiences

Engaging Experience 1

Title: Sculpture Garden Tour

Suggested Length of Time: 1-2 hours

Standards Addressed

Priority:

- VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art making.

Supporting:

- VA:Re7.2.5a Identify and analyze cultural associations suggested by visual imagery.
- VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- VA:Cr.1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Detailed Description/Instructions: Students will take a field trip to the Nelson Atkins Museum of Art. The Donald J. Hall Sculpture Park is great for outdoor enthusiasts and those wanting to view art in a different kind of setting. As you meander through the museum grounds, you will stop at several sculptures to examine the materials, techniques, subject matter and artistic styles of these outdoor objects.

Bloom's Levels: Analyze

Webb's DOK: 4

Engaging Experience 2

Title: Curating an Art Exhibit

Suggested Length of Time: 2-3 50 minute classes

Standards Addressed

Priority:

- VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.
- OH:VA.4PE.2 Identify and compare the purposes for creating art objects from various cultures

Supporting:

- VA:Re7.2.5a Identify and analyze cultural associations suggested by visual imagery.
- VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- VA:Cr.1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Detailed Description/Instructions: Discuss with students how art is curated, displayed and selected. Explain the role of curator: a person who selects and interprets works of art, then labels and catalogs them for exhibition. Students will be presented with a series of characteristics from which they will select appropriate pieces and explain their choices. Students will then matte and label their choices to create a display or mock display.

Bloom's Levels: Analyze

Webb's DOK: 4

Engaging Scenario

A "**curator**" is a person who selects and interprets works of **art**. In addition to selecting works, the **curator** is often responsible for writing labels, catalog essays, and other content supporting exhibitions.



As a **curator** YOU will...

- **Select** your work
- **Matte** your selection
- **Label** your selection

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.