

**Core Content/Program of Studies Curriculum Map**  
**Bourbon County Schools**

*Level: Elementary*  
*Subject-Grade: Visual Arts - Fourth*  
*Updated: July 2007*

**Bold & ( ) = Assessed**  
*Italics = Supporting*  
*e.g. = Example only*

| Timeline  | CORE CONTENT STANDARD(SKILLS) AND DOK  | Demonstrators  |
|---|--|--|
| <p>Weeks 1 –3<br/>*Creation of sketchbook/portfolio;<br/>*Subject Matter - Benchmark portrait</p> <p>Weeks 4 – 10<br/>*Purposes of Art (ceremonial, artistic expression, narrative, functional)<br/>*Elements of Art (line, shape, form, texture, color)<br/>*Principles of Design (emphasis, pattern, balance, contrast)<br/>*Media<br/>*Native American Culture<br/>*Complete Self-Portrait<br/><u>Possible Projects</u><br/>*Take A Line for a Walk<br/>*Wet on Wet Fall Flowers<br/>*Rotational</p> | <p>AH – 05 – 1.4.1 Students will analyze or explain elements of art and principles of design in works of art.<br/><b>DOK 3</b></p> <p><u>Elements of Art:</u><br/>Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)<br/><u>Principles of design:</u><br/>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</p> <p>AH – 05 – 1.4.2<br/>Students will identify or describe how an artist uses various media and processes<br/><b>DOK 2</b></p> <p><u>Media (plural)/medium (singular):</u> (used to produce artworks)<br/><u>Two-dimensional</u> – crayon, pencil, paint, fabric, yarn paper<br/><u>Three-dimensional</u> – pottery, sculpture, fiber art (e.g. constructing with fiber, weaving, quilting)<br/><u>Subject matter:</u> (e.g., landscape, portrait, still life)</p> | <p style="text-align: center;"><b><u>Program of Studies</u></b><br/><b>Skills and Concepts – Visual Art</b></p> <p><b>AH – 5 SA-S-VA1</b><br/>Students will recognize and describe elements of art (line, shape, form, texture, color) and principles of design (emphasis, patter, balance, contrast) using visual art terminology</p> <p><b>AH – 5-SA-S-VA2</b><br/>Students will use the elements of art and principles of design in creating artworks independently and with others</p> <p><b>AH –5-SA-S-VA3</b><br/>Students will explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes/groups) and principles of design (e.g. focal point, pattern, balance, contrast) in a variety of 2 and 3 dimensional artworks</p> <p><b>AH – 5-SA-S-VA4</b><br/>Students will apply organizational structures and describe what makes them effective or not effective in communicating ideas</p> <p><b>AH-5-HA-S-VA1</b><br/>Students will associate artworks they experience or create with specific cultures (Native American, Appalachian, West</p> |

| Timeline  | CORE CONTENT STANDARD(SKILLS) AND DOK   | Demonstrators  |
|---|---|--|
| <p><b>Tesselations</b><br/> <b>*Matisse Cut Paper Project</b></p> <p><b>Weeks 11 – 17</b><br/> <b>*Purposes of Art (ceremonial, artistic expression, narrative, functional)</b><br/> <b>*Elements of Art (line, shape, form, texture, color)</b><br/> <b>*Principles of Design (emphasis, pattern, balance, contrast)</b><br/> <b>*Media</b><br/> <b>*West African Culture–</b><br/> <b>*Subject Matter – Still Life - Fall Objects – Pastels</b><br/> <u><b>Possible Projects</b></u><br/> <b>*Foil Sculptures</b><br/> <b>*Service Project – Bourbon Heights Place Mats</b><br/> <b>*Warm/Cool Colors Painting</b><br/> <b>*Eric Carle Texture Projects</b></p> | <p><b>AH – 05 – 2.4.1</b><br/> <b>Students will identify how visual art has been a part of cultures and times periods throughout history.</b><br/> <b>DOK 2</b></p> <p><b>Cultures:</b><br/> <b>Native American,</b><br/> <b>Traditional Appalachian</b><br/> <b>West African</b></p> <p><b>Similarities and differences in the use of art (e.g. Purposes for creating art, folk art), and elements of art and principles of design among cultures (e.g. how line, color pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</b></p> <p><b>Periods:</b><br/> <b>Colonial American</b><br/> <b>European influences in American visual art, similarities between the visual art in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</b><br/> <b>Native American includes period in North America before European settlement</b></p> <p><b>AH-05-3.4.1</b><br/> <b>Students will identify how art fulfills a variety of purposes.</b><br/> <b>DOK 2</b></p> <p><i>Purposes of art: (different roles of art)</i><br/> <u><i>Ceremonial - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks )</i></u></p> | <p>African); describe how the art of these cultures reflects the culture</p> <p><b>AH-5-HA-S-VA2</b><br/> Students will associate artworks they experience or create with the Colonial American period in history; describe how the art of the American Colonies reflects the Colonial American time period (e.g., European influences in American visual art)</p> <p><b>AH-5-HA-S-VA3</b><br/> Students will describe artworks of specific cultures using visual art terminology</p> <p><b>AH-5-HA-S-VA4</b><br/> Students will compare distinguishing characteristics of artworks from different cultures and time periods</p> <p><b>AH-5-PCA-S-VA1</b><br/> Students will describe and compare multiple purposes for which artworks are created (ceremonial, artistic expression, narrative, functional)</p> <p><b>AH-5-PCA-S-VA2</b><br/> Students will create new, choose and experience artworks created to fulfill a variety of specific purposes</p> <p><b>AH-5-PA-S-VA1</b><br/> Students will be actively involved in selecting media, techniques, and processes for creating artworks applying the elements of art and principles of design</p> <p><b>AH-5-PA-S-VA2</b><br/> Students will use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others</p> |

| Timeline  | CORE CONTENT STANDARD(SKILLS) AND DOK   | Demonstrators   |
|---|---|---|
| <p><b>Weeks 18 – 24</b><br/> *Purposes of Art (ceremonial, artistic expression, narrative, functional)<br/> *Elements of Art (line, shape, form, texture, color)<br/> *Principles of Design (emphasis, pattern, balance, contrast)<br/> *Media<br/> *Colonial American Time Period<br/> Possible Projects<br/> *Language Arts/Art – Stopping By the Woods on a Snowy Eve<br/> *Magritte Project<br/> *Emphasis – What’s Your Lucky Number?</p> <p><b>Weeks 25 - 31</b><br/> *Purposes of Art (ceremonial, artistic expression, narrative, functional)<br/> *Elements of Art (line, shape, form, texture, color)<br/> *Principles of Design (emphasis, pattern, balance, contrast)</p> | <p><i><b>Artistic expression</b> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)</i><br/> <i><b>Narrative</b> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)</i><br/> <i><b>Functional</b> - artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</i></p> <p><i>AH-05-4.4.1</i><br/> <i>Students will create artwork using the elements of art and principles of design.</i></p> <p><i>AH-05-4.4.2</i><br/> <i>Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</i></p> | <p><b>AH-5-PA-S-VA3</b><br/> Students will identify possible criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest)</p> <p><b>AH-5-PA-S-VA4</b><br/> Students will demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way</p> <p><b>AH-5-PA-S-VA5</b><br/> Students will describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)</p> <p style="text-align: center;"><b>Enduring Knowledge - Understandings</b></p> <p><b>AH – 5-SA-U-2</b><br/> Students will understand that the elements and principles of design of visual art are intentionally applied in creating works of art.</p> <p><b>AH – 5-SA-U-3</b><br/> Students will understand that responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p><b>AH – 5-SA-U-4</b><br/> Students will understand that existing and emerging technologies can inspire new applications of structural components.</p> |

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK | Demonstrators   |
|--|---------------------------------------|---|
| <p> <b>*Media</b><br/> <b>*Appalachian Culture</b><br/> <b>*Subject Matter – landscape</b><br/> <b>*Art Show</b><br/> <b>*Cultural Fair</b><br/> <b>Possible Projects</b><br/> <b>*Tesselations</b> </p> |                                       | <p> <b>AH-5-HA-U-1</b><br/>           Students will understand that the arts are powerful tools for understanding human experiences both past and present.         </p> <p> <b>AH-5-HA-U-2</b><br/>           Students will understand that the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.         </p> <p> <b>AH-5-HA-U-3</b><br/>           Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.         </p> <p> <b>AH-5-PCA-U-1</b><br/>           Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).         </p> <p> <b>AH-5-PCA-U-2</b><br/>           Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, a vocational pursuits or leisure.         </p> <p> <b>AH-5-PCA-U-3</b><br/>           Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.         </p> <p> <b>AH-5-PA-U-1</b><br/>           Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.         </p> <p> <b>AH-5-PA-U-2</b> </p> |

| Timeline | CORE CONTENT STANDARD(SKILLS) AND DOK | Demonstrators   |
|----------|---------------------------------------|---|
|          |                                       | <p>Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-5-PA-U-3</b><br/>Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-5-PA-U-4</b><br/>Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p style="text-align: center;"><b>Academic Expectations</b></p> <p><b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>2.23</b> Students analyze their own and others' artistic products and performances using accepted standards.</p> <p><b>2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p><b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> |

**Core Content/Program of Studies Curriculum Map**  
**Bourbon County Schools**

Level: Elementary

Subject-Grade: Visual Arts - Third

Updated: July 2007

**Bold & ( ) = Assessed**

*Italics = Supporting*

*e.g. = Example only*

| Timeline  | CORE CONTENT STANDARD(SKILLS) AND DOK   | Demonstrators   |
|---|---|---|
| <p>Weeks 1 –3<br/>           *Creation of sketchbook/portfolio;<br/>           *Subject Matter - Benchmark portrait</p> <p>Weeks 4 – 10<br/>           *Purposes of Art (ceremonial, artistic expression, narrative, functional)<br/>           *Elements of Art (line, shape, form, texture, color)<br/>           *Principles of Design (emphasis, pattern, balance, contrast)<br/>           *Media<br/>           *Native American Culture<br/>           *Complete Self-Portrait<br/> <u>Possible Projects</u><br/>           *Mixing Paint<br/>           *Warm and Cool Colors STARBURST<br/>           *Oil Pastel Fall Symmetry Picture<br/>           *Where The Wild</p> | <p>AH – 05 – 1.4.1 Students will analyze or explain elements of art and principles of design in works of art.</p> <p align="right"><b>DOK 3</b></p> <p><u>Elements of Art:</u><br/> <b>Line, Shape, Form, Texture and Color</b> (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)<br/> <u>Principles of design:</u><br/> <b>Organization of visual compositions: Emphasis</b> (focal point), <b>Pattern, Balance</b> (symmetry), <b>Contrast</b> (e.g., black/white, rough/smooth)</p> <p>AH – 05 – 1.4.2<br/>           Students will identify or describe how an artist uses various media and processes</p> <p align="right"><b>DOK 2</b></p> <p><u>Media (plural)/medium (singular):</u> (used to produce artworks)<br/> <u>Two-dimensional</u> – crayon, pencil, paint, fabric, yarn paper<br/> <u>Three-dimensional</u> – pottery, sculpture, fiber art (e.g. constructing with fiber, weaving, quilting)<br/> <u>Subject matter:</u> (e.g., landscape, portrait, still life)</p> | <p align="center"><b><u>Program of Studies</u></b><br/> <i>Skills and Concepts – Visual Art</i></p> <p><b>AH – 5 SA-S-VA1</b><br/>           Students will recognize and describe elements of art (line, shape, form, texture, color) and principles of design (emphasis, patter, balance, contrast) using visual art terminology</p> <p><b>AH – 5-SA-S-VA2</b><br/>           Students will use the elements of art and principles of design in creating artworks independently and with others</p> <p><b>AH –5-SA-S-VA3</b><br/>           Students will explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes/groups) and principles of design (e.g. focal point, pattern, balance, contrast) in a variety of 2 and 3 dimensional artworks</p> <p><b>AH – 5-SA-S-VA4</b><br/>           Students will apply organizational structures and describe what makes them effective or not effective in communicating ideas</p> <p><b>AH-5-HA-S-VA1</b><br/>           Students will associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe how the art of these cultures reflects the culture</p> |

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK  | Demonstrators   |
|--|--|---|
| <p><b>Things Are</b></p> <p><b>Weeks 11 – 17</b></p> <p><b>*Purposes of Art (ceremonial, artistic expression, narrative, functional)</b></p> <p><b>*Elements of Art (line, shape, form, texture, color)</b></p> <p><b>*Principles of Design (emphasis, pattern, balance, contrast)</b></p> <p><b>*Media</b></p> <p><b>*West African Culture–</b></p> <p><b>*Subject Matter – Still Life - Fall Objects – Pastels</b></p> <p><b><u>Possible Projects</u></b></p> <p><b>*Matisse Cut Paper Group Project</b></p> <p><b>Murals</b></p> <p><b>*Draw Your Dream House</b></p> <p><b>*Texture Projects</b></p><br><p><b>Weeks 18 – 24</b></p> <p><b>*Purposes of Art (ceremonial, artistic expression, narrative, functional)</b></p> <p><b>*Elements of Art</b></p> | <p><b>AH – 05 – 2.4.1</b></p> <p><b>Students will identify how visual art has been a part of cultures and times periods throughout history.</b></p> <p><b>DOK 2</b></p> <p><b>Cultures:</b></p> <p>Native American,<br/>Traditional Appalachian<br/>West African</p> <p><b>Similarities and differences in the use of art (e.g. Purposes for creating art, folk art), and elements of art and principles of design among cultures (e.g. how line, color pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</b></p> <p><b>Periods:</b></p> <p>Colonial American<br/>European influences in American visual art, similarities between the visual art in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)<br/>Native American includes period in North America before European settlement</p> <p><b>AH-05-3.4.1</b></p> <p><b>Students will identify how art fulfills a variety of purposes.</b></p> <p><b>DOK 2</b></p> <p><i>Purposes of art: (different roles of art)</i><br/><i><u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks )</i></p> | <p><b>AH-5-HA-S-VA2</b></p> <p>Students will associate artworks they experience or create with the Colonial American period in history; describe how the art of the American Colonies reflects the Colonial American time period (e.g., European influences in American visual art)</p> <p><b>AH-5-HA-S-VA3</b></p> <p>Students will describe artworks of specific cultures using visual art terminology</p> <p><b>AH-5-HA-S-VA4</b></p> <p>Students will compare distinguishing characteristics of artworks from different cultures and time periods</p> <p><b>AH-5-PCA-S-VA1</b></p> <p>Students will describe and compare multiple purposes for which artworks are created (ceremonial, artistic expression, narrative, functional)</p> <p><b>AH-5-PCA-S-VA2</b></p> <p>Students will create new, choose and experience artworks created to fulfill a variety of specific purposes</p> <p><b>AH-5-PA-S-VA1</b></p> <p>Students will be actively involved in selecting media, techniques, and processes for creating artworks applying the elements of art and principles of design</p> <p><b>AH-5-PA-S-VA2</b></p> <p>Students will use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others</p> |

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK   | Demonstrators   |
|--|---|---|
| <p>(line, shape, form, texture, color)<br/> <b>*Principles of Design</b><br/> (emphasis, pattern, balance, contrast)<br/> <b>*Media</b><br/> <b>*Colonial American Time Period</b><br/> <b>Possible Projects</b><br/> <b>*Paper Crafts – Special Techniques with Paper – Snowflakes</b><br/> <b>*Winter Collage</b><br/> <b>*Pattern – Faith Ringold Fiber Project</b><br/> <b>*Texture – Ed Emberly Fingerprints</b></p> <p><b>Weeks 25 - 31</b><br/> <b>*Purposes of Art</b><br/> (ceremonial, artistic expression, narrative, functional)<br/> <b>*Elements of Art</b><br/> (line, shape, form, texture, color)<br/> <b>*Principles of Design</b><br/> (emphasis, pattern, balance, contrast)<br/> <b>*Media</b><br/> <b>*Appalachian</b></p> | <p><b><i>Artistic expression</i></b> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)<br/> <b><i>Narrative</i></b> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)<br/> <b><i>Functional</i></b> - artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</p> <p>AH-05-4.4.1<br/> <i>Students will create artwork using the elements of art and principles of design.</i></p> <p>AH-05-4.4.2<br/> <i>Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</i></p> | <p><b>AH-5-PA-S-VA3</b><br/> Students will identify possible criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest)</p> <p><b>AH-5-PA-S-VA4</b><br/> Students will demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way</p> <p><b>AH-5-PA-S-VA5</b><br/> Students will describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)</p> <p style="text-align: center;"><b>Enduring Knowledge - Understandings</b></p> <p><b>AH – 5-SA-U-2</b><br/> Students will understand that the elements and principles of design of visual art are intentionally applied in creating works of art.</p> <p><b>AH – 5-SA-U-3</b><br/> Students will understand that responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p><b>AH – 5-SA-U-4</b><br/> Students will understand that existing and emerging technologies can inspire new applications of structural components.</p> |

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK | Demonstrators   |
|--|---------------------------------------|---|
| <p><b>Culture</b><br/> <b>*Subject Matter – landscape</b><br/> <b>*Art Show</b><br/> <b>*Cultural Fair</b><br/> <b>Possible Projects</b><br/> <b>*Picasso – Three Musicians</b><br/> <b>*Symmetry Kites</b><br/> <b>*Spring Activities</b></p> |                                       | <p><b>AH-5-HA-U-1</b><br/> Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-5-HA-U-2</b><br/> Students will understand that the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-5-HA-U-3</b><br/> Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p><b>AH-5-PCA-U-1</b><br/> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-5-PCA-U-2</b><br/> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, a vocational pursuits or leisure.</p> <p><b>AH-5-PCA-U-3</b><br/> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p> <p><b>AH-5-PA-U-1</b><br/> Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> <p><b>AH-5-PA-U-2</b><br/> Students will understand that full understanding and</p> |

| Timeline | CORE CONTENT STANDARD(SKILLS) AND DOK | Demonstrators  |
|----------|---------------------------------------|--|
|          |                                       | <p>appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-5-PA-U-3</b><br/>Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-5-PA-U-4</b><br/>Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p style="text-align: center;"><b>Academic Expectations</b></p> <p><b>1.14</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>2.26</b> Students analyze their own and others' artistic products and performances using accepted standards.</p> <p><b>2.27</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>2.28</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p><b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> |

Level: Elementary  
 Subject-Grade: Visual Arts - Second  
 Updated: July 2007

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| Timeline  | CORE CONTENT STANDARD(SKILLS) AND DOK   | Demonstrators   |
|---|---|---|
| <p>Weeks 1 –3<br/>           *Creation of sketchbook/portfolio;<br/>           *Subject Matter - Benchmark portrait</p> <p>Weeks 4 – 10<br/>           *Purposes of Art (ceremonial, artistic expression, narrative, functional)<br/>           *Elements of Art (line, shape, form, texture, color)<br/>           *Principles of Design (emphasis, pattern, balance, contrast)<br/>           *Media<br/>           *Native American Culture<br/>           *Complete Self-Portrait<br/> <u>Possible Projects</u><br/>           *Partner Collage – Warm and Cool Colors<br/>           *Shape Template Picture<br/>           *Shape Abstracts<br/>           *Neutral Color Collage</p> | <p>AH – 05 – 1.4.1 Students will analyze or explain elements of art and principles of design in works of art.<br/>           DOK 3</p> <p><u>Elements of Art:</u><br/> <b>Line, Shape, Form, Texture and Color</b> (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)<br/> <u>Principles of design:</u><br/> <b>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</b></p> <p>AH – 05 – 1.4.2<br/>           Students will identify or describe how an artist uses various media and processes<br/>           DOK 2</p> <p><u>Media (plural)/medium (singular): (used to produce artworks)</u><br/> <b>Two-dimensional</b> – crayon, pencil, paint, fabric, yarn paper<br/> <b>Three-dimensional</b> – pottery, sculpture, fiber art (e.g. constructing with fiber, weaving, quilting)<br/> <u>Subject matter:</u> (e.g., landscape, portrait, still life)</p> | <p><u>Program of Studies</u><br/> <b>Skills and Concepts – Visual Art</b></p> <p><b>AH – 5 SA-S-VA1</b><br/>           Students will recognize and describe elements of art (line, shape, form, texture, color) and principles of design (emphasis, patter, balance, contrast) using visual art terminology</p> <p><b>AH – 5-SA-S-VA2</b><br/>           Students will use the elements of art and principles of design in creating artworks independently and with others</p> <p><b>AH –5-SA-S-VA3</b><br/>           Students will explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes/groups) and principles of design (e.g. focal point, pattern, balance, contrast) in a variety of 2 and 3 dimensional artworks</p> <p><b>AH – 5-SA-S-VA4</b><br/>           Students will apply organizational structures and describe what makes them effective or not effective in communicating ideas</p> <p><b>AH-5-HA-S-VA1</b><br/>           Students will associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe how the art of these cultures reflects the culture</p> |

| Timeline  | CORE CONTENT STANDARD(SKILLS) AND DOK   | Demonstrators   |
|---|---|---|
| <p><b>Weeks 11 – 17</b><br/> <b>*Purposes of Art (ceremonial, artistic expression, narrative, functional)</b><br/> <b>*Elements of Art (line, shape, form, texture, color)</b><br/> <b>*Principles of Design (emphasis, pattern, balance, contrast)</b><br/> <b>*Media</b><br/> <b>*West African Culture–</b></p> <p><b><u>Possible Projects</u></b><br/> <b>*Landscape Silhouette – Wet on Wet watercolor</b><br/> <b>*Shoe Texture</b><br/> <b>*Draw Your Dream House</b><br/> <b>*Salt Dough Clay</b><br/> <b>*Found Object</b><br/> <b>*Sculptures</b></p> <p><b>Weeks 18 – 24</b><br/> <b>*Purposes of Art (ceremonial, artistic expression, narrative, functional)</b><br/> <b>*Elements of Art (line, shape, form,</b></p> | <p><b>AH – 05 – 2.4.1</b><br/> <b>Students will identify how visual art has been a part of cultures and times periods throughout history.</b><br/> <b>DOK 2</b></p> <p><b>Cultures:</b><br/> <b>Native American,</b><br/> <b>Traditional Appalachian</b><br/> <b>West African</b></p> <p><b>Similarities and differences in the use of art (e.g. Purposes for creating art, folk art), and elements of art and principles of design among cultures (e.g. how line, color pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</b></p> <p><b>Periods:</b><br/> <b>Colonial American</b><br/> <b>European influences in American visual art, similarities between the visual art in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</b><br/> <b>Native American includes period in North America before European settlement</b></p> <p><b>AH-05-3.4.1</b><br/> <b>Students will identify how art fulfills a variety of purposes.</b><br/> <b>DOK 2</b></p> <p><i>Purposes of art: (different roles of art)</i><br/> <b><u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks )</b></p> | <p><b>AH-5-HA-S-VA2</b><br/> Students will associate artworks they experience or create with the Colonial American period in history; describe how the art of the American Colonies reflects the Colonial American time period (e.g., European influences in American visual art)</p> <p><b>AH-5-HA-S-VA3</b><br/> Students will describe artworks of specific cultures using visual art terminology</p> <p><b>AH-5-HA-S-VA4</b><br/> Students will compare distinguishing characteristics of artworks from different cultures and time periods</p> <p><b>AH-5-PCA-S-VA1</b><br/> Students will describe and compare multiple purposes for which artworks are created (ceremonial, artistic expression, narrative, functional)</p> <p><b>AH-5-PCA-S-VA2</b><br/> Students will create new, choose and experience artworks created to fulfill a variety of specific purposes</p> <p><b>AH-5-PA-S-VA1</b><br/> Students will be actively involved in selecting media, techniques, and processes for creating artworks applying the elements of art and principles of design</p> <p><b>AH-5-PA-S-VA2</b><br/> Students will use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others</p> |

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK   | Demonstrators   |
|--|---|---|
| <p>texture, color)<br/> <b>*Principles of Design</b><br/> <b>(emphasis, pattern, balance, contrast)</b><br/> <b>*Media</b><br/> <b>*Colonial American Time Period</b><br/> <b>Possible Projects</b><br/> <b>*Create a line maze</b><br/> <b>*Positive/Negative Designs</b><br/> <b>*Pollack Splatter Paintings</b><br/> <b>*Form Projects</b></p> <p><b>Weeks 25 - 31</b><br/> <b>*Purposes of Art</b><br/> <b>(ceremonial, artistic expression, narrative, functional)</b><br/> <b>*Elements of Art</b><br/> <b>(line, shape, form, texture, color)</b><br/> <b>*Principles of Design</b><br/> <b>(emphasis, pattern, balance, contrast)</b><br/> <b>*Media</b><br/> <b>*Appalachian Culture</b><br/> <b>*Subject Matter – landscape</b><br/> <b>*Art Show</b><br/> <b>*Cultural Fair</b><br/> <b>*Subject Matter – Still Life - Fruit Bowl</b></p> | <p><b><i>Artistic expression</i></b> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)<br/> <b><i>Narrative</i></b> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)<br/> <b><i>Functional</i></b> - artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</p> <p>AH-05-4.4.1<br/> <i>Students will create artwork using the elements of art and principles of design.</i></p> <p>AH-05-4.4.2<br/> <i>Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</i></p> | <p><b>AH-5-PA-S-VA3</b><br/> Students will identify possible criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest)</p> <p><b>AH-5-PA-S-VA4</b><br/> Students will demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way</p> <p><b>AH-5-PA-S-VA5</b><br/> Students will describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)</p> <p style="text-align: center;"><b>Enduring Knowledge - Understandings</b></p> <p><b>AH – 5-SA-U-2</b><br/> Students will understand that the elements and principles of design of visual art are intentionally applied in creating works of art.</p> <p><b>AH – 5-SA-U-3</b><br/> Students will understand that responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p><b>AH – 5-SA-U-4</b><br/> Students will understand that existing and emerging technologies can inspire new applications of structural components.</p> |

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK | Demonstrators   |
|--|---------------------------------------|---|
| <p><b><u>Possible Projects</u></b><br/> <b>*Sillouettes - Contrast</b><br/> <b>*try Kites</b><br/> <b>*Spring Activities</b><br/> <b>*Starburst Project-Line</b></p> |                                       | <p><b>AH-5-HA-U-1</b><br/> Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-5-HA-U-2</b><br/> Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-5-HA-U-3</b><br/> Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p><b>AH-5-PCA-U-1</b><br/> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-5-PCA-U-2</b><br/> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, a vocational pursuits or leisure.</p> <p><b>AH-5-PCA-U-3</b><br/> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p> <p><b>AH-5-PA-U-1</b><br/> Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> |

| Timeline | CORE CONTENT STANDARD(SKILLS) AND DOK | Demonstrators  |
|----------|---------------------------------------|--|
|          |                                       | <p><b>AH-5-PA-U-2</b><br/>Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-5-PA-U-3</b><br/>Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-5-PA-U-4</b><br/>Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p style="text-align: center;"><b>Academic Expectations</b></p> <p><b>1.15</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>2.29</b> Students analyze their own and others' artistic products and performances using accepted standards.</p> <p><b>2.30</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>2.31</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p><b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> |

**Core Content/Program of Studies Curriculum Map**  
**Bourbon County Schools**

Level: Elementary

Subject-Grade: Visual Arts - First

Updated: July 2007

**Bold & ( ) = Assessed**

*Italics = Supporting*

*e.g. = Example only*

| Timeline  | CORE CONTENT STANDARD(SKILLS) AND DOK   | Demonstrators   |
|---|---|---|
| <p>Weeks 1 –3<br/>           *Creation of sketchbook/portfolio;<br/>           *Subject Matter - Benchmark portrait</p> <p>Weeks 4 – 10<br/>           *Purposes of Art (ceremonial, artistic expression, narrative, functional)<br/>           *Elements of Art (line, shape, form, texture, color)<br/>           *Principles of Design (emphasis, pattern, balance, contrast)<br/>           *Media<br/>           *Native American Culture<br/>           *Complete Self-Portrait<br/> <u>Possible Projects</u><br/>           *Favorite Color Collage<br/>           *Rainbow Fish<br/>           *Warm Cool Rectangle Project</p> | <p>AH – 05 – 1.4.1 Students will analyze or explain elements of art and principles of design in works of art.<br/>           DOK 3</p> <p><u>Elements of Art:</u><br/> <b>Line, Shape, Form, Texture and Color</b> (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)<br/> <u>Principles of design:</u><br/> <b>Organization of visual compositions: Emphasis</b> (focal point), <b>Pattern, Balance</b> (symmetry), <b>Contrast</b> (e.g., black/white, rough/smooth)</p> <p>AH – 05 – 1.4.2<br/>           Students will identify or describe how an artist uses various media and processes<br/>           DOK 2</p> <p><u>Media (plural)/medium (singular):</u> (used to produce artworks)<br/> <u>Two-dimensional</u> – crayon, pencil, paint, fabric, yarn paper<br/> <u>Three-dimensional</u> – pottery, sculpture, fiber art (e.g. constructing with fiber, weaving, quilting)<br/> <u>Subject matter:</u> (e.g., landscape, portrait, still life)</p> | <p align="center"><b><u>Program of Studies</u></b><br/> <i>Skills and Concepts – Visual Art</i></p> <p><b>AH – 5 SA-S-VA1</b><br/>           Students will recognize and describe elements of art (line, shape, form, texture, color) and principles of design (emphasis, patter, balance, contrast) using visual art terminology</p> <p><b>AH – 5-SA-S-VA2</b><br/>           Students will use the elements of art and principles of design in creating artworks independently and with others</p> <p><b>AH –5-SA-S-VA3</b><br/>           Students will explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes/groups) and principles of design (e.g. focal point, pattern, balance, contrast) in a variety of 2 and 3 dimensional artworks</p> <p><b>AH – 5-SA-S-VA4</b><br/>           Students will apply organizational structures and describe what makes them effective or not effective in communicating ideas</p> <p><b>AH-5-HA-S-VA1</b><br/>           Students will associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe how the art of these cultures reflects the culture</p> |

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK  | Demonstrators   |
|--|--|---|
| <p>*Shape – Fall Tissue Tree</p> <p>*Shape – Draw Your Favorite Animal</p> <p>Weeks 11 – 17</p> <p>*Purposes of Art (ceremonial, artistic expression, narrative, functional)</p> <p>*Elements of Art (line, shape, form, texture, color)</p> <p>*Principles of Design (emphasis, pattern, balance, contrast)</p> <p>*Media</p> <p>*West African Culture–</p> <p><u>Possible Projects</u></p> <p>*Neutral Color Crayon Resist</p> <p>*Texture Samplers Texture Shape Rubbins</p> <p>*Watercolor Paint Mixing</p> <p>*Winter Project</p> <p>Weeks 18 – 24</p> <p>*Purposes of Art (ceremonial, artistic expression, narrative,</p> | <p>AH – 05 – 2.4.1</p> <p>Students will identify how visual art has been a part of cultures and times periods throughout history.</p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Cultures:</b></p> <p>Native American, Traditional Appalachian West African</p> <p>Similarities and differences in the use of art (e.g. Purposes for creating art, folk art), and elements of art and principles of design among cultures (e.g. how line, color pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</p> <p><b>Periods:</b></p> <p>Colonial American European influences in American visual art, similarities between the visual art in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.) Native American includes period in North America before European settlement</p> <p>AH-05-3.4.1</p> <p>Students will identify how art fulfills a variety of purposes.</p> <p style="text-align: right;"><b>DOK 2</b></p> <p><i>Purposes of art: (different roles of art)</i></p> <p><i><u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks )</i></p> | <p><b>AH-5-HA-S-VA2</b></p> <p>Students will associate artworks they experience or create with the Colonial American period in history; describe how the art of the American Colonies reflects the Colonial American time period (e.g., European influences in American visual art)</p> <p><b>AH-5-HA-S-VA3</b></p> <p>Students will describe artworks of specific cultures using visual art terminology</p> <p><b>AH-5-HA-S-VA4</b></p> <p>Students will compare distinguishing characteristics of artworks from different cultures and time periods</p> <p><b>AH-5-PCA-S-VA1</b></p> <p>Students will describe and compare multiple purposes for which artworks are created (ceremonial, artistic expression, narrative, functional)</p> <p><b>AH-5-PCA-S-VA2</b></p> <p>Students will create new, choose and experience artworks created to fulfill a variety of specific purposes</p> <p><b>AH-5-PA-S-VA1</b></p> <p>Students will be actively involved in selecting media, techniques, and processes for creating artworks applying the elements of art and principles of design</p> <p><b>AH-5-PA-S-VA2</b></p> <p>Students will use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others</p> |

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK  | Demonstrators   |
|--|--|---|
| <p>functional)<br/> *Elements of Art (line, shape, form, texture, color)<br/> *Principles of Design (emphasis, pattern, balance, contrast)<br/> *Media<br/> *Colonial American Time Period<br/> <u>Possible Projects</u><br/> *Metallic Collage<br/> *Paper Plate / Cut Paper Snowflakes<br/> *ABC Posters<br/> *Magazine Name Collage</p> <p>Weeks 25 - 31<br/> *Purposes of Art (ceremonial, artistic expression, narrative, functional)<br/> *Elements of Art (line, shape, form, texture, color)<br/> *Principles of Design (emphasis, pattern, balance, contrast)<br/> *Media<br/> *Appalachian Culture<br/> *Subject Matter – landscape<br/> *Art Show<br/> *Cultural Fair</p> | <p><u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)<br/> <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)<br/> <u>Functional</u> - artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</p> <p>AH-05-4.4.1<br/> Students will create artwork using the elements of art and principles of design.</p> <p>AH-05-4.4.2<br/> Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</p> | <p><b>AH-5-PA-S-VA3</b><br/> Students will identify possible criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest)</p> <p><b>AH-5-PA-S-VA4</b><br/> Students will demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way</p> <p><b>AH-5-PA-S-VA5</b><br/> Students will describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)</p> <p style="text-align: center;"><b>Enduring Knowledge - Understandings</b></p> <p><b>AH – 5-SA-U-2</b><br/> Students will understand that the elements and principles of design of visual art are intentionally applied in creating works of art.</p> <p><b>AH – 5-SA-U-3</b><br/> Students will understand that responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p><b>AH – 5-SA-U-4</b><br/> Students will understand that existing and emerging technologies can inspire new applications of structural components.</p> |

| Timeline  | CORE CONTENT STANDARD(SKILLS) AND DOK | Demonstrators   |
|---|---------------------------------------|---|
| <p><b>*Subject Matter – Still Life – Torn Paper Fruit Bowl</b><br/> <b><u>Possible Projects</u></b><br/> <b>*Circle Abstracts</b><br/> <b>*Narrative Art – Make a Book</b><br/> <b>*Spring Projects</b></p> |                                       | <p><b>AH-5-HA-U-1</b><br/> Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-5-HA-U-2</b><br/> Students will understand that the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-5-HA-U-3</b><br/> Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p><b>AH-5-PCA-U-1</b><br/> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-5-PCA-U-2</b><br/> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, a vocational pursuits or leisure.</p> <p><b>AH-5-PCA-U-3</b><br/> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p> <p><b>AH-5-PA-U-1</b><br/> Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> <p><b>AH-5-PA-U-2</b><br/> Students will understand that full understanding and</p> |

| Timeline | CORE CONTENT STANDARD(SKILLS) AND DOK | Demonstrators  |
|----------|---------------------------------------|--|
|          |                                       | <p>appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-5-PA-U-3</b><br/>Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-5-PA-U-4</b><br/>Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p style="text-align: center;"><b>Academic Expectations</b></p> <p><b>1.16</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>2.32</b> Students analyze their own and others' artistic products and performances using accepted standards.</p> <p><b>2.33</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>2.34</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p><b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> |

Level: Elementary

Subject-Grade: Visual Arts - Kindergarten

Supporting

Updated: July 2007

**Bold & ( ) =Assessed**

*Italics =*

*e.g. = Example only*

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK   | Demonstrators  |
|--|---|--|
| <p>Weeks 1 –3<br/>*Creation of sketchbook/portfolio;<br/>*Subject Matter - Benchmark portrait</p> <p>Weeks 4 – 31<br/>*Elements of Art – Color, line, shape, texture, form<br/>*Media<br/><i>CULTURES will be taught when other cultural projects are being taught in other grades</i><br/>*Native American Culture<br/>*West African Culture<br/>*Appalachian Culture<br/>*Colonial American</p> <p><u>Possible Projects</u><br/>*Colors of the Rainbow – Collage<br/>*Colors Show Emotion<br/>*Beautiful Butterflies<br/>*Secondary Colors Collage</p> | <p><b>AH – 05 – 1.4.1</b> Students will analyze or explain elements of art and principles of design in works of art.<br/><b>DOK 3</b></p> <p><u>Elements of Art:</u><br/><b>Line, Shape, Form, Texture and Color</b> (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)<br/><u>Principles of design:</u><br/><b>Organization of visual compositions: Emphasis</b> (focal point), <b>Pattern, Balance</b> (symmetry), <b>Contrast</b> (e.g., black/white, rough/smooth)</p> <p><b>AH – 05 – 1.4.2</b><br/>Students will identify or describe how an artist uses various media and processes<br/><b>DOK 2</b></p> <p><u>Media (plural)/medium (singular):</u> (used to produce artworks)<br/><u>Two-dimensional</u> – crayon, pencil, paint, fabric, yarn paper<br/><u>Three-dimensional</u> – pottery, sculpture, fiber art (e.g. constructing with fiber, weaving, quilting)<br/><u>Subject matter:</u> (e.g., landscape, portrait, still life)</p> <p><b>AH – 05 – 2.4.1</b><br/>Students will identify how visual art has been a part of cultures and times periods throughout history.<br/><b>DOK 2</b></p> | <p><u><b>Program of Studies</b></u><br/><b>Skills and Concepts – Visual Art</b></p> <p><b>AH – 5 SA-S-VA1</b><br/>Students will recognize and describe elements of art (line, shape, form, texture, color) and principles of design (emphasis, patter, balance, contrast) using visual art terminology</p> <p><b>AH – 5-SA-S-VA2</b><br/>Students will use the elements of art and principles of design in creating artworks independently and with others</p> <p><b>AH –5-SA-S-VA3</b><br/>Students will explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes/groups) and principles of design (e.g. focal point, pattern, balance, contrast) in a variety of 2 and 3 dimensional artworks</p> <p><b>AH – 5-SA-S-VA4</b><br/>Students will apply organizational structures and describe what makes them effective or not effective in communicating ideas</p> <p><b>AH-5-HA-S-VA1</b><br/>Students will associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe how the art of these cultures reflects the culture</p> |

| Timeline   | CORE CONTENT STANDARD(SKILLS) AND DOK  | Demonstrators  |
|--|--|--|
| <p>*Draw Hands on Fall Color Paper for Fall Tree</p> <p>*Favorite Color Magazine</p> <p>*Neutral Color crayon/marker/paper picture</p> <p>*Neutral Color Collage</p> <p>*Draw Your Room with Lines</p> <p>*Line Collage Picture</p> <p>*Color Mixing with Shaving Cream</p> <p>*Draw Your House</p> <p>*Hand Turkey Feathers</p> <p>*Paper Bag Puppets</p> <p>*Texture – Paint with a variety of tools</p> <p>*Snow People</p> <p>*Winter Collage</p> <p>*Metallic Project</p> <p>*Frozen Art</p> <p>*Tanabata Matsuri</p> <p>*Paint with Kool Aid?</p> <p>*Scribble Art</p> <p>*What Do You See Line Game</p> <p>*Watercolor Painting</p> <p>*Oil Pastels Project</p> <p>*Spring Projects</p> | <p><b>Cultures:</b><br/>Native American,<br/>Traditional Appalachian<br/>West African</p> <p><b>Similarities and differences in the use of art (e.g. Purposes for creating art, folk art), and elements of art and principles of design among cultures (e.g. how line, color pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</b></p> <p><b>Periods:</b><br/>Colonial American<br/>European influences in American visual art, similarities between the visual art in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)<br/>Native American includes period in North America before European settlement</p> <p><b>AH-05-3.4.1</b><br/>Students will identify how art fulfills a variety of purposes.</p> <p style="text-align: right;"><b>DOK 2</b></p> <p><i>Purposes of art: (different roles of art)</i><br/><u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks )<br/><u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)</p> | <p><b>AH-5-HA-S-VA2</b><br/>Students will associate artworks they experience or create with the Colonial American period in history; describe how the art of the American Colonies reflects the Colonial American time period (e.g., European influences in American visual art)</p> <p><b>AH-5-HA-S-VA3</b><br/>Students will describe artworks of specific cultures using visual art terminology</p> <p><b>AH-5-HA-S-VA4</b><br/>Students will compare distinguishing characteristics of artworks from different cultures and time periods</p> <p><b>AH-5-PCA-S-VA1</b><br/>Students will describe and compare multiple purposes for which artworks are created (ceremonial, artistic expression, narrative, functional)</p> <p><b>AH-5-PCA-S-VA2</b><br/>Students will create new, choose and experience artworks created to fulfill a variety of specific purposes</p> <p><b>AH-5-PA-S-VA1</b><br/>Students will be actively involved in selecting media, techniques, and processes for creating artworks applying the elements of art and principles of design</p> <p><b>AH-5-PA-S-VA2</b><br/>Students will use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others</p> |

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| <p>*Draw<br/>Administrative Assistants<br/>*Paint Mixing<br/>*Still Life – Draw Fruit<br/>*Landscape – Cut Paper</p> | <p><i><u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)</i><br/><i><u>Functional</u> - artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</i></p> <p>AH-05-4.4.1<br/><i>Students will create artwork using the elements of art and principles of design.</i></p> <p>AH-05-4.4.2<br/><i>Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</i></p> | <p><b>AH-5-PA-S-VA3</b><br/>Students will identify possible criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest)</p> <p><b>AH-5-PA-S-VA4</b><br/>Students will demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way</p> <p><b>AH-5-PA-S-VA5</b><br/>Students will describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)</p> <p style="text-align: center;"><b>Enduring Knowledge - Understandings</b></p> <p><b>AH – 5-SA-U-2</b><br/>Students will understand that the elements and principles of design of visual art are intentionally applied in creating works of art.</p> <p><b>AH – 5-SA-U-3</b><br/>Students will understand that responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p><b>AH – 5-SA-U-4</b><br/>Students will understand that existing and emerging technologies can inspire new applications of structural components.</p> |

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|          |                                       | <p><b>AH-5-HA-U-1</b><br/>Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-5-HA-U-2</b><br/>Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-5-HA-U-3</b><br/>Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p><b>AH-5-PCA-U-1</b><br/>Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-5-PCA-U-2</b><br/>Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, a vocational pursuits or leisure.</p> <p><b>AH-5-PCA-U-3</b><br/>Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p> <p><b>AH-5-PA-U-1</b><br/>Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> |

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|----------|---------------------------------------|--|
|          |                                       | <p><b>AH-5-PA-U-2</b><br/>Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-5-PA-U-3</b><br/>Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-5-PA-U-4</b><br/>Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p style="text-align: center;"><b>Academic Expectations</b></p> <p><b>1.17</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>2.35</b> Students analyze their own and others' artistic products and performances using accepted standards.</p> <p><b>2.36</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>2.37</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p><b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> |

