

Grade 6	Grade 7	Grade 8
<p><u>Unit 1: (1 week)</u></p> <p><u>Instructional Focus</u> Elements of Art</p> <p><u>Objective/Target</u> Students will identify or describe the use of the elements of art and the principles of design</p> <p><u>Arts Literacy/Terminology</u> Principles of Design: Pattern, Unity, Contrast, Proportion/Scale, Emphasis, Balance, Rhythm, Variety</p> <p>Elements of Art: Line, Shape, Space, Form, Texture, Value, Color</p> <p><u>World Language and Global Competency</u> GC: Freres Jaques</p> <p><u>Writing</u> Critiques and Journal Writing</p> <p><u>PLCS</u> PE: Dance</p> <p><u>Integrated Arts</u> Music: Elements and Principles Song Dance: Body Movement</p> <p><u>KY Core Standards</u></p>	<p><u>Unit 1: (1 week)</u></p> <p><u>Instructional Focus</u> Purposes of Art</p> <p><u>Objective/Target</u> Students will identify or describe the reason behind the creation of artwork</p> <p><u>Arts Literacy/Terminology</u> Narrative, Expressionist, Persuasive, Functional, Ceremonial</p> <p><u>World Language and Global Competency</u> GC: Cultural Music, Ceremonial art examples</p> <p><u>Writing</u> Critiques and Journal Writing</p> <p><u>PLCS</u> PE: Group Movement</p> <p><u>Integrated Arts</u> Music: Cultural Music</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.17, 1.2.7, 2.1.7, 2.2.7, 2.3.7, 3.1.7) Producing (Pr: 4.1.7, 5.1.7, 6.1.7)</p>	<p><u>Unit 1: (1 week)</u></p> <p><u>Instructional Focus</u> Careers in Art</p> <p><u>Objective/Target</u> Students will identify methodologies behind working in a creative field</p> <p><u>Arts Literacy/Terminology</u> Graphic Designer, Interior Designer, Architect, Engineer, Freelance Artist, Curator, Gallery Owner, Fashion Designer, Director, Musician, Photographer, Producer, Actor, Make-up Artist, Costume design</p> <p><u>World Language and Global Competency</u> GC: Global Artists</p> <p><u>Writing</u> Critiques and Journal Writing</p> <p><u>PLCS</u> Career: Careers in the Arts</p> <p><u>Integrated Arts</u> None</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p>

<p>(1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.16, 1.2.6, 2.1.6, 2.2.6, 2.3.6, 3.1.6) Producing (Pr: 4.1.6, 5.1.6, 6.1.6) Responding (7.1.6, 7.2.6, 8.1.6, 9.1.6)</p> <p><u>Assessments</u> Worksheets/Art Journals/Critique (Peer/Group)/Final Product Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p>Responding (7.1.7, 7.2.7, 8.1.7, 9.1.7)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.18, 1.2.8, 2.1.8, 2.2.8, 2.3.8, 3.1.8) Producing (Pr: 4.1.8, 5.1.8, 6.1.8) Responding (7.1.8, 7.2.8, 8.1.8, 9.1.8)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>
<p><u>Unit 2: (1 week)</u></p> <p><u>Instructional Focus</u> Ancient China</p> <p><u>Objective/Target</u> Students will create Terra Cotta Warrior Effigys using earthen clay.</p> <p><u>Arts Literacy/Terminology</u> Elements of Art, Principles of Design, Clay, Slip, Score, 3-dimensional, Ming Dynasty, Coil Pot, Pinch Pot, Knead, Terra Cotta, Porcelain</p> <p><u>World Language and Global Competency</u> GC: Ancient China Powerpoint/Geography and</p>	<p><u>Unit 2: (1 week)</u></p> <p><u>Instructional Focus</u> Egypt (3000-332 BC)</p> <p><u>Objective/Target</u> Students will create a self-portrait using Hieroglyphics and graphing techniques.</p> <p><u>Arts Literacy/Terminology</u> Hieroglyphics, Proportion, Figure, Minoa, Symbolism, Fresco, Pyramids, Elements of Art, Principles of Design, Mythology, Sun King</p> <p><u>World Language and Global Competency</u> WL: Heiroglyphics</p>	<p><u>Unit 2: (1 week)</u></p> <p><u>Instructional Focus</u> Early American-Civil War (1750-1870)</p> <p><u>Objective/Target</u> Students will explore the artwork and poetry of William Blake and John Audobon after which we will create our own nature painting.</p> <p><u>Arts Literacy/Terminology</u> Elements and Principles of Art, William Blake, John Audobon, Thomas Cole, George Washington, Naturalism, Watercolor, Civil War Era, Wash, Wet-on-Wet, Dry Brush, Outline</p>

<p>Culture</p> <p><u>Writing</u> Critiques and Journal Writing Mandarin Writing</p> <p><u>PLCS</u> Careers: Video over pottery artists</p> <p><u>Integrated Arts</u> Dance: Chinese Fan Dance Music: Chinese Music</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.16, 1.2.6, 2.1.6, 2.2.6, 2.3.6, 3.1.6) Producing (Pr: 4.1.6, 5.1.6, 6.1.6) Responding (7.1.6, 7.2.6, 8.1.6, 9.1.6)</p> <p><u>Assessments</u> Worksheets/Art Journal/Critique (Peer/Group), Final Product Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>Writing</u> Heiroglyphics Critiques and Journal Writing</p> <p><u>PLCS</u> Career: Caste Systems PE: Walk like Egyptian Dance</p> <p><u>Integrated Arts</u> Dance: Walk Like an Egyptian</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.17, 1.2.7, 2.1.7, 2.2.7, 2.3.7, 3.1.7) Producing (Pr: 4.1.7, 5.1.7, 6.1.7) Responding (7.1.7, 7.2.7, 8.1.7, 9.1.7)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>World Language and Global Competency</u> GC: Compare and contrast European art with American Art</p> <p><u>Writing</u> Critiques and Journal Writing</p> <p><u>PLCS</u> Consumerism: Conservation through imagery</p> <p><u>Integrated Arts</u> Music: Americana</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.18, 1.2.8, 2.1.8, 2.2.8, 2.3.8, 3.1.8) Producing (Pr: 4.1.8, 5.1.8, 6.1.8) Responding (7.1.8, 7.2.8, 8.1.8, 9.1.8)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>
<u>Unit 3: (1 week)</u>	<u>Unit 3: (1 week)</u>	<u>Unit 3: (1 week)</u>

<p><u>Instructional Focus</u> Japan</p> <p><u>Objective/Target</u> Students will create Haiku Poetry and Origami mobiles based on the artist Hokusai.</p> <p><u>Arts Literacy/Terminology</u> Hokusai: 36 Views of Mount Fuji, Calligraphy, Elements of Art, Principles of Design, Haiku, Origami, Folds, 2-dimensional, 3-dimensional, Mobile, Minimalism, Less is More, Japan, Fiber, Sumi Ink</p> <p><u>World Language and Global Competency</u> GC: Cultural Powerpoint, Terminology, Geography</p> <p><u>Writing</u> Critiques and Journal Writing Poetry Writing</p> <p><u>PLCS</u> Career: Hokusai-Artist Info Caste system of China</p> <p><u>Integrated Arts</u> Drama: Interpret the 36 views of Mount Fuji</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u></p>	<p><u>Instructional Focus</u> Greece (650-146 BC)and Rome (146 BC-323 AD)</p> <p><u>Objective/Target</u> Students will create a clay relief sculpture based on the Greek and Roman elements of architecture.</p> <p><u>Arts Literacy/Terminology</u> Elements and Principles of Art, Columns, Capital, Pillar, Ionic, Doric, Corinthian, Archaic, Hellenistic, Relief, Mythology</p> <p><u>World Language and Global Competency</u> GC: Greek and Roman Culture WL: Greek alphabet</p> <p><u>Writing</u> Greek Letters Critiques and Journal Writing</p> <p><u>PLCS</u> Career: Emperors/Augustus Caesar PE: Contrapposto poses</p> <p><u>Integrated Arts</u> Dance: Movement-Contrapposto</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.17, 1.2.7, 2.1.7, 2.2.7, 2.3.7,</p>	<p><u>Instructional Focus</u> Realism (1830-1874)</p> <p><u>Objective/Target</u> Students will create a portrait of a famous historical person using a grid system learned by watching the artist Chuck Close.</p> <p><u>Arts Literacy/Terminology</u> Realism, Abstract, Non-Objective, Rembrandt, Leonardo da Vinci, Chuck Close, Graphing, Grid-Line, Proportion, Elements and Principles of Art</p> <p><u>World Language and Global Competency</u> GC: Dutch masters vs. American Painters</p> <p><u>Writing</u> Critiques and Journal Writing</p> <p><u>PLCS</u> Career: Photography vs. Realism</p> <p><u>Integrated Arts</u> Music: European Music</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.18, 1.2.8, 2.1.8, 2.2.8, 2.3.8, 3.1.8) Producing (Pr: 4.1.8, 5.1.8, 6.1.8) Responding (7.1.8, 7.2.8, 8.1.8, 9.1.8)</p>
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<p>Creating (Cr:1.16, 1.2.6, 2.1.6, 2.2.6, 2.3.6, 3.1.6) Producing (Pr: 4.1.6, 5.1.6, 6.1.6) Responding (7.1.6, 7.2.6, 8.1.6, 9.1.6)</p> <p><u>Assessments</u> Worksheets/Art Journal/Critique (Peer/Group) Final Product Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p>3.1.7) Producing (Pr: 4.1.7, 5.1.7, 6.1.7) Responding (7.1.7, 7.2.7, 8.1.7, 9.1.7)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>
<p><u>Unit 4: (1 week)</u></p> <p><u>Instructional Focus</u> India</p> <p><u>Objective/Target</u> Students will create an Indian-inspired Batik and Mandala on cloth.</p> <p><u>Arts Literacy/Terminology</u> Batik, Mandala, India, Principles of Design, Elements of Art, Tibet, New Delhi, Sand Painting, Wax Resist, Muslin, Monk, Monastery, Temple, Mindfulness, Impermanence, Dye, Symmetry</p> <p><u>World Language and Global Competency</u> GC: Indian Culture, Music, Geography, Videos of Native American and Tibetan Sand paintings</p>	<p><u>Unit 4: (1 week)</u></p> <p><u>Instructional Focus</u> Early Christian Art</p> <p><u>Objective/Target</u> Students will discuss the Book of Kells and how the artistic production of illuminated manuscripts was important for all caste systems throughout Europe. We will create our own illuminated manuscript with materials found from nature (Plant fibers to make paper, Quills made from feathers, Ink made from walnut husks).</p> <p><u>Arts Literacy/Terminology</u> Illuminated Manuscript, Calligraphy, Ink, Paper-making, Quill, Elements and Principles of Art, Book of Kells, Text, Decoration, Middle Ages, Vellum, Parchment, Gold-Leaf, Book of</p>	<p><u>Unit 4: (1 week)</u></p> <p><u>Instructional Focus</u> Fauvism and Cubism (1905-1910)</p> <p><u>Objective/Target</u> Students will compare and contrast Matisse and Picasso and create a Matisse-inspired sculpture using recyclable materials.</p> <p><u>Arts Literacy/Terminology</u> Henri Matisse, Pablo Picasso, Frank Marcs, Andre Derain, Georges Braque, Recyclable, Elements and Principles of Art, Solid, Fluid, Cutouts, Geometry</p> <p><u>World Language and Global Competency</u> GC: French and Spanish artists- Video on Pablo Picasso</p>

<p><u>Writing</u> Critiques and Journal Writings</p> <p><u>PLCS</u> Career: Buddhist Monks Consumerism: Conservation</p> <p><u>Integrated Arts</u> Dance: Group Movement/Sand Painting</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.16, 1.2.6, 2.1.6, 2.2.6, 2.3.6, 3.1.6) Producing (Pr: 4.1.6, 5.1.6, 6.1.6) Responding (7.1.6, 7.2.6, 8.1.6, 9.1.6)</p> <p><u>Assessments</u> Worksheets/Art Journal/Critique (Peer/Group, Final Product) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p>Hours, Silverpoint,</p> <p><u>World Language and Global Competency</u> GC: Culture, Geography, Music of Scotland</p> <p><u>Writing</u> Illuminated Calligraphy Script, Critiques and Journal Writing</p> <p><u>PLCS</u> Careers: Caste System of Europe, Monks</p> <p><u>Integrated Arts</u> Music: Gregorian Chants, Scottish Drama: Acting out bestiary</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.17, 1.2.7, 2.1.7, 2.2.7, 2.3.7, 3.1.7) Producing (Pr: 4.1.7, 5.1.7, 6.1.7) Responding (7.1.7, 7.2.7, 8.1.7, 9.1.7)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>Writing</u> Critiques and Journal Writings</p> <p><u>PLCS</u> Consumerism: Reduce, Reuse, Recycle</p> <p><u>Integrated Arts</u> Music: Spanish and French</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.18, 1.2.8, 2.1.8, 2.2.8, 2.3.8, 3.1.8) Producing (Pr: 4.1.8, 5.1.8, 6.1.8) Responding (7.1.8, 7.2.8, 8.1.8, 9.1.8)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>
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<p><u>Unit 5: (1 week)</u></p> <p><u>Instructional Focus</u> Islamic Art and Architecture</p> <p><u>Objective/Target</u> Islamic Tile Relief Print</p> <p><u>Arts Literacy/Terminology</u> Geometric, Principles of Design, Elements of Art, Taj Mahal, Blue Dome, Hagia Sophia, Decoration, Arch, Dome, Minaret, Style, Relief, Stylus, Brayer, Barron, India Ink, Watercolor</p> <p><u>World Language and Global Competency</u> GC: Islamic Culture, Geography, Architecture WL: Calligraphy-Islamic</p> <p><u>Writing</u> Calligraphy important part of building décor Critiques and Journal Writing</p> <p><u>PLCS</u> Consumerism: Architecture and the land</p> <p><u>Integrated Arts</u> Dance: Bali Dance Music: Islamic music</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.16, 1.2.6, 2.1.6, 2.2.6, 2.3.6,</p>	<p><u>Unit 5: (1 week)</u></p> <p><u>Instructional Focus</u> Byzantine Art (526-1453)</p> <p><u>Objective/Target</u> Students will produce a Byzantine mosaic using magazines and other recyclable materials.</p> <p><u>Arts Literacy/Terminology</u> Byzantine, Elements and Principles of Art, Mosaic, Emperor Justinian and Theodora, Panel, Iconography, Egg Tempera, San Vitale, Iconoclastic Controversy, Constantine, Saint, Gold Leaf</p> <p><u>World Language and Global Competency</u> GC: European Culture, Geography, Architecture</p> <p><u>Writing</u> Critiques and Journal Writings</p> <p><u>PLCS</u> Consumerism: Reduce, Reuse, Recycle Career: Mosaic to represent leaders</p> <p><u>Integrated Arts</u> Drama: Interpret Mosaic using movement and dialogue</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p>	<p><u>Unit 5: (1 week)</u></p> <p><u>Instructional Focus</u> European Impressionism (1874-1886)</p> <p><u>Objective/Target</u> Students will discuss and produce Impressionist still-life using color mixing techniques of the original impressionist masters.</p> <p><u>Arts Literacy/Terminology</u> Elements and Principles of Art, Edgar Degas, Georges Seurat, Vincent Van Gogh, Mary Cassatt, Camille Pissarro, Pierre Auguste Renoir, Monet, Manet, Brush-strokes, Impasto, Pointalism, Scumbling, Light, Pure Color</p> <p><u>World Language and Global Competency</u> WL: French Language and terminology GC: French Songs</p> <p><u>Writing</u> Critiques and Journal Writings</p> <p><u>PLCS</u> Consumerism: Safety of paint mixing</p> <p><u>Integrated Arts</u> Drama: Interpretation of "The Boating Party" using body Music: French</p> <p><u>KY Core Standards</u></p>
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<p>3.1.6) Producing (Pr: 4.1.6, 5.1.6, 6.1.6) Responding (7.1.6, 7.2.6, 8.1.6, 9.1.6)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.17, 1.2.7, 2.1.7, 2.2.7, 2.3.7, 3.1.7) Producing (Pr: 4.1.7, 5.1.7, 6.1.7) Responding (7.1.7, 7.2.7, 8.1.7, 9.1.7)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p>(1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.18, 1.2.8, 2.1.8, 2.2.8, 2.3.8, 3.1.8) Producing (Pr: 4.1.8, 5.1.8, 6.1.8) Responding (7.1.8, 7.2.8, 8.1.8, 9.1.8)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>
<p><u>Unit 6: (1 week)</u></p> <p><u>Instructional Focus</u> Spain</p> <p><u>Objective/Target</u> Gaudi Inspired Recyclable Sculpture</p> <p><u>Arts Literacy/Terminology</u> Recycle, Antoni Gaudi, Sagrada Familia, Cathedral, Spire, Altar, Nave, Transept, Surrealism, Relief, In-the-Round, Nativity, Stained Glass, Ornate, Found Object, Pablo Picasso, Salvador Dali, Joan Miro, Elements of Art, Principles of Design</p> <p><u>World Language and Global Competency</u></p>	<p><u>Unit 6: (1 week)</u></p> <p><u>Instructional Focus</u> Gothic Architecture (1150-1500)</p> <p><u>Objective/Target</u> Students will recreate an element of Gothic Architecture using recycled materials.</p> <p><u>Arts Literacy/Terminology</u> Elements and Principles of Art, Gargoyle, Flying Buttress, Quatrefoil, Rose Window, Spire, Tracery, Angles, Arch, Archivolt, Lancet</p> <p><u>World Language and Global Competency</u> GC: Architecture, Culture, Belief Systems</p>	<p><u>Unit 6: (1 week)</u></p> <p><u>Instructional Focus</u> DaDa and Surrealism (1915-1960's)</p> <p><u>Objective/Target</u> Through symbolism, students will learn how to express themselves effectively via magazine collage/photoshop alterations.</p> <p><u>Arts Literacy/Terminology</u> Elements and Principles of Art, DaDa, Surrealism, Salvador Dali, Rene Magritte, MC Escher, Collage, Juxtaposition</p> <p><u>World Language and Global Competency</u> WL: Terminology (French and Spanish)</p>

<p>GC: Spanish Music, Culture, Geography WL: Spanish Introductions/Colors</p> <p><u>Writing</u> Critiques and Journal Writings</p> <p><u>PLCS</u> Consumerism: Reduce, Reuse, Recycle</p> <p><u>Integrated Arts</u> Drama: Light Show-Sagrada Familia Music: Cathedral</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.16, 1.2.6, 2.1.6, 2.2.6, 2.3.6, 3.1.6) Producing (Pr: 4.1.6, 5.1.6, 6.1.6) Responding (7.1.6, 7.2.6, 8.1.6, 9.1.6)</p> <p><u>Assessments</u> Worksheets/Art Journal/Final Product?Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>Writing</u> Critiques and Journal Writings</p> <p><u>PLCS</u> Career: Architect Consumerism: Quarries PE: Group Movement</p> <p><u>Integrated Arts</u> Dance: Group Movement</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.17, 1.2.7, 2.1.7, 2.2.7, 2.3.7, 3.1.7) Producing (Pr: 4.1.7, 5.1.7, 6.1.7) Responding (7.1.7, 7.2.7, 8.1.7, 9.1.7)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>Writing</u> Critiques and Journal Writing</p> <p><u>PLCS</u> None</p> <p><u>Integrated Arts</u> Drama: Interpretive Dance Dance: Interpretive Dance Music: Interpretive Dance</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.18, 1.2.8, 2.1.8, 2.2.8, 2.3.8, 3.1.8) Producing (Pr: 4.1.8, 5.1.8, 6.1.8) Responding (7.1.8, 7.2.8, 8.1.8, 9.1.8)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>
<u>Unit 7: (1 week)</u>	<u>Unit 7: (1 week)</u>	<u>Unit 7: (1 week)</u>

<p><u>Instructional Focus</u> Art of Meso-America</p> <p><u>Objective/Target</u> Weaving with Symbols</p> <p><u>Arts Literacy/Terminology</u> Symbolism, Elements of Art, Principles of Design, Aztecs, Myans, Incas, Overlapping, Warp, Weft, Shuttle, Yarn, Fiber, Loom</p> <p><u>World Language and Global Competency</u> GC: Culture, Geography, Landscape, Community WL: Spanish Integration</p> <p><u>Writing</u> Critiques and Journal Writing</p> <p><u>PLCS</u> Career: Caste system, Fiber artists/Textiles/Advertising PE: Sports of the Meso Americans</p> <p><u>Integrated Arts</u> Music: Latin American Music Dance: Ballgame</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.16, 1.2.6, 2.1.6, 2.2.6, 2.3.6,</p>	<p><u>Instructional Focus</u> Medieval Art (325-800)</p> <p><u>Objective/Target</u> Students will create miniature copper and aluminum masks based on the metal armatures for knights of the medieval period.</p> <p><u>Arts Literacy/Terminology</u> Mettalurgy, Smithing, Leather-Working, Smelting, Bronze Cast, Lost-Wax Method, Tooling</p> <p><u>World Language and Global Competency</u> GC: Culture, Disease, Geography, Environment</p> <p><u>Writing</u> Critique and Journals</p> <p><u>PLCS</u> Career: Metal working</p> <p><u>Integrated Arts</u> None</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.17, 1.2.7, 2.1.7, 2.2.7, 2.3.7, 3.1.7) Producing (Pr: 4.1.7, 5.1.7, 6.1.7) Responding (7.1.7, 7.2.7, 8.1.7, 9.1.7)</p>	<p><u>Instructional Focus</u> Pop Art (1950-1980's)</p> <p><u>Objective/Target</u> Students will create ceramic relief sculptures based on the artist Wayne Theibold.</p> <p><u>Arts Literacy/Terminology</u> Elements and Principles of Art, Andy Warhol, Pop Art, Wayne Thiebold, Roy Liechtenstein, Claus Oldenburg, Repetition, Celebrity Iconography</p> <p><u>World Language and Global Competency</u> None</p> <p><u>Writing</u> Critiques and Journal Writings</p> <p><u>PLCS</u> Consumerism: Advertising/Propaganda</p> <p><u>Integrated Arts</u> Drama: Interpretive Body Movement</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u></p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p>
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<p>3.1.6) Producing (Pr: 4.1.6, 5.1.6, 6.1.6) Responding (7.1.6, 7.2.6, 8.1.6, 9.1.6)</p> <p><u>Assessments</u> Worksheets/Art Journal/Critique (Peer/Group), Final Product Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>
<p><u>Unit 8: (1 week)</u></p> <p><u>Instructional Focus</u> Mexican Revolution and Mural Art</p> <p><u>Objective/Target</u> Students will collaborate to create a mural that shows our slogan and meets rubric guidelines</p> <p><u>Arts Literacy/Terminology</u> Diego Rivera, Frida Kahlo, Political, Revolution, Mural, Fresco, Permanence, Elements of Art, Principles of Design, Propaganda</p> <p><u>World Language and Global Competency</u> GC: Culture, Environment, Community, Economy WL: Spanish</p> <p><u>Writing</u></p>	<p><u>Unit 8: (1 week)</u></p> <p><u>Instructional Focus</u> Italian Renaissance (1400-1600)</p> <p><u>Objective/Target</u> Students will discover artists of the Italian Renaissance and create and advertise a new invention.</p> <p><u>Arts Literacy/Terminology</u> Elements and Principles of Art, Leonardo da Vinci, Michelangelo Buonoratti, Dyptic, Tryptic, Chiroscuro, Sandro Botticelli, Shading, Linear Perspective, Foreshortening, Fresco</p> <p><u>World Language and Global Competency</u> GC: Italian Culture, Geography, and Religion WL: Italian Intro</p> <p><u>Writing</u></p>	<p><u>Unit 8: (1 week)</u></p> <p><u>Instructional Focus</u> Op Art (Contemporary)</p> <p><u>Objective/Target</u> Students will discover how the eye can be tricked using the elements and principles of art and design, and create their own unique piece based on MC Escher's tessellations.</p> <p><u>Arts Literacy/Terminology</u> Elements and Principles of Art, Op Art, Optical Illusion, Geometry, Spatial Plane, Linear, Arcs, Points, Graph, Gridline, Symmetry, Tesselation, MC Escher</p> <p><u>World Language and Global Competency</u> None</p> <p><u>Writing</u></p>

<p>Critiques and Journal Writings <u>PLCS</u> PL: Community Environment, Politics Consumerism: Advertising/Propaganda</p> <p><u>Integrated Arts</u> Dance: Spanish Music: Spanish</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr: 1.16, 1.2.6, 2.1.6, 2.2.6, 2.3.6, 3.1.6) Producing (Pr: 4.1.6, 5.1.6, 6.1.6) Responding (7.1.6, 7.2.6, 8.1.6, 9.1.6)</p> <p><u>Assessments</u> Worksheets/Art Journal/Critique (Peer/Group) Final Product Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p>Critique and Journal Writings <u>PLCS</u> PL: Safety in arts</p> <p><u>Integrated Arts</u> Music: Italian</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr: 1.17, 1.2.7, 2.1.7, 2.2.7, 2.3.7, 3.1.7) Producing (Pr: 4.1.7, 5.1.7, 6.1.7) Responding (7.1.7, 7.2.7, 8.1.7, 9.1.7)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>	<p>Critiques and Journal Entries <u>PLCS</u> Consumerism: Mathematical Formulas for value</p> <p><u>Integrated Arts</u> Drama: Interactive art</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr: 1.18, 1.2.8, 2.1.8, 2.2.8, 2.3.8, 3.1.8) Producing (Pr: 4.1.8, 5.1.8, 6.1.8) Responding (7.1.8, 7.2.8, 8.1.8, 9.1.8)</p> <p><u>Assessments</u> Worksheets/Diary/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final</p> <p><u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments</p>
<p><u>Unit 9: (1 week)</u></p> <p><u>Instructional Focus</u> Portfolio Development</p> <p><u>Objective/Target</u></p>	<p><u>Unit 9: (1 week)</u></p> <p><u>Instructional Focus</u> Portfolio Development</p> <p><u>Objective/Target</u></p>	<p><u>Unit 9: (1 week)</u></p> <p><u>Instructional Focus</u> Portfolio Development</p> <p><u>Objective/Target</u></p>

<p>Students will create and develop an art portfolio with artist statement, self-reflection, and photograph and documentation of their work and process</p> <p><u>Arts Literacy/Terminology</u> Elements of Art, Principles of Design, Portfolio, Artist Statement, Critique, Describe, Analyze, Interpret, Judge</p> <p><u>World Language and Global Competency</u> None</p> <p><u>Writing</u> Peer and group Critiques-Final</p> <p><u>PLCS</u> Career: Professional Development</p> <p><u>Integrated Arts</u> None</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.16, 1.2.6, 2.1.6, 2.2.6, 2.3.6, 3.1.6) Producing (Pr: 4.1.6, 5.1.6, 6.1.6) Responding (7.1.6, 7.2.6, 8.1.6, 9.1.6)</p> <p><u>Assessments</u> Worksheets/Art Journal/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final/ Final Product</p>	<p>Students will create and develop an art portfolio with artist statement, self-reflection, and photograph and documentation of their work and process</p> <p><u>Arts Literacy/Terminology</u> Elements of Art, Principles of Design, Portfolio, Artist Statement, Critique, Describe, Analyze, Interpret, Judge</p> <p><u>World Language and Global Competency</u> None</p> <p><u>Writing</u> Peer and group Critiques-Final</p> <p><u>PLCS</u> Career: Professional Development</p> <p><u>Integrated Arts</u> None</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.17, 1.2.7, 2.1.7, 2.2.7, 2.3.7, 3.1.7) Producing (Pr: 4.1.7, 5.1.7, 6.1.7) Responding (7.1.7, 7.2.7, 8.1.7, 9.1.7)</p> <p><u>Assessments</u> Worksheets/Art Journal/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final/ Final Product</p>	<p>Students will create and develop an art portfolio with artist statement, self-reflection, and photograph and documentation of their work and process</p> <p><u>Arts Literacy/Terminology</u> Elements of Art, Principles of Design, Portfolio, Artist Statement, Critique, Describe, Analyze, Interpret, Judge</p> <p><u>World Language and Global Competency</u> None</p> <p><u>Writing</u> Peer and group Critiques-Final</p> <p><u>PLCS</u> Career: Professional Development</p> <p><u>Integrated Arts</u> None</p> <p><u>KY Core Standards</u> (1.12, 1.13, 1.14, 1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><u>NAEA Standards: Create/Produce/Respond</u> Creating (Cr:1.18, 1.2.8, 2.1.8, 2.2.8, 2.3.8, 3.1.8) Producing (Pr: 4.1.8, 5.1.8, 6.1.8) Responding (7.1.8, 7.2.8, 8.1.8, 9.1.8)</p> <p><u>Assessments</u> Worksheets/Art Journal/Critique (Peer/Group) Presentations/Quizzes/Midterm/Final/Final Product</p>
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<u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments	<u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments	Product <u>Modifications</u> Reader/Aide/Scribe/Peer/Mentoring Scaffolding Modified Projects and Assessments
<u>KY Program of Studies</u>	<u>KY Program of Studies</u>	<u>KY Program of Studies</u>
<u>Structure In The Arts</u>	<u>Structure In The Arts</u>	<u>Structure In The Arts</u>
<u>Academic Expectations</u> 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.13 Students make sense of ideas and communicate ideas with the visual arts. 1.14 Students make sense of ideas and communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.23 Students analyze their own and others' artistic products and performances using accepted standards.	<u>Academic Expectations</u> 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.13 Students make sense of ideas and communicate ideas with the visual arts. 1.14 Students make sense of ideas and communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.23 Students analyze their own and others' artistic products and performances using accepted standards.	<u>Academic Expectations</u> 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.13 Students make sense of ideas and communicate ideas with the visual arts. 1.14 Students make sense of ideas and communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.23 Students analyze their own and others' artistic products and performances using accepted standards.
<u>Grade 6 Skills and Concepts – Visual Arts</u> Students will <ul style="list-style-type: none"> • use appropriate terminology to describe and analyze the use of elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) in a variety of visual artworks • use the elements of art, principles of design and a variety of processes in creating artworks 	<u>Grade 7 Skills and Concepts – Visual Arts</u> Students will <ul style="list-style-type: none"> • use appropriate terminology to describe and analyze the use of elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) in a variety of visual artworks • use the elements of art, principles of design, and a variety of processes in creating artworks 	<u>Grade 8 Skills and Concepts – Visual Arts</u> Students will <ul style="list-style-type: none"> • use appropriate terminology to describe and analyze the use of elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) in a variety of visual artworks • use the elements of art, principles of design and a variety of processes in creating

<ul style="list-style-type: none"> • apply organizational structures and describe what makes them effective or not effective in communicating ideas • identify and analyze the use of 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 two and three dimensional artworks • identify a variety of subject matter in visual artworks (representational – e.g., landscape, portrait, still life, nonrepresentational – e.g., abstract, non-objective) 	<ul style="list-style-type: none"> • apply organizational structures and describe what makes them effective or not effective in communicating ideas • identify and analyze the use of elements of art (e.g., line, shape, color properties, color schemes/groups, form, texture, space, value) and principles of design (e.g., repetition, emphasis, pattern, balance, contrast, rhythm, proportion, movement) in a variety of two and three dimensional artworks • identify a variety of subject matter in visual artworks (representational – e.g., landscape, portrait, still life, nonrepresentational – e.g., abstract, non-objective) 	artworks <ul style="list-style-type: none"> • apply organizational structures and describe what makes them effective or not effective in communicating ideas • identify and analyze the use of elements of art (e.g., line, shape, color properties, color schemes/groups, form, texture, space, value) and principles of design (e.g., repetition, emphasis, pattern, balance, contrast, rhythm, proportion, movement) in a variety of two and three dimensional artworks • identify a variety of subject matter in visual artworks (representational – e.g., landscape, portrait, still life, nonrepresentational – e.g., abstract, non-objective)
Humanity In The Arts	Humanity In The Arts	Humanity In The Arts
<u>Academic Expectations</u> 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. 2.25 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. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.	<u>Academic Expectations</u> 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. 2.25 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. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes	<u>Academic Expectations</u> 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. 2.25 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. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes
<u>Grade 6 Skills and Concepts – Visual Arts</u> Students will <ul style="list-style-type: none"> • describe and analyze distinguishing 	<u>Grade 7 Skills and Concepts – Visual Arts</u> Students will <ul style="list-style-type: none"> • describe and analyze distinguishing 	<u>Grade 8 Skills and Concepts – Visual Arts</u> Students will <ul style="list-style-type: none"> • describe and analyze distinguishing

<p>characteristics of visual art representing a variety of world cultures (Latin America, Asian) and time periods</p> <ul style="list-style-type: none"> • observe, classify and create visual art according to styles and processes used in a variety of world cultures and historical periods • examine visual artworks from various world cultures and explain how artworks reflect the culture, cultural beliefs or blending of cultures; use examples to illustrate how artworks have directly influenced society or culture • examine visual artworks from various time periods and explain the influence of time and place that are reflected in them • use print and non-print sources to explore, describe, and compare themes, characters, and situations in artworks from different cultures or time periods 	<p>characteristics of visual art representing a variety of world cultures (e.g., Classical Greece, Ancient Rome and Egypt) and historical periods (e.g., Medieval)</p> <ul style="list-style-type: none"> • observe, classify and create visual art according to styles and processes used in a variety of world cultures and historical periods • examine visual artworks from various world cultures and explain how artworks reflect the culture, cultural beliefs or blending of cultures; use examples to illustrate how artworks have directly influenced society or culture • examine visual artworks from various time periods and explain the influence of time and place that are reflected in them • use print and non-print sources to explore, describe and compare themes, characters, and situations in artworks from different cultures or time periods (e.g., universal ideal of beauty through logic, order, reason, and moderation) 	<p>characteristics of visual art representing a variety of world cultures and time periods (Early American through Civil War)</p> <ul style="list-style-type: none"> • observe, classify and create visual art according to styles and processes used in a variety of world cultures and historical periods • examine visual artworks from various world cultures and explain how artworks reflect the culture, cultural beliefs or blending of cultures; use examples to illustrate how artworks have directly influenced society or culture • examine visual artworks from various time periods and explain the influence of time and place that are reflected in them (e.g., European Neo-classical influences on architecture) • use print and non-print sources to explore, describe and compare themes, characters, and situations in artworks from different cultures or time periods
Creating The Arts	Creating The Arts	Creating The Arts
<p><u>Academic Expectations</u></p> <p>2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>2.25 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><u>Academic Expectations</u></p> <p>2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>2.25 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><u>Academic Expectations</u></p> <p>2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>2.25 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>

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes	2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes	2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes
<u>Grade 6 Skills and Concepts – Visual Arts</u> Students will <ul style="list-style-type: none"> • compare and explain purposes for which visual art is created (ceremonial, artistic expression, narrative, functional) • create new, choose and experience artworks created to fulfill a variety of specific purposes 	<u>Grade 7 Skills and Concepts – Visual Arts</u> Students will <ul style="list-style-type: none"> • compare and explain purposes for which visual art is created (ceremonial, artistic expression, narrative, functional, persuasive) • create new, choose and experience artworks created to fulfill a variety of specific purposes 	<u>Grade 8 Skills and Concepts – Visual Arts</u> Students will <ul style="list-style-type: none"> • compare and explain purposes for which visual art is created (ceremonial, artistic expression, narrative, functional, persuasive) • create new, choose and experience artworks created to fulfill a variety of specific purposes
Processes In The Arts	Processes In The Arts	Processes In The Arts
<u>Academic Expectations</u> 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.13 Students make sense of ideas and communicate ideas with the visual arts. 1.14 Students make sense of ideas and communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.22 Students create works of art and make presentations to convey a point of view. 2.25 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.	<u>Academic Expectations</u> 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.13 Students make sense of ideas and communicate ideas with the visual arts. 1.14 Students make sense of ideas and communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.22 Students create works of art and make presentations to convey a point of view. 2.25 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.	<u>Academic Expectations</u> 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.13 Students make sense of ideas and communicate ideas with the visual arts. 1.14 Students make sense of ideas and communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.22 Students create works of art and make presentations to convey a point of view. 2.25 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.
<u>Grade 6 Arts Skills and Concepts – Visual</u>	<u>Grade 7 Skills and Concepts – Visual Arts</u>	<u>Grade 8 Skills and Concepts – Visual Arts</u>

<p>Students will</p> <ul style="list-style-type: none"> • be actively involved in selecting media, techniques and processes for creating artworks applying the elements of art and principles of design • use knowledge of the elements and principles of art and art terminology to: <ul style="list-style-type: none"> o create expressive artworks to describe and critique their own work and the work of others • identify and apply criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest) • 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 • 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>Students will</p> <ul style="list-style-type: none"> • be actively involved in selecting media, techniques, subject matter and processes for creating artworks for specific purposes, applying the elements of art and principles of design • use knowledge of the elements and principles of art and art terminology to: <ul style="list-style-type: none"> o create expressive artworks and to describe and critique their own work creations and the creations of others • identify and apply criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest) • 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 • 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>Students will</p> <ul style="list-style-type: none"> • be actively involved in selecting media, techniques, subject matter and processes for creating artworks for specific purposes, applying the elements of art and principles of design • use knowledge of the elements and principles of art and art terminology to: <ul style="list-style-type: none"> o create expressive artworks o describe and critique their own work creations and the creations of others • identify and apply criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest) • 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 • 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)
Interrelationships Among The Arts	Interrelationships Among The Arts	Interrelationships Among The Arts
<p><u>Academic Expectations</u></p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>1.14 Students make sense of ideas and</p>	<p><u>Academic Expectations</u></p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>1.14 Students make sense of ideas and</p>	<p><u>Academic Expectations</u></p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>1.14 Students make sense of ideas and</p>

<p>communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.22 Students create works of art and make presentations to convey a point of view. 2.25 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. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p>	<p>communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.22 Students create works of art and make presentations to convey a point of view. 2.25 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. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p>	<p>communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.22 Students create works of art and make presentations to convey a point of view. 2.25 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. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p>
<p><u>Grade 6 Skills and Concepts – Arts</u> Students will</p> <ul style="list-style-type: none"> • recognize common terms and concepts used in various arts (e.g., tempo in dance and music) • identify communication of common themes or ideas across different art forms • identify and explain connections between and among different art forms from the same culture or from the same time period • describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing) • communicate common meaning through 	<p><u>Grade 7 Skills and Concepts – Arts</u> Students will</p> <ul style="list-style-type: none"> • recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music) • identify communication of common themes or ideas across different art forms • identify and explain connections between and among different art forms from the same culture or from the same time period • describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing) • communicate common meaning through 	<p><u>Grade 8 Skills and Concepts – Arts</u> Students will</p> <ul style="list-style-type: none"> • recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music) • identify communication of common themes or ideas across different art forms • identify and explain connections between and among different art forms from the same culture or from the same time period • describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing) • communicate common meaning through

creating and performing in the four art forms	creating and performing in the four art forms	creating and performing in the four art forms
NAEA Standards	NAEA Standards	NAEA Standards
<p><u>CREATING</u></p> <p>#VA:Cr1.1 Process Component: Experiment, Imagine, Identify, Investigate, Plan and Make Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr1.1.6 Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>#VA:Cr1.2 Process Component: Section 2 Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr1.2.6 Formulate an artistic investigation of personally relevant content for creating art.</p> <p>#VA:Cr2.1 Process Component: Section 3 Anchor Standard: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.1.6 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>#VA:Cr2.2 Process Component: Section 4 Anchor Standard: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.2.6</p>	<p><u>CREATING</u></p> <p>#VA:Cr1.1 Process Component: Experiment, Imagine, Identify, Investigate, Plan and Make Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>#VA:Cr1.2 Process Component: Section 2 Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr1.2.7 Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>#VA:Cr2.1 Process Component: Section 3 Anchor Standard: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>#VA:Cr2.2 Process Component: Section 4 Anchor Standard: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.2.7 Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.</p>	<p><u>CREATING</u></p> <p>#VA:Cr1.1 Process Component: Experiment, Imagine, Identify, Investigate, Plan and Make Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr1.1.8 Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>#VA:Cr1.2 Process Component: Section 2 Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr1.2.8 Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>#VA:Cr2.1 Process Component: Section 3 Anchor Standard: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.1.8 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>#VA:Cr2.2 Process Component: Section 4 Anchor Standard: Organize and develop artistic ideas and work.</p>

<p>Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p> <p>#VA:Cr2.3 Process Component: Section 5 Anchor Standard: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.3.6 Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p> <p>#VA:Cr3.1 Process Component: Section 6 Anchor Standard: Refine and complete artistic work.</p> <p>VA:Cr3.1.6 Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p>	<p>#VA:Cr2.3 Process Component: Section 5 Anchor Standard: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.3.7 Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p> <p>#VA:Cr3.1 Process Component: Section 6 Anchor Standard: Refine and complete artistic work.</p> <p>VA:Cr3.1.7 Reflect on and explain important information about personal artwork in an artist statement or another format.</p>	<p>VA:Cr2.2.8 Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.</p> <p>#VA:Cr2.3 Process Component: Section 5 Anchor Standard: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.3.8 Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p>#VA:Cr3.1 Process Component: Section 6 Anchor Standard: Refine and complete artistic work.</p> <p>VA:Cr3.1.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>
<p><u>PRODUCING</u></p> <p>#VA:Pr.4.1 Process Component: Section 15 Anchor Standard: Select, analyze and interpret artistic work for presentation.</p> <p>VA:Pr.4.1.6 Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.</p>	<p><u>PRODUCING</u></p> <p>#VA:Pr.4.1 Process Component: Section 15 Anchor Standard: Select, analyze and interpret artistic work for presentation.</p> <p>VA:Pr.4.1.7 Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p>	<p><u>PRODUCING</u></p> <p>#VA:Pr.4.1 Process Component: Section 15 Anchor Standard: Select, analyze and interpret artistic work for presentation.</p> <p>VA:Pr.4.1.8 Develop and apply criteria for evaluating a collection of artwork for presentation.</p> <p>#VA:Pr5.1</p>

<p>#VA:Pr5.1 Process Component: Section 7 Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>VA:Pr5.1.6 Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p> <p>#VA:Pr6.1 Process Component: Section 8 Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>VA:Pr6.1.6 Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p>	<p>#VA:Pr5.1 Process Component: Section 7 Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>VA:Pr5.1.7 Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>#VA:Pr6.1 Process Component: Section 8 Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>VA:Pr6.1.7 Compare and contrast viewing and experiencing collections and exhibitions in different venues.</p>	<p>Process Component: Section 7 Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>VA:Pr5.1.8 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> <p>#VA:Pr6.1 Process Component: Section 8 Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>VA:Pr6.1.8 Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>
<p style="text-align: center;"><u>RESPONDING</u></p> <p>#VA:Re7.1 Process Component: Section 9 Anchor Standard: Perceive and analyze artistic work.</p> <p>VA:Re7.1.6 Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p>#VA:Re7.2 Process Component: Section 10 Anchor Standard: Perceive and analyze artistic work.</p> <p>VA:Re7.2.6</p>	<p style="text-align: center;"><u>RESPONDING</u></p> <p>#VA:Re7.1 Process Component: Section 9 Anchor Standard: Perceive and analyze artistic work.</p> <p>VA:Re7.1.7 Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p> <p>#VA:Re7.2 Process Component: Section 10 Anchor Standard: Perceive and analyze artistic work</p> <p>VA:Re7.2.7</p>	<p style="text-align: center;"><u>RESPONDING</u></p> <p>#VA:Re7.1 Process Component: Section 9 Anchor Standard: Perceive and analyze artistic work.</p> <p>VA:Re7.1.8 Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p>#VA:Re7.2 Process Component: Section 10 Anchor Standard: Perceive and analyze artistic work</p>

<p>Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p> <p>#VA:Re8.1 Process Component: Section 11 Anchor Standard: Interpret intent and meaning in artistic work. VA:Re8.1.6 Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p> <p>#VA:Re9.1 Process Component: Section 12 Anchor Standard: Apply criteria to evaluate artistic work.</p> <p>VA:Re9.1.6 Develop and apply relevant criteria to evaluate a work of art.</p>	<p>Analyze multiple ways that images influence specific audiences.</p> <p>#VA:Re8.1 Process Component: Section 11 Anchor Standard: Interpret intent and meaning in artistic work.</p> <p>VA:Re8.1.7 Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p> <p>#VA:Re9.1 Process Component: Section 12 Anchor Standard: Apply criteria to evaluate artistic work.</p> <p>VA:Re9.1.7 Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p>	<p>VA:Re7.2.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions</p> <p>#VA:Re8.1 Process Component: Section 11 Anchor Standard: Interpret intent and meaning in artistic work.</p> <p>VA:Re8.1.8 Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>#VA:Re9.1 Process Component: Section 12 Anchor Standard: Apply criteria to evaluate artistic work.</p> <p>VA:Re9.1.8 Create a convincing and logical argument to support an evaluation of art.</p>
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