

National:

# 3rd Grade Scope and Sequence

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## 3rd Grade Course Overview

### Course Description

3rd grade students will continue to explore and experiment with a wide variety of art media. They will be introduced to new media as well as engage with familiar media through new techniques and processes. Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, texture, space, and value, as well as principles of design that include repetition, pattern, balance, emphasis and unity. Students will explore diverse concepts such as architecture, history, portraiture, museums, and the past vs. present. They will connect artmaking to a variety of different purposes, audiences, times, and places. Students will present their artwork, explain their artistic decisions in writing and in critiques, and provide feedback to others.

### Demonstration Time

8 hours

### Student Work Time

49 hours

### Elements of Art:

Line, Shape, Color, Form, Texture, Space, Value

### Principles of Design:





Pattern, Emphasis, Contrast, Balance, Unity























### Media:

Drawing, Painting, Collage, Printmaking, Sculpture, Ceramics, Mixed Media, Photography, Digital

### Course Notes:

## UNIT 1: Imagining Layers and Landscapes

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>1.1 Enduring Understanding:</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Essential Questions:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><b>1.2 Enduring Understanding:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p><b>Essential Questions:</b> How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p>Students will demonstrate creativity and innovative thinking while exploring layers and landscapes. Students will apply their learning to imagine, plan, and create two original landscapes and an abstract artwork using mixed media and paint.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> <li>Landscape</li> <li>Layers</li> </ul>	Imagine, Make, Plan	<a href="#">Anticipatory Sets With FLEX</a>
	Media	Elements of Art and Principles of Design	
	<ul style="list-style-type: none"> <li>Collage</li> <li>Painting (tempera)</li> </ul>	<ul style="list-style-type: none"> <li>Texture</li> <li>Line</li> </ul>	<ul style="list-style-type: none"> <li>Space</li> <li>Value</li> <li>Color</li> </ul>
Demonstration Time	Student Work Time		
1 hour and 30 minutes	5 hours		
Focus Standards	Unit Essential Questions		
<b>VA:Cr1.1.3a</b> Elaborate on an imaginative idea.	How can found objects inspire imagination?		
<b>VA:Cr1.2.3a</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	How can tools and materials help with imagination?		
<b>VA:Cr3.1.3a</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.	How can details help give meaning to artwork?		
Anchor Resources			
<b>VA:Cr1.1.3a</b> Elaborate on an imaginative idea.	<a href="#"> <u>Imagination Art Activity</u></a> <a href="#"> <u>Imaginative Landscapes</u></a>		
<b>VA:Cr1.2.3a</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	<a href="#"> <u>Design My Own Art Project</u></a> <a href="#"> <u>Found Object Landscapes Guide</u></a>		

Lessons	Key Resources	Artist Connections	
<a href="#"> Found Object Landscapes</a>	<a href="#"> Found Objects Materials Menu</a>	<a href="#"> Giuseppe Arcimboldo</a>	
<a href="#"> Value Landscapes With Trees</a>	<a href="#"> Adding Details to a Landscape</a>	<a href="#"> George Seurat</a>	
<a href="#"> The Surprise Painting</a>	<a href="#"> Thinking About Process</a>	<a href="#"> Gerhard Richter</a>	
Anchor Charts		Videos	Suggested Assessments
<a href="#"> Parts of a Landscape</a>	<a href="#"> Basic Collage Vocabulary</a>	<a href="#"> What is Value?</a>	<a href="#"> Got It!</a>
<a href="#"> Basic Drawing Vocabulary</a>	<a href="#"> Tints, Tones, and Shades</a>	<a href="#"> What is Collage?</a>	<a href="#"> Artist Statement Template</a>
<a href="#"> The Emotion of Color</a>	<a href="#"> Creative Marks</a>	<a href="#"> What is Painting?</a> <a href="#"> What is Color? (Beginner)</a>	<a href="#"> Exit Slip 3 2 1</a>
Notes and Adjustments			
Reflections on Instruction			








## UNIT 2: Investigating Architecture

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.</p> <p><b>2.1 Enduring Understanding:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p><b>Essential Questions:</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><b>2.2 Enduring Understanding:</b> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p><b>Essential Questions:</b> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p> <p><b>2.3 Enduring Understanding:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b>Essential Questions:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	<p>Students will explore the architecture and structure of homes, cities, and amusement parks. Students will apply their understanding to create three architecturally inspired works of art while investigating new materials, methods, and artistic processes.</p>		
	Theme	Processes & Skills	Anticipatory Set
	<ul style="list-style-type: none"> <li>Architecture</li> </ul>	Investigate	<a href="#">Anticipatory Sets With FLEX</a>
	Elements of Art	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> <li>Ceramics</li> <li>Sculpture</li> <li>Drawing (oil pastel)</li> </ul>	<ul style="list-style-type: none"> <li>Texture</li> <li>Contrast</li> </ul>		
Demonstration Time	Student Work Time		
1 hour and 30 minutes	8 hours		
Focus Standards	Unit Essential Questions		
<p><b>VA:Cr2.1.3a</b> Create personally satisfying artwork using a variety of artistic processes and materials.</p>	<p>What can artists learn about themselves through the use of various materials?</p>		
<p><b>VA:Cr2.2.3a</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p>	<p>How do artists take care of and maintain materials? How do artists demonstrate safety in the studio?</p>		
<p><b>VA:Cr2.3.3a</b> Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</p>	<p>What can art tell us about daily life?</p>		

Anchor Resources			
<b>VA:Cr2.1.3a</b> Create personally satisfying artwork using a variety of artistic processes and materials.		<a href="#">Creative Thinking Skills</a>	
<b>VA:Cr2.2.3a</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		<a href="#">Art Tools &amp; Materials Posters</a>	
<b>VA:Cr2.3.3a</b> Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.		<a href="#">Artists Depict Places</a>	
Lessons	Key Resources	Artist Connections	
<a href="#">Clay Houses</a>	<a href="#">Architectural Design of Homes</a>	<a href="#">Frank Lloyd Wright</a> <a href="#">Le Corbusier</a>	
<a href="#">City Lights in Oil Pastel</a>	<a href="#">Survey of Architectural Structures</a>	<a href="#">Louis Sullivan</a> <a href="#">Frank Gehry</a>	
<a href="#">Paper Parks</a>	<a href="#">Architects &amp; Engineers</a>	<a href="#">20 Architects: Past and Present</a>	
Anchor Charts		Videos	Suggested Assessments
<a href="#">How to Join Clay</a>	<a href="#">Using Oil Pastels</a>	<a href="#">What are Ceramics?</a>	<a href="#">Before and After Self Assessment &amp; Reflection</a>
<a href="#">The 6 Stages of Clay</a>	<a href="#">Basic Drawing Vocabulary</a>	<a href="#">What is Architecture?</a>	<a href="#">Artist Statement Template</a>
<a href="#">Making Texture in Clay</a>	<a href="#">Paper Building &amp; Folding Techniques</a>		<a href="#">4.3.2.1 Reflection</a>
<a href="#">Basic Ceramics Vocabulary</a>			
Notes and Adjustments			
Reflections on Instruction			

## UNIT 3: Interpreting Portraits










NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p> <p><b>Enduring Understanding:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Essential Questions:</b> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>		<p>Students will explore and interpret the ways artists use media to portray the same subject with differing visual effects. Students will apply their understanding to create two original portraits using different media.</p>		
		Theme	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> <li>• Portraits</li> </ul>	Interpret	<a href="#">Anticipatory Sets With FLEX</a>
		Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> <li>• Drawing (chalk pastels)</li> <li>• Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Form</li> <li>• Line</li> </ul>			
Demonstration Time		Student Work Time		
30 minutes		3 hours		
Focus Standards		Unit Essential Questions		
<p><b>VA:Re8.1.3a</b> Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p>		<p>How do artists communicate a mood in artwork?</p> <p>What role do materials have in communicating meaning in an artwork?</p> <p>What can artists learn about themselves through the use of various materials?</p>		
<p><b>VA:Cr2.1.3a</b> Create personally satisfying artwork using a variety of artistic processes and materials.</p>				
Anchor Resources				
<p><b>VA:Re8.1.3a</b> Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p>		<p><a href="#">Analyzing the Use of Media</a></p>		
Lessons	Key Resources	Artist Connections		
<p><a href="#">Chalk Pastel Portraits</a></p>	<p><a href="#">Organic vs. Geometric Shapes</a></p>	<p><a href="#">Paul Klee</a></p>		
<p><a href="#">Wire Face Relief Sculpture</a></p>	<p><a href="#">Visual Elements</a></p>	<p><a href="#">Alexander Calder</a></p>		

Anchor Charts	Videos	Suggested Assessments
<p><a href="#"> The Elements of Art</a></p> <p><a href="#"> Basic Shapes</a></p> <p><a href="#"> Line</a></p>	<p><a href="#"> Types of Lines</a></p> <p><a href="#"> Basic Sculpture Vocabulary</a></p>	<p><a href="#"> 4 3 2 1 Reflection</a></p> <p><a href="#"> Two Stars and a Wish</a></p>
Notes and Adjustments		
Reflections on Instruction		










## UNIT 4: Evaluating Still Lives

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.</p> <p><b>Enduring Understanding:</b> People evaluate art based on various criteria.</p> <p><b>Essential Questions:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>		<p>Students will examine the process of evaluating and applying criteria to works of art. Students will apply their understanding to create and evaluate original still life artworks.</p>		
		Theme	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> <li>Still Life</li> </ul>	Evaluate	<a href="#">Anticipatory Sets With FLEX</a>
		Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> <li>Painting (acrylic, watercolor)</li> <li>Printmaking</li> <li>Digital Art</li> <li>Photography</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Value</li> </ul>	<ul style="list-style-type: none"> <li>Color</li> </ul>		
Demonstration Time		Student Work Time		
1 hour and 30 minutes		8 hours		
Anchor Resources				
<p><b>VA:Re9.1.3a</b> Evaluate an artwork based on given criteria.</p>		<a href="#">Evaluating a Work of Art</a>		
Focus Standards		Unit Essential Questions		
<p><b>VA:Re9.1.3a</b> Evaluate an artwork based on given criteria.</p>		<p>How does someone evaluate a work of art? How and why might success criteria change?</p>		
<p><b>VA:Cn10.1.3a</b> Develop a work of art based on observations of surroundings.</p>		<p>How do artists take inspiration from and translate what they observe into a work of art? What can be learned from observation?</p>		
Lessons	Key Resources	Artist Connections		
<a href="#">Stamped Cubism Still Life</a>	<a href="#">Create a Still Life Viewfinder</a>	<a href="#">Pablo Picasso</a>		
<a href="#">Monochromatic Still Life</a>	<a href="#">Value Scale Practice</a>	<a href="#">Paul Cézanne</a>		
<a href="#">Digital Still Life Based on Photo</a>	<a href="#">What is a Still Life?</a>	<a href="#">Janet Fish</a>		

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none"> <li> <a href="#">6 Essentials of a Still Life Setup</a></li> <li> <a href="#">Basic Printmaking Vocabulary</a></li> <li> <a href="#">10 Subjects for an Interesting Still Life</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">Color Schemes</a></li> <li> <a href="#">Brush Chart</a></li> <li> <a href="#">Basic Painting Vocabulary</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">4 3 2 1 Reflection</a></li> <li> <a href="#">Gallery Walk Guide</a></li> <li> <a href="#">Before and After: Self Assessment Checklist</a></li> </ul>
<b>Notes and Adjustments</b>		
<b>Reflections on Instruction</b>		










## UNIT 5: Discovering Details

<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>		
<p><b>Anchor Standard 3:</b> Refine and complete artistic work.</p> <p><b>Enduring Understanding:</b> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b>Essential Questions:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>		<p>Students will explore and study the way artists discuss, reflect, and add details to their artwork. Students will apply their understanding to create three original artworks with imaginative and purposeful details. Students will move through the process of discussing artistic decisions, reflecting on their work, and making revisions.</p>		
		<b>Theme</b> <ul style="list-style-type: none"> <li>• Details</li> <li>• Pattern</li> <li>• Texture</li> </ul>	<b>Processes &amp; Skills</b> Reflect, Refine, Revise	<b>Anticipatory Set</b> <a href="#">Anticipatory Sets With FLEX</a>
		<b>Media</b> <ul style="list-style-type: none"> <li>• Drawing (markers, crayons)</li> <li>• Printmaking</li> </ul>	<b>Elements of Art and Principles of Design</b> <ul style="list-style-type: none"> <li style="width: 50%;">• Value</li> <li style="width: 50%;">• Contrast</li> <li style="width: 50%;">• Pattern</li> <li style="width: 50%;">• Texture</li> </ul>	
		<b>Demonstration Time</b> 30 minutes	<b>Student Work Time</b> 4 hours	
<b>Focus Standards</b> <p><b>VA:Cr3.1.3a</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p> <p><b>VA:Re9.1.3a</b> Evaluate an artwork based on given criteria.</p>		<b>Unit Essential Questions</b> <p>How can details help give meaning to artwork?</p> <p>How does someone evaluate a work of art? How and why might success criteria change?</p>		
<b>Anchor Resources</b>				
<p><b>VA:Cr3.1.3a</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p>		<a href="#">🔗 Making Art with Meaning</a>		
<b>Lessons</b>	<b>Key Resources</b>	<b>Artist Connections</b>		
<a href="#">🔗 Imaginary Pattern Landscapes</a>	<a href="#">🔗 Creative Doodle Ideas</a>	<a href="#">🔗 Alma Thomas</a>		
<a href="#">🔗 Darling Dachshunds</a>	<a href="#">🔗 Dogs in Art</a>	<a href="#">🔗 Yayoi Kusama</a>		
<a href="#">🔗 Nature-Inspired Monoprinting</a>	<a href="#">🔗 How to Make a Gelatin Printing Plate</a>	<a href="#">🔗 Artists Inspired by Nature</a>		








Anchor Charts	Videos	Suggested Assessments
<a href="#"> Types of Pattern</a> <a href="#"> How to Draw A Dachshund</a>	<a href="#"> Basic Drawing Vocabulary</a> <a href="#"> What is Pattern?</a> <a href="#"> What is Drawing?</a>	<a href="#"> Exit Slip 3 2 1</a> <a href="#"> Exit Ticket</a>
Notes and Adjustments		
Reflections on Instruction		







## UNIT 6: Analyzing Processes and Messages

<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>						
<p><b>Anchor Standard 7:</b> Perceive and analyze artistic work.</p> <p><b>7.1 Enduring Understanding:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b>Essential Questions:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><b>7.2 Enduring Understanding:</b> Visual imagery influences understanding of and responses to the world.</p> <p><b>Essential Questions:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>		<p>Students will analyze how the artistic process and the elements of art can lead to the expression of messages and ideas. Students will apply their understanding to create three original artworks.</p>						
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0f2f1;">Theme</th> <th style="background-color: #e0f2f1;">Processes and Skills</th> <th style="background-color: #e0f2f1;">Anticipatory Set</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Processes and Messages</li> </ul> </td> <td>Perceive, Analyze</td> <td><a href="#">Anticipatory Sets With FLEX</a></td> </tr> </tbody> </table>	Theme	Processes and Skills	Anticipatory Set	<ul style="list-style-type: none"> <li>Processes and Messages</li> </ul>	Perceive, Analyze	<a href="#">Anticipatory Sets With FLEX</a>
Theme	Processes and Skills	Anticipatory Set						
<ul style="list-style-type: none"> <li>Processes and Messages</li> </ul>	Perceive, Analyze	<a href="#">Anticipatory Sets With FLEX</a>						
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0f2f1;">Media</th> <th colspan="2" style="background-color: #e0f2f1;">Elements of Art and Principles of Design</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Drawing (oil pastel, crayons, markers)</li> <li>Painting</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Shape</li> <li>Line</li> <li>Color</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Pattern</li> <li>Unity</li> </ul> </td> </tr> </tbody> </table>	Media	Elements of Art and Principles of Design		<ul style="list-style-type: none"> <li>Drawing (oil pastel, crayons, markers)</li> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Line</li> <li>Color</li> </ul>	<ul style="list-style-type: none"> <li>Pattern</li> <li>Unity</li> </ul>
Media	Elements of Art and Principles of Design							
<ul style="list-style-type: none"> <li>Drawing (oil pastel, crayons, markers)</li> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Line</li> <li>Color</li> </ul>	<ul style="list-style-type: none"> <li>Pattern</li> <li>Unity</li> </ul>						
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Demonstration Time	Student Work Time							
1 hour	6 hours							
<b>Focus Standards</b>		<b>Unit Essential Questions</b>						
<p><b>VA:Re.7.1.3a</b> Speculate about processes an artist uses to create a work of art.</p> <p><b>VA:Re.7.2.3a</b> Determine messages communicated by an image.</p> <p><b>VA:Cr3.1.3a</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p>		<p>What role does process play in creating artwork?</p> <p>How are messages communicated in works of art?</p> <p>How can details enhance the message or meaning of an artwork?</p>						
<b>Anchor Resources</b>								
<p><b>VA:Re.7.1.3a</b> Speculate about processes an artist uses to create a work of art.</p> <p><b>VA:Re.7.2.3a</b> Determine messages communicated by an image.</p>		<p><a href="#">Thinking About Process</a></p> <p><a href="#">What is the Artist's Message</a></p>						
<b>Lessons</b>	<b>Key Resources</b>	<b>Artist Connections</b>						
<a href="#">Line and Shapes of Unity</a>	<a href="#">Abstract vs. Non Objective Art</a>	<a href="#">Mark Rothko</a>						
<a href="#">Collaged Alebrijes</a>	<a href="#">Using Oil Pastels</a>	<a href="#">What are Alebrijes?</a>						
<a href="#">Memory Leaves</a>	<a href="#">Primary, Secondary, &amp; Tertiary Colors</a>	<a href="#">Ten Environmental Artists</a>						

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none"> <li> <a href="#">The Elements of Art</a></li> <li> <a href="#">Organic vs Geometric Shapes</a></li> <li> <a href="#">Line</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">Types of Lines</a></li> <li> <a href="#">What is Unity?</a></li> <li> <a href="#">How to Make a Gelatin Printing Plate</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">Got It!</a></li> <li> <a href="#">Gallery Walk Guide</a></li> <li> <a href="#">Teacher/Student Conference Questionnaire</a></li> </ul>
<b>Notes and Adjustments</b>		
<b>Reflections on Instruction</b>		

## UNIT 7: Incorporating Ideas From Nature







<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>		
<p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b>Essential Questions:</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>		<p>Students will observe and learn from their natural surroundings. Students will apply their understanding by creating three original artworks inspired by nature.</p>		
		<b>Theme</b>	<b>Processes and Skills</b>	<b>Anticipatory Set</b>
		• Nature	Synthesize	<a href="#">Anticipatory Sets With FLEX</a>
		<b>Media</b>	<b>Elements of Art and Principles of Design</b>	
		<ul style="list-style-type: none"> <li>• Printmaking</li> <li>• Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Color</li> <li>• Form</li> </ul>	<ul style="list-style-type: none"> <li>• Texture</li> <li>• Space</li> </ul>
		<b>Demonstration Time</b>	<b>Student Work Time</b>	
		1 hour	4 hours	
<b>Focus Standards</b>		<b>Unit Essential Questions</b>		
<p><b>VA:Cn10.1.3a</b> Develop a work of art based on observations of surroundings.</p>		<p>How do artists take inspiration from and translate what they observe into a work of art? What can be learned from observation?</p>		
<p><b>VA:Cr2.2.3a</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p>		<p>How do artists take care of and maintain materials? How do artists demonstrate safety in the studio?</p>		
<b>Anchor Resources</b>				
<p><b>VA:Cn10.1.3a</b> Develop a work of art based on observations of surroundings.</p>		<p> <a href="#">Observational Drawing Game</a></p>		
<b>Lessons</b>	<b>Key Resources</b>	<b>Artist Connections</b>		
 <a href="#">Colorful Leaf Prints</a>	 <a href="#">Leaf Printing Techniques</a>	 <a href="#">Emilia Van Nest Markovich</a>		
 <a href="#">Freestanding Tree Sculptures</a>	 <a href="#">Paper Manipulation Techniques</a>	 <a href="#">Andy Goldsworthy</a>		

Anchor Charts	Video	Suggested Assessments
<a href="#"> What is Texture?</a> <a href="#"> Basic Printmaking Vocabulary</a>	<a href="#"> Form</a> <a href="#"> Basic Sculpture Vocabulary</a>	<a href="#"> Gallery Walk Guide</a> <a href="#"> Exit Slip 3 2 1</a>
<b>Notes and Adjustments</b>		
<b>Reflections on Instruction</b>		
















## UNIT 8: Presenting Stories and History

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work.</p> <p><b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b>Essential Questions:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>		<p>Students will analyze the ways artwork can reflect and present the stories and histories of the artists that made them. Students will apply their understanding to create original artwork inspired by artists throughout history.</p>		
		Theme	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> <li>• Stories</li> <li>• History</li> </ul>	Present	<a href="#">Anticipatory Sets With FLEX</a>
		Media	Elements of Art and Principles of Design	
		<ul style="list-style-type: none"> <li>• Painting (tempera)</li> <li>• Printmaking</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Emphasis</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> </ul>
		Demonstration Time	Student Work Time	
		30 minutes	4 hours	
Focus Standards		Unit Essential Questions		
<p><b>VA:Pr6.1.3a</b> Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p> <p><b>VA:Cr1.2.3a</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p>		<p>How do various cultures use art to tell stories? How do images influence the understanding of a culture or time period?</p> <p>How can tools and materials help with imagination?</p>		
Anchor Resources				
<p><b>VA:Pr6.1.3a</b> Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p>		<p><a href="#">🔗 Stories and History in Art</a></p>		
Lessons	Key Resources	Artist Connections		
<a href="#">🔗 Pictograph Power</a>	<a href="#">🔗 Everyday Life Pictographs</a>	<a href="#">🔗 Cultures and Pictographs</a>		
<a href="#">🔗 Underwater Gyotaku</a>	<a href="#">🔗 Types of Textures</a>	<a href="#">🔗 History of Gyotaku</a>		

Anchor Charts	Videos	Suggested Assessments
<p> <a href="#">What is Texture?</a></p> <p> <a href="#">Basic Printmaking Vocabulary</a></p>	<p> <a href="#">What is Shape? (Beginner)</a></p> <p> <a href="#">What is Printmaking?</a></p>	<p> <a href="#">Stoplight Exit Ticket</a></p> <p> <a href="#">Gyotaku Printmaking Reflection</a></p>
Notes and Adjustments		
Reflections on Instruction		













## UNIT 9: Relating to Time and Place

<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>	
<p><b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Enduring Understanding:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b>Essential Questions:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>		<p>Students will consider how the viewer’s response to art is influenced by knowledge of the time and place it was made in. Students will apply their understanding by creating original artworks that respond to and reflect the time and place.</p>	
		<b>Theme</b>	<b>Processes and Skills</b>
		<ul style="list-style-type: none"> <li>Time and Place</li> </ul>	<p>Relate</p> <p><a href="#">Anticipatory Sets With FLEX</a></p>
		<b>Media</b>	<b>Elements of Art and Principles of Design</b>
		<ul style="list-style-type: none"> <li>Drawing (oil pastel)</li> <li>Painting (acrylic)</li> </ul>	<ul style="list-style-type: none"> <li>Color</li> <li>Line</li> <li>Emphasis</li> </ul>
		<b>Demonstration Time</b>	<b>Student Work Time</b>
		30 minutes	2 hours
<b>Focus Standards</b>		<b>Unit Essential Questions</b>	
<p><b>VA:Cn11.1.3a</b> Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p> <p><b>VA:Re.7.2.3a</b> Determine messages communicated by an image.</p>		<p>How might knowing about the context and history of an artwork change its significance and/or meaning to the viewer?</p> <p>How are ideas communicated in works of art?</p>	
<b>Anchor Resources</b>			
<p><b>VA:Cn11.1.3a</b> Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p>		<p> <a href="#">At First I Thought...Now I Think</a></p>	
<b>Lessons</b>	<b>Key Resources</b>	<b>Artist Connections</b>	
<p> <a href="#">Food in Art: Then and Now</a></p> <p> <a href="#">Found Between the Lines</a></p>	<p> <a href="#">7 Outrageous Oil Pastel Techniques</a></p> <p> <a href="#">The Emotion of Color</a></p>	<p> <a href="#">Wayne Thiebaud</a></p> <p> <a href="#">Jackson Pollock</a></p>	

Anchor Charts	Videos	Suggested Assessments
<a href="#"> Basic Drawing Vocabulary</a> <a href="#"> Warm, Cool, and Neutral Colors</a>	<a href="#"> What is Drawing?</a> <a href="#"> What is Abstract Expressionism?</a>	<a href="#"> Exit Ticket</a> <a href="#"> Sticky Note Critique</a>
Notes and Adjustments		
Reflections on Instruction		

## UNIT 10: Exploring Museums

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation.</p> <p><b>Enduring Understanding:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><b>Essential Questions:</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>Enduring Understanding:</b> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><b>Essential Questions:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>	<p>Students will analyze the possibilities for presenting works of art in museums. Students will apply their understanding by designing a layout of a museum and creating informative exhibitions of their artwork.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> <li>Museums</li> </ul>	Select, Analyze, Prepare	<a href="#">Anticipatory Sets With FLEX</a>
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> <li>Sculpture</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Line</li> <li>Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Form</li> </ul>	
Demonstration Time	Student Work Time		
1 hour	5 hours		
Focus Standards	Unit Essential Questions		
<p><b>VA:Pr4.1.3a</b> Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</p>	How does the presentation of artwork change the meaning and the viewer's experience?		
<p><b>VA:Pr5.1.3a</b> Identify exhibit space and prepare works of art, including artists' statements, for presentation.</p>	What should be considered when choosing an exhibition space?		
<p><b>VA:Cr1.1.3a</b> Elaborate on an imaginative idea.</p>	How do artists expand upon an initial and imaginative concept?		
Anchor Resources			
<p><b>VA:Pr4.1.3a</b> Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</p>	<a href="#">🔗 Spaces and Places for Art</a>		
<p><b>VA:Pr5.1.3a</b> Identify exhibit space and prepare works of art, including artists' statements, for presentation.</p>	<a href="#">🔗 Art Show Preparation Checklist</a>		

Lessons	Key Resources	Artist Connections	
<a href="#"> Create Your Art Museum</a>	<a href="#"> Museum Blueprint</a>	<a href="#"> 30 Art Museums to Explore Online</a>	
<a href="#"> Dinosaur Discovery</a>	<a href="#"> Scientific Illustration</a>	<a href="#"> David Goodsell</a>	
Anchor Charts		Videos	Suggested Assessments
<a href="#"> Basic Drawing Vocabulary</a>	<a href="#"> Paper Building &amp; Folding Techniques</a>	<a href="#"> What is Sculpture?</a>	<a href="#"> Create a Museum Artist Statement</a>
<a href="#"> Basic Sculpture Vocabulary</a>			<a href="#"> Before and After: Self Assessment Checklist</a>
Notes and Adjustments			
Reflections on Instruction			