



Park Hill School District

Building Successful Futures • Each Student • Every Day

Middle School Adapted Art Curriculum

Course Description:

The Adapted Art Course is a blended learning experience that is designed to enable students to explore different art styles, techniques, and media while adapting to their individual needs and abilities. The course offers a comprehensive curriculum that covers the fundamentals of drawing, painting, sculpture, and digital art through a theme-based approach.

A theme-based art curriculum is a framework for teaching art that is centered around a specific topic or idea. The goal is to expose students to a variety of art genres, styles, and techniques within the context of the theme. The curriculum can be adapted for different age groups, abilities, and skill levels.

The course is structured in a way that allows students to progress at their own pace, with differentiated instruction and personalized feedback from the instructor. Students are introduced to a range of materials and techniques, including traditional and adapted tools, and are encouraged to experiment with different media to express their creativity and personal aesthetic awareness.

The course can also offer opportunities for collaboration and peer feedback, with group critiques and discussions that engage students in dialogue about creating art. Additionally, students have the chance to work on individual projects that suit their interests and goals, with guidance from the instructor.

Throughout the course, students are encouraged to be reflective about their learning and aesthetic choices. By the end of the course, students will have developed a foundation in art skills and techniques, as well as their own unique artistic voice.

Preparing Well for Adapted Art:

Teachers of this course must be prepared to adapt to the broad and varied needs of the students for whom it is designed. It is recommended that teachers partner with **Essential Skills teachers, Occupational Therapists, Special Education Instructional Coaches**, and/or other **General Education Art teachers** in the district that also teach this course to secure the appropriate support, modification or accommodation recommendations, and resources to best meet students' needs. To prepare for adapting the course as needed, consider:

- Pre-assessing to determine needs
- Pre-cutting or otherwise preparing certain materials
- Having supplemental skill-related or standards-aligned activities on hand, e.g.
 - Model Magic modeling clay
 - Sensory bins
 - Color-matching card games
 - Coloring sheets or puzzles connected to content of focus
- Working with building and/or district leadership to secure adapted-specific materials
 - E.g. Paint mitts, Chunky paint brushes, Non-spill cups, Adapted scissors, Jumbo glue sticks, Easels for vertical surfaces, Adapted crayons, etc.
- Breaking procedural activities down into scaffolded steps
- Providing visual models, examples, and/or instructions
- Thematically-organized projects or experiences
- Projects that span only one or two days

Assessing & Differentiating in Adapted Art Settings

Student made artwork is a formative assessment because it allows teachers to assess students' knowledge, understanding, and skills in a hands-on and creative way. Artwork requires students to apply critical thinking, problem-solving, and decision-making skills to produce a visual representation of their understanding of a concept. Teachers can use the artwork to gain insight into students' thought processes and identify areas where they may need additional instruction or support. Additionally, artwork allows students to showcase their unique talents and strengths, providing teachers with a more comprehensive understanding of their abilities and learning styles. Differentiation in art education aims to tailor instruction to meet the unique needs and abilities of every student. By providing a variety of learning opportunities and materials, art teachers can help students feel engaged and challenged in their artistic pursuits.

Overall, artwork provides valuable information to teachers in the form of assessment, helping them to adjust their instruction and meet the individual needs of their students. However, in this class with its individualized approach to instructing each learner, formal point based grading (ie a rubric) would not be developmentally, academically, or creativity relevant to monitoring the growth of student learning. Rather, the teacher will assess student growth holistically through student engagement. In an adapted art class the teacher will need to differentiate instruction

and/or assessment to ensure that all students are expanding their knowledge/ experiences. **Some examples of differentiated instruction include:**

1. Varying instructional methods: Art teachers can use a combination of instructional methods, such as hands-on instruction, demonstrations, verbal instruction, and video instruction, to meet the diverse learning styles and needs of their students.

2. Adapting materials: Teachers can adapt art materials and supplies to accommodate individual student needs. For example, students with physical disabilities may require special brushes, grips, or magnifying glasses to help them with their artwork.

3. Providing choice: Art teachers can offer a range of artistic mediums and projects that allow students to choose the tools and techniques they feel most comfortable working with.

4. Adjusting pace: Teachers can adjust the pace of instruction to accommodate the individual learning needs of students. This could include slowing down or speeding up instruction, providing additional practice assignments or resources, or modifying the level of difficulty to meet individual needs.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 weeks	Introduction to Art	Topic 1- Introduction to Art Class Topic 2- Art Techniques Topic-3 Color Theory
4 weeks	Nature in Art	Topic 1- Animals in Art Topic 2- Seasons and Weather in Art Topic 3- Landscapes Topic 4- Organic Shapes Topic 5- Eco Art/Recycled Art
3 weeks	Humans in Art	Topic 1- Portraits Topic 2- Cartoons Topic 3- Identity
3 weeks	Global Art	Topic 1- Art History Topic 2- Cultural Celebrations and Traditions Topic 3- Fantasy, Imagination, and Popular Culture
3 weeks	Technology and Art	Topic 1- Geometric Shapes Topic 2- Cityscapes Topic 3- Architecture, Interior Design, and/or Product Design

Unit 1: Introduction to Art

Subject: Middle School Adapted Art

Grade: 6-8

Name of Unit: Introduction to Art

Length of Unit: 3 weeks

Overview of Unit:

Art is the expression of creativity through various media such as painting, sculpture, photography, and drawing. Art can be used to evoke emotions, tell stories, and share ideas. In this unit, we will explore different forms of art and the elements and principles that make up their composition. We will also discuss the cultural and historical significance of art and how it reflects society's values and beliefs. By examining artworks, we will gain a deeper understanding of the creative process and develop an appreciation for the beauty and complexity of art.

Priority Standards for Unit:

- VA:Cr1A Generate and conceptualize artistic ideas and work.
- VA:Re8A Interpret intent and meaning in artistic work.

Essential Questions:

1. How do artists make art?
2. How can we use a variety of materials to make different effects in our work?
3. How do artists act in an art studio?
4. How do artists use color?

Enduring Understanding/Big Ideas:

1. Different mediums make different marks.
2. Art classrooms are a place to make art.
3. Art students must use supplies properly.
4. Colors can be mixed to make new colors.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Color Materials Technique Persistence	Drawing Painting Sculpture

Unwrapped Priority Standards:

Priority Standard: VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with their own ideas.

Priority Standard: VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Topic 1: Introduction to Art Class

Engaging Experience 1

Title: Demonstration of Basic Techniques & Procedures

Suggested Length of Time: 3-5 45-minute class periods

Standards Addressed

Priority Standard: VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with their own ideas.

Detailed Description/Instructions:

Introduction to the teacher and classmates

- Overview of the course syllabus, objectives, and expectations
- Explanation of the materials and tools you will be using
 - Hand out art kit
 - Assign cubbies
 - Hand out sketchbook
- Demonstration of basic techniques and skills

Assignment of a first project or task- Sketchbook Cover Design

- Students will decorate the front page of their sketchbook.
- Each student will work to design or embellish a custom sketchbook cover showcasing their unique individuality, style, and aesthetic awareness.
- Discussion of classroom rules and guidelines, including safety, respect, and collaboration
- Opportunity to ask questions and express concerns or interests
- Inspiration and motivation to explore your creativity and express yourself through art.

Topic 2: Art Techniques

Engaging Experience 1

Title: Building Foundational Art Making Skills

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard: VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with their own ideas.

Priority Standard: VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Detailed Description/Instructions:

The teacher will facilitate the creation of an artwork or a series of artworks that will showcase a variety of artmaking skills. The teacher will focus on teaching core foundational art making skills during this first week. Focus will be on procedures and expectations to facilitate art making while encouraging various appropriate opportunities for autonomy. The choice of projects and subject matter is at the discretion of the instructor however, [here](#) are some ideas.

The teacher might choose to do a [drawing of the day](#) at the start of class each day. The *drawing of the day* could be over a variety of topics and functions as a warm up activity. Students could even choose what they would like to draw for each *drawing of the day*. *Drawings of the day* could be taught as a directed drawing, meaning that the teacher shows the class how to draw the subject step by step.

Drawing of the day [ideas](#).

Drawing of the day [paper](#).

Topic 3: Color Theory

Engaging Experience 1

Title: Color Wheel & Complementary Color Painting(s)

Suggested Length of Time: 7 45-minute class periods

Standards Addressed

Priority Standard: VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with their own ideas.

Priority Standard: VA:Re8A Interpret intent and meaning in artistic work.
Learning Targets
Students will identify media used in artworks.
Students will identify subject matter in artworks.
Students will make inferences about artworks based on contextual information gleaned in artworks.

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Detailed Description/Instructions:

Students will explore some of the properties of the three primary colors and the three secondary colors. Examples of possible projects that will facilitate the exploration of color can be found [here](#). Teachers may teach students using daily projects and activities or larger multi-day projects.

Color Wheel

1. **Introduction:** Begin the lesson by asking students about color mixing. Allow for a brief discussion, and then explain that color theory is the study of color and how colors can be combined or used to create different effects.

2. **Primary Colors:** Explain that there are three primary colors: red, blue, and yellow. Write each primary color on the whiteboard and have students identify them. Then, show them how to mix primary colors to create secondary colors:

-Red + Blue = Purple

-Red + Yellow = Orange

-Blue + Yellow = Green

3. **Secondary Colors:** Have students create a color wheel using construction paper or paint. They will need to cut out circles in the primary colors and glue them onto a piece of paper in a circle. Then, they should mix the primary colors to create the secondary colors and cut out circles in those colors to glue on the color wheel.

Change and modify the above lesson for different learning needs.

Complementary Color Painting

Complementary Colors: Explain that complimentary colors are opposites on the color wheel. Ask students if they can identify any complimentary colors on their color wheel. Write the pairs of complementary colors on the whiteboard:

-Red and Green

-Blue and Orange

-Yellow and Purple

Possible Application: Have students create an artwork using complementary colors. They can use construction paper, paint, or colored pencils to create a piece that uses complementary colors. Examples of projects that could be used to teach complementary colors can be found [here](#).

Conclusion: End the lesson by having students share their artwork and discuss how they used complimentary colors. Ask students what they learned about color theory and how they might use this knowledge in the future.

Assessment: Assess students' understanding of color theory by checking their color wheels and their artwork. Have them identify the primary and secondary colors in their artwork, as well as the complimentary colors they used.

Change and modify the above lesson for different learning needs.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to Art Class	Demonstration of Basic Techniques & Procedures	The teacher will facilitate the application of procedures in the art room and will begin teaching basic artmaking techniques and exploration of materials. Each student will work to design or embellish a custom sketchbook cover showcasing their unique individuality, style, and aesthetic awareness.	3-5 days
Art Techniques	Building Foundational Art Making Skills	The teacher will systematically instruct students on developmentally appropriate approaches to expressing ideas through artmaking. The teacher will assign projects to best complement the needs of individual learners.	5 days
Color Theory	Color Wheel & Complementary Color Painting(s)	The teacher will facilitate the exploration of color mixing through hands on tactile artmaking.	7 days
<i>Engaging Scenario: Projects, artmaking, & artworks (modified to fit each learners needs)</i>			

Unit 2: Nature in Art

Subject: Middle School Adapted Art

Grade: 6-8

Name of Unit: Nature in Art

Length of Unit: 4 weeks

Overview of Unit: Nature has been a major subject in art from the earliest cave paintings to contemporary works. Many artists have been inspired by the natural world to create works that celebrate its beauty or comment on environmental issues. In the 20th century, artists have continued to explore the relationship between humans and nature. From the abstract expressionism of Jackson Pollock to the conceptual art of Andy Goldsworthy, artists have found new ways to depict the natural world and to raise awareness of environmental issues. Overall, nature has played a significant role in art throughout history, inspiring artists to explore its beauty, its mysteries, and its connection to our lives. Students will explore and learn about different aspects of nature through a variety of visual arts activities.

Priority Standards for unit:

- VA:Cr1A Generate and conceptualize artistic ideas and work.
- VA:Re8A Interpret intent and meaning in artistic work.
- VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Essential Questions:

1. Why are humans interested in nature?
2. How can we use materials to make artwork?
3. What is a landscape?

Enduring Understanding/Big Ideas:

1. Color can convey mood
2. Organic shapes are often found in nature
3. Artwork can be made in a variety of ways

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Nature Temperature Recycled	Landscape Organic shapes Craftsmanship Line

Unwrapped Priority Standards:

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Topic 1: Animals in Art

Engaging Experience 1

Title: Making Animal Artwork

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Students will learn about animals in art and create their own [animal-inspired artworks](#) using various techniques and materials. Examples of projects that an art teacher could use can be found [here](#).

Step 1: Begin the lesson by showing images of animals in art. Ask students what they notice about the way animals are portrayed in art, such as the use of color, shape and line.

Step 2: Discuss the significance of animals in different cultures and art forms, from ancient Egyptian hieroglyphs to modern-day street art.

Step 3: Have students choose an animal that they would like to incorporate into their artwork or develop a lesson with a particular animal as the subject. Encourage them to think about why they chose that particular animal and what aspects of its physical appearance or behavior they would like to highlight.

Step 4: Using a pencil, have students sketch their chosen animal in their drawing paper or sketchbook. They can focus on getting the basic shape and details like eyes, nose, and fur.

Step 5: Once they have the basic shape and details, students can then add color using colored pencils, markers, or paint. Encourage students to get creative with their animal-inspired artwork. They can use scissors and construction paper to create a collage or even incorporate magazine images of the animal into their artwork.

Step 6: After completing their animal artwork, give students time to share their work with the class. Ask them to explain their creative process and why they chose that particular animal.

You can assess students' understanding of animal art by reviewing their sketchbook, observing their artwork creation process, and asking questions during the class discussion. This project provides an opportunity for students to use their imagination and creativity while learning about the cultural significance of animals in art.

Topic 2: Seasons and Weather in Art

Engaging Experience 1

Title: Making Art Showing Seasons and Weather

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Seasons and weather have been a popular theme in art for centuries. Artists have captured the beauty and power of the changing seasons and weather patterns through their works, portraying them in various ways. In paintings, the use of color and light play a significant role in depicting seasons and weather. For example, warm oranges, yellows, and reds may represent the warmth of summer, while cool blues and whites can show the coldness of winter. Additionally, artists also use symbols to represent seasons in their art. For example, Spring is often depicted with young buds or flowers, Summer with lush green fields, Autumn with falling leaves and fruit, and Winter with bare trees and snow.

Weather can also be portrayed through the use of movement, texture, and sound. Artists depict the force of wind by painting trees bending in the breeze or waves crashing on shorelines. Lightning and thunder can be suggested through bold brushstrokes or jagged lines, while the sound of rainfall can be depicted through soft and gentle brushstrokes.

Overall, artists use a variety of techniques to capture the beauty and power of seasons and weather in their works of art, allowing viewers to experience these natural phenomena in new and unique ways. Students will explore seasons and weather through artmaking.

The teacher may show students examples of weather and seasons in artworks. The teacher may also take the students outside to experience the weather and seasons firsthand. The students will then create artwork showing some understanding of how artists attempt to show seasons/ weather. The art teacher may use some of the projects shown [here](#).

Topic 3: Landscapes

Engaging Experience 3

Title: Creating Landscapes

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Landscapes in art depict outdoor scenes of natural or man-made features in the environment. They are often depicted in painting or drawing, but can also be created through photography or sculpture. Landscapes can take many forms and depict various settings such as mountains, forests, beaches, fields, cities, and more. They can be realistic or abstract, and may capture a sense of mood or emotion. In art history, landscapes have been a popular subject since classical times. In the 19th century, the Romantic movement gave landscape painting a new life. Artists such as J.M.W. Turner and John Constable sought to capture the raw power and emotion of nature in their paintings. In the 20th century, artists such as Georgia O'Keeffe and Ansel Adams focused on capturing the beauty and vastness of the American landscape. Today, landscape art remains a popular subject, with many contemporary artists using it as a means of exploring environmental and social issues. Landscapes can provide a powerful way to explore our relationship with nature and the world around us.

Students will explore seasons and weather through artmaking.

The teacher may show students examples of landscapes in artworks. The teacher may also take the students outside to experience landscapes firsthand. The students will then create artwork showing some understanding of how artists make landscapes. The art teacher may choose to teach some of the projects shown [here](#).

Topic 4: Organic Shapes

Engaging Experience 1

Title: Making art with Organic Shapes

Suggested Length of Time: 2 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Organic shapes in art refer to shapes that are irregular and naturally occurring in nature. They are usually free-flowing and do not have straight lines, angles, or geometric patterns. Organic shapes can be found in a variety of forms, such as leaves, plants, rocks, mountains, clouds, and water bodies. In art, organic shapes can be used to create a sense of movement, depth, and balance. They are often used in abstract art, as well as in figurative and representational art to add a sense of naturalism to the work. Some famous artworks that feature organic shapes include Vincent van Gogh's *Starry Night*, Henri Matisse's *The Dance*, and Georgia O'Keeffe's *Mule's Skull with Pink Poinsettias*.

Students will use organic shapes to make artwork. One approach to introducing organic shapes to students is explained below. Teachers may modify any lesson to fit the learners needs. Teachers might also choose from the [following projects](#) to teach organic shapes.

Step 1: Begin by gathering a collection of organic objects, such as leaves, flowers, or shells. Spend some time observing the shapes and patterns of these objects, taking note of their curves and unique features. Explain that organic shapes are shapes that are derived from natural forms, such as animals, plants, rocks, and clouds. Unlike geometric shapes, which have defined edges and angles, organic shapes are fluid and often irregular in shape.

Step 2: Using a pencil, sketch some of these organic shapes onto your paper. Try to capture the essence of each object, rather than making an exact replica.

Step 3: Once you have a collection of sketches, choose one or two to focus on for your final artwork. Use oil pastels or watercolors to color in your organic shapes, paying close attention to the colors and textures found in nature.

Step 4: As you work, consider the composition of your artwork. How can you arrange your organic shapes to create a dynamic and interesting composition? You might experiment with overlapping shapes, playing with scale, or using a variety of colors and textures.

Step 5: Once your artwork is complete, take a step back and reflect on what you've created. What do your organic shapes convey? Are they peaceful or chaotic, delicate or robust? Think about how organic shapes are a reflection of the natural world around us, and how they can bring beauty and character to art with some of the projects shown [here](#).

Topic 5: Eco Art/Recycled Art

Engaging Experience 1

Title: Making art with Recycled Materials

Suggested Length of Time: 3 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Recycled art refers to art pieces that are created using materials that have been previously used or would normally be thrown away as waste. These materials can include anything from paper, metal, plastic, glass, wood, textiles, or any other discarded item that an artist sees potential in. Recycled art is often used to bring awareness to environmental issues, promote sustainability, and showcase creativity in repurposing materials.

Step 1: Begin by discussing with students the concept of recycling and how it benefits the environment. Students will learn about the concept of recycling and its importance in protecting the environment. Students will create artwork using recycled materials.

Step 2: Share some examples made from recycled materials such as furniture, toys, school supplies, etc.

Step 3: Distribute various recycled materials like bottle caps, newspapers, old magazines, cardboard boxes, etc. to the students.

Step 4: Instruct the students to use their creativity and imagination to create an artwork using these materials. Provide scissors, glue, markers or paints to help students to assemble their artwork. Encourage the students to experiment with texture, color, and shape.

Step 5: Once the students have completed their artworks, allow them to share their creations with the class.

Step 6: End the lesson by emphasizing the importance of recycling and how this activity can inspire them to make more recycled art pieces.

The teacher may modify this lesson to fit the needs and interests of the students. The teacher may approach this lesson by using a lesson from [here](#).

Assessment:

1. Observe the students' use of recycled materials and creativity.
2. Consider the students' ability to collaborate and share their ideas with others.
3. Encourage students to discuss what they learned during the lesson.

Recycling is a vital practice, and through this activity, students can understand and appreciate its significance in protecting our planet. By creating art with recycled materials, students can inspire to keep their environment a more sustainable place.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Animals in Art	Making Animal Artwork	Students will analyze and create artwork with the subject matter of animals.	5 days
Seasons and Weather in Art	Making Art Showing Seasons and Weather	The student will demonstrate an understanding of weather and seasons in art through the creation of an artwork.	5 days
Landscapes	Creating Landscapes	The students will create a landscape.	5 days
Organic Shapes in art	Making art with Organic Shapes	The student will identify and use organic shapes in their artmaking.	2 days
Eco Art/ Recycled Art	Making art with Recycled Materials	The student will utilize found recycled materials to create a work of art.	3 days
<i>Engaging Scenario: Projects, artmaking, & artworks (modified to fit each learners needs)</i>			

Unit 3: Humans in Art

Subject: Middle School Adapted Art

Grade: 6-8

Name of Unit: Humans in Art

Length of Unit: 3 weeks

Overview of Unit: In this unit students will explore human representation in art and how that representation changes in various contexts. Topics can include traditional portraiture, cartoons, and personal identity.

Priority Standards for unit:

- VA:Cr1A Generate and conceptualize artistic ideas and work.
- VA:Re8A Interpret intent and meaning in artistic work.
- VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Essential Questions:

1. Why do artists draw people?
2. Why do artists make artwork about themselves?
3. What can you tell people about yourself through your art?

Enduring Understanding/Big Ideas:

1. Portraits can be realistic or abstract.
2. Symbols represents or stands for something else
3. Artwork can be informative.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
N/A	Realistic Abstract Cartoons Portrait

Unwrapped Priority Standards:

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.
Learning Targets
Students will apply various techniques to make art.
Students will apply methods to overcome creative blocks.
Students will combine an inspirational source with my own ideas.
Priority Standard VA:Re8A Interpret intent and meaning in artistic work.
Learning Targets
Students will identify media used in artworks.
Students will identify subject matter in artworks.
Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Topic 1: Portraits

Engaging Experience 1

Title: Make a Portrait

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.
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Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Portraits in art are representations of a person or group of people that focus on their likeness, character or personality. They have been an important subject matter in art history, with notable examples found in ancient Egyptian and Roman art, as well as the art of Renaissance masters like Leonardo da Vinci and Michelangelo. Portraits can be created in a variety of media, such as painting, drawing, sculpture, photography and even digital art. The style and technique used can vary depending on the artist, the time period and the intended purpose of the portrait. They can be used as a means of documenting historical figures, as a way of celebrating someone's life, or as a tool for self-expression or political commentary. Portraits reflect the society and culture in which they were created, and often reveal insights into the beliefs, values and ideals of a particular era. Some of the most famous portraits in art include Leonardo da Vinci's Mona Lisa, Pablo Picasso's portraits , and Johannes Vermeer's Girl with a Pearl Earring.

This portrait unit is designed to teach students about the fundamental techniques of creating a portrait. At the introductory level, the students learn the basic elements of drawing, composition, and color theory to create a portrait. They study the human face as a subject for art, and learn about facial proportions and features like eyes, nose, and mouth. They also explore different mediums such as graphite, charcoal, and colored pencils to create their portraits. Additionally, students learn to develop critical thinking skills by interpreting and analyzing visual art examples.

The portrait lesson may involve the following components:

1. Introduction to portrait drawing
2. Understanding facial proportions
3. Sketching and shading techniques
4. Study of the human face as a subject for art
5. Use of various mediums such as graphite, charcoal, and colored pencils
6. Color theory
7. Composition and perspective
8. Analyzing and interpreting visual art

Overall, the goal of this portrait unit is to help students develop an appreciation for the art and techniques of portraiture, and to develop their critical thinking skills. Teachers may choose to teach some of the portrait projects [here](#).

Topic 2: Cartoons

Engaging Experience 1

Title: Create Cartoon Inspired Art

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Cartoons have a long history in art, dating back over 1,000 years. The word "cartoon" originally referred to preparatory drawings for larger works of art, particularly for frescoes or tapestries. Over time, the meaning of the word evolved to refer to humorous or satirical drawings or animations. Many famous artists have incorporated cartoonish elements into their work. For example, the painter Pablo Picasso often incorporated elements of caricature and cartoonish shapes into his cubist paintings, while artist Roy Lichtenstein created large-scale paintings using comic strip panels as inspiration. In addition to fine art, cartoons have also been used in advertising, product design, and other commercial applications. Animated cartoons have become a major part of popular culture, with animated television shows and movies achieving widespread success.

Overall, cartoons have become an important part of the art world and have left a lasting impression on popular culture.

Introduction:

Show pictures of popular cartoon characters and ask the students what they notice about them (large eyes, exaggerated features, etc.)

Instruction:

Step 1: Demonstrate how to draw a simple cartoon character. Start with a basic shape for the head (such as a circle or oval) and add facial features and a body.

Step 2: Discuss exaggeration and encourage students to make their characters unique and fun by making certain features larger or smaller than they would be in real life. The teacher will show students basic cartoon drawing techniques.

Step 3: Give students time to draw their own cartoon character. Encourage them to use their imagination and be creative.

Step 4: After their drawings are complete, have students use markers or crayons to color them in.

Assessment:

Observe student participation in the lesson and assess their understanding of the concept through completed cartoon characters.

Closure:

Ask students to share their cartoon characters with the class and explain their features. Display the drawings in the classroom.

The teacher may choose to modify the above lesson to fit the needs of the learner or the teacher might choose to teach cartoons using other projects, such as the projects featured [here](#).

Topic 3: Identity

Engaging Experience 1

Title: Create Artwork About Yourself

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Identity in art refers to how an artist portrays and represents their personality and personal experiences through their artwork. Including aspects of identity in an artwork allows the viewer to explore and understand different perspectives and experiences. Identity can also refer to how an artist represents characteristics that make up their personal identity through their artwork. Identity in art allows for the expression of an artist's unique perspective and experiences, making the artwork more meaningful and relatable to the audience. It also allows for the examination of cultural and social issues related to identity and provides a platform for dialogue and understanding. Artists throughout history have explored their personal identity and issues related to identity through their artwork. Artists Frida Kahlo and Jean-Michel Basquiat's work highlights the artist's exploration of identity.

Introduction to artmaking: Identity is the way we see ourselves and how others see us. It includes our name, our appearance, and the things that make us unique, even our favorite things. In this art lesson, we'll explore how we can express our identity through art.

For this art making lesson the art teacher may choose to use a lesson from [here](#). Students might create a self portrait showcasing characteristics and traits about themselves that are unique or the student might complete an artwork showcasing their favorite thing (pizza, icecream, color, shirt, ect) that makes them unique. Students could complete an artwork featuring their name. Students could utilize photography for this unit. The teacher can modify or change the lesson to fit the needs and interests of the learners.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Portrait	Make a Portrait	The students will learn and apply portraiture skills into the creation of an artwork.	5 days
Cartoons	Create Cartoon Inspired Art	The students will create cartoon style artwork.	5 days
Identity	Create Artwork About Yourself	The students will create artwork that showcases aspects about themselves.	5 days
<i>Engaging Scenario: Projects, artmaking, & artworks (modified to fit each learners needs)</i>			

Unit 4: Global Art

Subject: Middle School Adapted Art

Grade: 6-8

Name of Unit: Global Art

Length of Unit: 3 weeks

Overview of Unit: The goal of this unit is to expose middle school adapted students to the diversity and richness of art forms across the world. The students will learn about various artworks from across the world along with their unique art styles, techniques, and methods of expression. The unit will encourage students to appreciate the beauty and value of art as a means of understanding and connecting with people from all backgrounds.

Priority Standards for Unit:

- VA:Cr1A Generate and conceptualize artistic ideas and work.
- VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Essential Questions:

1. How is art different?
2. When is art used in celebrations and traditions?
3. How is art used to celebrate?
4. How do artists use imagination?

Enduring Understanding/Big Ideas:

1. Art changes across time and geography
2. People create art for many different reasons

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Celebrations Holidays	Paintings Illustration Drawing Stamps Glue

Unwrapped Priority Standards:

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Topic 1: Art History

Engaging Experience 1

Title: Artmaking Inspired by Art History

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Art history is the study of how art has evolved over time. Art history includes topics of art styles, the artists, and the historical events that influenced their work. Art history is important because it helps us understand the meaning behind artwork and how it reflects the culture and values of a particular time in history.

Here are some key art movements and artists that you can introduce to students:

- 1. Prehistoric Art:** Cave paintings are some of the oldest examples of art we have. They were created by early humans tens of thousands of years ago and feature images of animals and hunting scenes.
- 2. Ancient Egyptian Art:** The Ancient Egyptians made art to honor their beliefs and celebrate their pharaohs. They used hieroglyphics (symbols and figures) to tell stories on walls and tombs.
- 3. Renaissance Art:** The Renaissance was a time of great creativity and invention in Europe. Artists like Leonardo da Vinci and Michelangelo created amazing works of art during this period, including the Mona Lisa and the ceiling of the Sistine Chapel.
- 4. Impressionism:** Impressionism was an art movement that began in France in the 1870s. Artists like Claude Monet and Edgar Degas used bright colors and light to capture the feeling of a moment in time. Famous works include Monet's Water Lilies and Degas' The Dance Class.
- 5. Pop Art:** Pop Art was a movement that emerged in the 1950s and 60s, featuring bold colors and images taken from popular culture. Andy Warhol is its most famous artist, creating colorful portraits of celebrities like Marilyn Monroe and Elvis Presley.

By exposing elementary school students to different styles of art and the stories behind them, they can gain a better appreciation for the role that art plays in our world today. The teacher might start the lesson by showing examples of artwork from the above time periods and asking the students to notice various things about the works. The art teacher might then ask the students to make an artwork inspired by a certain artist or time period. The art teacher could also encourage students to “remix” recognizable images as a form of parody to allow students to find greater relevance in the creative process. [Here](#) are some examples of projects that incorporate art history.

Topic 2: Cultural Celebrations and Traditions

Engaging Experience 1

Title: Artmaking Inspired by Holidays, Celebrations, and Traditions

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Celebration and art are often intertwined. Throughout history, art has been used to commemorate and celebrate significant events, from ceremonies and festivals to political victories and social changes. Artistic expressions such as music, dance, and visual arts have been used to express joy and happiness, to honor achievements and milestones, and to document collective memory and identity.

Art produces a unique form of celebration; it has the power to transcend language and cultural barriers, bringing people from different backgrounds together to share in an emotional and transformative experience. Through the creative process of producing art, individuals can express their emotions, thoughts, experiences, and values, both individually, and as part of a community.

Some of the ways in which art is used for celebration include:

1. Holidays and Festivals: Holidays and festivals often incorporate art into their celebrations as a way to highlight and display the traditions, values, and customs of a community.

2. Commemorative Art: Art is often used to commemorate significant events such as achievements, milestones, and tragedies. These pieces of art can serve as a lasting tribute to the occasion and allow audiences to remember and reflect on its significance.

3. Personal Celebrations: Art is also used in personal celebrations such as weddings, birthdays, and other life milestones. Art can be used to decorate the event space, create personalized invitations, and make keepsakes that will last for years to come.

In conclusion, art is a powerful tool that has been used for celebration throughout history. It enables individuals and communities to express themselves creatively, honor their traditions, and commemorate significant events. Artistic expressions, be it music, dance, visual arts, or others, allow for unique and profound experiences that can unite people and create lasting memories.

For this unit the art teacher might integrate a school tradition into artmaking. The students might color posters for the upcoming school dance or create birthday cards for staff. The students could design a display for Youth Art Month. The art teacher might include opportunities for students to talk about how their family celebrates holidays and milestones. The teacher could also integrate artmaking practices from around the world into a lesson for the students. Here are some [project ideas](#).

Topic 3: Fantasy, Imagination, and Popular Culture

Engaging Experience 1

Title: Artmaking that Fosters Imagination/Imaginative Collage Art

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Priority Standard VA:Cn10A Synthesize and relate knowledge and personal experiences to make art.

Learning Targets

Students will integrate relevant personal subject matter into their artmaking.

Students will apply prior experiences into interpreting and creating art.

Students will express personal tastes in responding and creating art.

Detailed Description/Instructions:

Fantasy and imagination have been a powerful source of inspiration for artists throughout history. In the realm of traditional painting, artists have used their imaginations to create fantastical worlds filled with magical creatures, mythical heroes, and otherworldly landscapes. Examples of this can be seen in the surreal works of artists like Salvador Dali and the whimsical paintings of Marc Chagall. In more recent years, digital technology has enabled artists to fully explore their imaginations and bring their fantastical worlds to life in ways never before possible. Video games like The Elder Scrolls, World of Warcraft, and Final Fantasy allow players to fully immerse themselves in other worlds, while digital artists and movie producers can create stunning visuals that blur the lines between reality and imagination. Overall, fantasy and imagination continue to be powerful forces in the art world and will likely continue to inspire artists and captivate audiences for generations to come.

Teachers can cultivate and discuss imagination and fantasy through a variety of projects. Below is an example of a project that a teacher might teach. Here are [other examples](#) of projects for this unit.

Title: Imaginative Collage Art

Objective: Students will develop their imagination through creating a unique collage art piece using a variety of materials.

Procedure:

Step 1. Begin the lesson by talking about imagination and what it means. Discuss with students that imagination is the ability to think creatively and come up with ideas that may not exist in reality. For this unit art teachers might show students work by surrealist artists and hold a class discussion.

Step 2. Explain to students that they will be creating their own imaginative collage art piece using a variety of materials. Provide students with a variety of magazines or printouts to work with.

Step 3. Instruct the students to brainstorm about an idea in their mind that they would like to create with their materials. Encourage them to be as creative and imaginative as possible as they create their collage.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Art History	Artmaking Inspired by Art History	Students will look at a variety of artworks across time and geography and then make artworks inspired by that learning.	5 days
Cultural Celebrations and Traditions	Artmaking Inspired by Holidays, Celebrations, and Traditions	Students will reflect on how society utilizes art to facilitate celebrations. Then students will create a work(s) of art focused on that theme.	5 days
Imagination, fantasy, and popular culture	Artmaking that Fosters Imagination/I maginative Collage Art	Students will learn about imagination and create imaginative, otherworldly, and unique works of art.	5 days
<i>Engaging Scenario: Projects, artmaking, & artworks (modified to fit each learners needs)</i>			

Unit 5: Technology and Art

Subject: Middle School Adapted Art

Grade: 6-8

Name of Unit: Technology and Art

Length of Unit: 3 weeks

Overview of Unit: In this unit students will explore man made structures and the use of technology in creation. Topics might include cityscapes, geometric shapes, architecture, graphic design, product design.

Priority Standards for unit:

- VA:Re8A Interpret intent and meaning in artistic work.
- VA:Cr1A Generate and conceptualize artistic ideas and work.

Essential Questions:

1. What is a cityscape?
2. What is an example of product design?
3. How do artists use technology/ tools/ machines to make art?

Enduring Understanding/Big Ideas:

1. Artists use tools to make exact shapes (rulers, compass, software)
2. Artists and designers have designed everything around you

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Ruler Drawing compass Technology Computer	Cityscape Product design Designer Geometric shapes

Unwrapped Priority Standards:

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Topic 1: Geometric Shapes

Engaging Experience 1

Title: Artwork Encompassing Geometric Shapes

Suggested Length of Time: 5 45-minute class periods

Standards Addressed

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Detailed Description/Instructions: Geometric shapes have been used in artistic expression for thousands of years, from ancient Greek pottery to contemporary abstract paintings. These shapes, such as circles, squares, triangles, and hexagons, are often used to create structure and balance in a piece of art. Artists like Kazimir Malevich and Piet Mondrian embraced the use of geometric shapes in their artwork, developing a style known as geometric abstraction. This movement sought to strip art down to its essence, using simple shapes and colors to create pure, non-representational compositions. Other artists, such as Josef Albers and Frank Stella, have used geometric shapes to explore concepts of space, form, and perception. Albers' Homage to the Square series, for example, consists of countless variations on a simple square composition, each exploring the interactions of color and shape. Geometric shapes also frequently appear in street art and graffiti, where they may be used to create complex patterns or to accentuate the geometry of urban architecture. In all these contexts, geometric shapes provide a simple but powerful tool for artists to create bold, dynamic, and visually compelling works of art.

Using geometric shapes and the work of the above artists as inspiration students should create projects utilizing geometric shapes. [Here](#) are some examples of projects that could be used in this unit.

Topic 2: Cityscapes

Engaging Experience 1

Title: Cityscape Inspired Artwork

Suggested Length of Time: 5 45-minute class periods

Standards Addressed:

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in

artworks.

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Detailed Description/Instructions:

Cityscapes are images that depict the urban landscape or skyline of a city. They have been a popular subject for artists throughout history, and have been represented in various forms of art including painting, drawing, photography, and sculpture.

One of the earliest examples of cityscape art can be found in ancient Egyptian paintings, where the city of Thebes was depicted in murals on the walls of tombs. In the Middle Ages, European artists frequently painted cityscapes as backgrounds for religious scenes.

During the Renaissance, artists began to take a more realistic approach to cityscapes. Using linear perspective and accurate depictions of architecture, artists such as Bellini, Canaletto, and Vermeer created vivid and detailed representations of cities.

In the 19th century, the Industrial Revolution brought about rapid urbanization, and artists such as Monet, Van Gogh, and Hopper captured the changing urban landscapes of their time. Modern and contemporary artists have continued to explore the theme of cityscapes. Overall, cityscapes in art have provided a rich and diverse subject for artists throughout history, reflecting the changing times and perspectives of society.

Students will learn about cityscapes and create their own colorful, imaginative cityscape using basic shapes and colors.

This is one approach you might take to teach the idea of Cityscapes to your students. Other examples of projects for this unit can be found [here](#).

Step 1: Introduce the idea of a cityscape to the students. Explain that a cityscape is a drawing or painting of a city or city skyline.

Step 2: Discuss what elements are typically found in a cityscape, such as tall buildings, streets, traffic, and people.

Step 3: Ask students to start by drawing basic shapes to form the buildings and other elements of the cityscape. Encourage them to use a mix of rectangular, triangular, and circular shapes to create a diverse and interesting cityscape.

Step 4: Next, invite the students to add details to their cityscape. They can use colored pencils or markers to add doors, windows, signs, and other features to the buildings.

Step 5: Finally, encourage the students to use a variety of colors to create an exciting and vibrant cityscape. Remind them that they can use any colors they like - including colors that might not be realistic for a real cityscape.

Step 6: When the students are finished, display their cityscapes around the classroom or school building to create a colorful and imaginative cityscape of their own!

Topic 3: Architecture, Interior Design, and/or Product Design

Engaging Experience 1

Title: Artwork That Uses Applied Design Concepts

Suggested Length of Time: 1 week

Standards Addressed

Priority Standard VA:Re8A Interpret intent and meaning in artistic work.

Learning Targets

Students will identify media used in artworks.

Students will identify subject matter in artworks.

Students will make inferences about artworks based on contextual information gleaned in artworks.

Priority Standard VA:Cr1A Generate and conceptualize artistic ideas and work.

Learning Targets

Students will apply various techniques to make art.

Students will apply methods to overcome creative blocks.

Students will combine an inspirational source with my own ideas.

Detailed Description/Instructions:

Applied design is the process of applying principles of design to create functional objects that fulfill a specific purpose. It encompasses a wide range of fields, including industrial and product design, architecture, graphic design, fashion design, and interior design. Its focus is on creating practical solutions that are aesthetically pleasing, ergonomic, environmentally sustainable, and culturally appropriate. The goal of applied design is to enhance the human experience by improving the quality of life, optimizing functionality, and creating beauty through well-crafted objects.

For this topic students could create a project covering the topic of architecture, interior design, or product design. Examples of projects for this topic can be found [here](#).

Below is a detailed method of teaching product design. A teacher might choose to teach this lesson on Shoe Design. This method of instruction could be applied to the design of other products beyond shoes.

Students will be able to demonstrate their understanding of applied design principles by creating their own shoe designs.

Step 1: Begin by asking students what they know about shoes. Ask what materials they are made of, what types of shoes are there, and what makes a good shoe design. Encourage students to share their experiences and opinions about shoes.

Step 2: Shoe design principles discussion (10 minutes): Discuss some key principles of shoe design with the students. Mention the importance of durability, comfort, support, and style. Show examples of some popular shoe designs and ask students what they like about them.

Step 3: Shoe template distribution (5 minutes): Hand out the shoe templates (either pre-drawn or online) to each student.

Step 4: Shoe design brainstorming (10 minutes): Ask students to think about what they want their shoe design to be like. What color do they want it to be? What type of material do they want to use? What special features do they want?

Step 5: Shoe design creation (15 minutes): Using colored pencils, markers, or crayons, have the students create their designs on their shoe templates. Encourage them to be creative and express themselves in their designs!

Step 6: Have each student present their shoe design to the class, explaining the features and ideas behind their design. Discuss how different materials, colors, and styles can influence a shoe's functionality and appearance.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Geometric Shapes	Artwork Encompassing Geometric Shapes	Students will analyze the use and application of geometric shapes in a variety of artworks and apply the use of geometric shapes in the creation of their own work.	5 days
Cityscapes	Cityscape Inspired Artwork	Students will analyze the approach artist take when creating cityscapes and apply those concepts into the creation of a city inspired artwork.	5 days
Architecture, Interior Design, and/or Product Design	Artwork That Uses Applied Design Concepts	Students will explore everyday design and replicate applied design concepts in personalized creations.	5 days
<i>Engaging Scenario: Projects, artmaking, & artworks (modified to fit each learners needs)</i>			

Unit of Study Terminology

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

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

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

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

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

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

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

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

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

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

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