

Kirkwood School District

Kindergarten–Fifth Grade Visual Arts Curriculum

Unit Scope and Sequence

5th	Clay: Combining Handbuilding Techniques		One-Point Perspective		Printmaking: Subtractive and Editions of Print		Color: Tertiary	
4th	Clay Coils and Forms		Self Portrait		Fibers		Museum Unit: Major Museums, Terms, Careers	
3rd	Clay Slab	Scapes: Depth and Horizon		Printmaking: Additive		Container: Functional Art		2D Paper into 3D Form
2nd	Clay Coil	Still Life: Draw an Object		Sculpture		Value: Drawing Pressure and Paint Mixing		Collage
1st	Clay	Portrait		Monoprinting		Warm and Cool Colors		Paper Techniques: Fold, Cut, Tear
Kdg	Clay: Pinch Pot	Drawing: Lines, Shapes, and Patterns		Simple Printmaking: Gadgets		Painting Color: Mixing Paint to Make Colors		Collage: Cut and Torn Paper

Course: Kindergarten Visual Arts

Course Description: In each unit in Kindergarten students have the opportunity to create, present, respond to, and connect with a variety of artworks. They plan and create artworks, develop skills using art materials, and learn to use artistic vocabulary to describe and respond to art. Students will work with clay, drawing, painting, printmaking, and color theory.

Unit 1 Kindergarten	Clay: Pinch Pot Students will learn the basic handbuilding techniques of a pinch pot. Students will learn how to form a ball from the clay, open the center, and thin the walls to create a pinch pot. Students will finish their completed clay project with glaze or paint.
Big Ideas	Artworks can be both useful and beautiful. Artists can follow a process and be creative.
Guiding & Essential Questions	How do artists learn the steps to make things with clay? What is the same and what is different about our designs?
Student Learning Goal(s)	Students will be able to use handbuilding techniques to build a pinch pot. Students will be able to describe choices they make in their artwork. Students will know the clay techniques of roll, ball, pinch, and hollow.
Vocabulary	pinch pot, ball, pinch, hollow, score, slip, glaze, sphere, three-dimensional
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.k: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Engage in exploration and imaginative play with materials</i>
	<i>VA:Cr3A.k: Create: 3. Refine and complete artistic work. A. Reflect-Refine-Continue: Explain the process of making art while creating.</i>
	<i>VA:Re7A.k: Responding: 7. Perceive and analyze artistic work. A. Perceive: Identify uses of art within one's personal environment</i>

Unit 2 Kindergarten	Drawing Lines Shapes and Patterns Students will explore line, shape and pattern to create a drawing. Students will explore a variety of mark making tools including pencils, markers, crayons, oil pastels, and colored pencils.
Big Ideas	Artists learn from imitation and experimentation. Artists have an intended purpose for their artworks.
Guiding & Essential Questions	What different kinds of lines and shapes can we make? How do different kinds of lines and shapes create different reactions?
Student Learning Goal(s)	Students will be able to describe and react to the lines, shapes, and patterns in artwork. Students will be able to imitate and vary the lines, shapes, and patterns in artworks.
Vocabulary	Shape: circle, triangle, square, rectangular; Line: straight, curved, zig-zag, thick, thin, dotted, wavy; drawing pattern, repetition
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2A.k: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Through experimentation on, build skills in various media and approaches to art making.</i>
	<i>VA:Re7B.k: Responding: 7. Perceive and analyze artistic work. B. Analyze: Describe what an image represents.</i>
	<i>VA:Cn11A.k: Connecting: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Relate: Identify a purpose of an artwork.</i>

Unit 3 Kindergarten	Simple Printmaking: Gadget Students will explore simple printmaking using gadgets. Gadgets can be clothes pins, cardboard, bubble wrap, beaded necklaces and any found objects. Students will explore and select items for gadget printing to create a work of art Students will explain their preferences in the printmaking project when selecting art for presentation.
Big Ideas	People choose the artwork they want to display based on what they like and want to show others. People describe the details in their artworks and explain what they like about them. Artists and curators choose which artworks to display in a museum to get people interested. Gadgets allow artists to repeat prints and create patterns.
Guiding & Essential Questions	What can we make with a repeatable print? How will you decide which artworks to display?
Student Learning Goal(s)	Students will be able to create artworks using print gadgets. Students will be able to explain their choices in selecting artwork for a display.
Vocabulary	Print, gadget, portfolio, museum, texture, pattern, stamping, inking, monoprint
Discipline-Affiliated Standards (Source #1)	<i>VA:Pr4A.k: Performing/ Presenting/ Producing: 4. Select, analyze and interpret artistic work for presentation. A. Select: Select art objects for personal portfolio and display, explaining why they were chosen.</i>
	<i>VA:Pr5A.k: Performing/ Presenting/ Producing: 5. Develop and refine artistic techniques and work for presentation. A. Analyze: Explain the purpose of a portfolio or collection.</i>
	<i>VA:Pr6A.k: Performing/ Presenting/ Producing: 6. Convey meaning through the presentation of artistic work. A. Share: Explain what an art museum is and distinguish how an art museum is different from other buildings.</i>
	<i>VA:Re9A.k: Responding: 9. Apply criteria to evaluate artistic work. A. Evaluate: Explain reasons for selecting a preferred artwork.</i>
	<i>VA:Cr3A.k: Create: 3. Refine and complete artistic work. A. Reflect-Refine-Continue: Explain the process of making art while creating.</i>

Unit 4 Kindergarten	Painting Color: Mixing Paint to Make Colors Students will mix primary colors to make secondary colors. Students will use color mixing to create a landscape featuring secondary colors. Students will identify and describe the subject and relevant details of their painting.
Big Ideas	All colors come from mixing the primary colors. Colors are organized. The results of mixing colors are predictable. People represent everyday life in artworks. People respond to art by describing and reacting to the details.
Guiding & Essential Questions	How can we make the colors we want for our painting? How do we talk about the art we are studying?
Student Learning Goal(s)	Students will be able to intentionally mix primary colors to create secondary colors. Students will be able to describe the subject and the relevant details in their artwork. Students will know the primary colors (red, yellow, blue), secondary colors (purple, green, orange).
Vocabulary	Hue, primary secondary, subject, detail
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1B.k: Create: 1. Generate and conceptualize artistic ideas and work. B. Investigation: Engage collaboratively in creative art-making in response to an artistic problem.</i>
	<i>VA:Cr2C.k: Create: 2. Organize and develop artistic ideas and work. C. Creating Interactions with Art: Create art that represents natural and constructed environments.</i>
	<i>VA:Re7B.k: Responding: 7. Perceive and analyze artistic work. B. Analyze: Describe what an image represents.</i>
	<i>VA:Re8A.k: Responding: 8. Interpret intent and meaning in artistic work. A. Interpret: Interpret art by identifying subject matter and describing relevant details.</i>

Unit 5 Kindergarten	Collage: Cut and Torn Paper Students will create a collage by cutting and tearing paper. Students will build the artwork from the back to the front or layering large shapes first and then small shapes last. Students will use a variety of adhesives such as glue bottles and glue sticks while practicing safety of cutting equipment.
Big Ideas	Artists learn how to use tools safely. Artists learn by experimenting and imitating.
Guiding & Essential Questions	How can we create an image by layering paper? How can we create a pattern by layering paper? How do we know when we are using tools safely?
Student Learning Goal(s)	Students will be able to create an image by layering and gluing paper. Students will be able to use scissors and glue safely. Students will be able to describe and respond to the details in their artwork.
Vocabulary	Layering, collage, overlap, space,
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2A.k: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Through experimentation on, build skills in various media and approaches to art making.</i>
	<i>VA:Cr2B.k: Create: 2. Organize and develop artistic ideas and work. B. Safety and Ethics: Identify safe and non-toxic art materials, tools and equipment.</i>
	<i>VA:Re7B.k: Responding: 7. Perceive and analyze artistic work. B. Analyze: Describe what an image represents.</i>

Course: First Grade Visual Arts

Course Description: In each unit in first grade students have the opportunity to create, present, respond to, and connect with a variety of artworks. They plan and create artworks, develop skills using art materials, and learn to use artistic vocabulary to describe and respond to art. Students will work with clay, drawing, painting, printmaking, and color theory.

Unit 1 First Grade	Clay Students will explore and play with clay using pinch, pull and roll to create a form. Students will identify the characteristics of three dimensional artwork. Students will discuss the value of art and why some artwork is valued over others.
Big Ideas	Art is valued for its function, the skill required to create it, its connection to people and cultures, its impact on its surroundings, the reactions people have to it, and how much people want to pay for it. Artists and curators choose artworks for display based on who they think will interact with it and what kinds of interactions they want to provide. Artists experiment with materials to discover what they can do with them.
Guiding & Essential Questions	What makes art valuable? How do we describe what we see in sculpture?
Student Learning Goal(s)	Students will be able to create a three dimensional artwork from clay. Students will be able to use a variety of vocabulary to describe the form of clay sculptures.
Vocabulary	Pinch, pull, roll, clay, score, slip, bisque, glaze, three-dimensional
Discipline-Affiliated Standards (Source #1)	<i>VA:Pr4A.1: Performing/ Presenting/ Producing: 4. Select, analyze and interpret artistic work for presentation. A. Select: Explain why some objects, artifacts, and artwork are valued over others.</i>
	<i>VA:Pr5A.1: Performing/ Presenting/ Producing: 5. Develop and refine artistic techniques and work for presentation. A. Analyze: Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation.</i>
	<i>VA:Re8A.1: Responding: 8. Interpret intent and meaning in artistic work. A. Interpret: Interpret art by categorizing subject matter and identifying the characteristics of form.</i>
	<i>VA:Cr1A.1: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Engage collaboratively in exploration and imaginative play with materials.</i>

Unit 2 First Grade	Portrait Students will make observations of their own face and those of others to create a work of art. Students will look to museums for portraits to compare images with the same subject. Students will describe how artworks illustrate daily life experiences.
Big Ideas	Artists represent daily life experiences in artworks. Artists make choices about what to include and what to emphasize in their work. Artists observe their environment and notice details and patterns they can add to their artworks. Artists compare sizes and distances to recreate natural proportions.
Guiding & Essential Questions	How do artists choose the subjects for their artworks? How do artists decide what to include and what to emphasize in their art? What can we do to make our portraits look more accurate?
Student Learning Goal(s)	Students will be able to draw a self-portrait. Students will be able to describe the details included and emphasized in an artwork.
Vocabulary	Proportion, observation, measurement, portrait, self-portrait, drawing, line, shape, original art, two-dimensional
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1B.1: Create: 1. Generate and conceptualize artistic ideas and work. B. Investigation: Use observation and investigation in preparation for making a work of art.</i>
	<i>VA:Pr6A.1: Performing/ Presenting/ Producing: 6. Convey meaning through the presentation of artistic work. A. Share: Identify the roles and responsibilities of people who work in and visit museums and other art venues.</i>
	<i>VA:Re7A.1: Responding: 7. Perceive and analyze artistic work. A. Perceive: Select and describe works of art that illustrate daily life experiences of one's self and others.</i>
	<i>VA:Re7A.1: Responding: 7. Perceive and analyze artistic work. B. Analyze: Compare images that represent the same subject</i>

Unit 3 First Grade	Monoprinting Students will explore the use of monoprinting materials to create a 2-D printed work of art. Students will vary the surfaces (plexi-glass, pizza pans and leaves) and the media (paint or printing ink) to create and reproduce unique monoprints.
Big Ideas	Monoprinting allows artists to reproduce and vary simple forms. Printing is used to create artworks and decorate textiles across cultures throughout history.
Guiding & Essential Questions	What can we vary and what can we keep the same in our prints? What problems does printing solve for an artist?
Student Learning Goal(s)	Students will be able to create artworks by designing their own monoprints.
Vocabulary	Plane, media, surface, monoprint, inking, shape, repetition, pattern
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2A.1: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Explore uses of materials and tools to create works of art or design.</i>
	<i>VA:Cr2C.1: Create: 2. Organize and develop artistic ideas and work. C. Creating Interactions with Art: Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</i>
	<i>VA:Cn11A.1: Connecting: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Relate: Understand that people from different places and times have made art for a variety of reasons.</i>

Unit 4 First Grade	Warm and Cool Colors Students will explore primary and secondary color groupings and how they organize into warm and cool color families. Using the concept of color contrast, students will create a work of art highlighting warm and cool colors. Students will use art vocabulary to explain their color preferences.
Big Ideas	Colors are organized into warm and cool families based on their associations with nature. Changing the balance of colors in an artwork will change the way people react to it.
Guiding & Essential Questions	How can we use color to change how our artworks look? What effect do warm colors have? What effect do cool colors have? What effect does contrast create?
Student Learning Goal(s)	Students will be able to use warm and cool colors to create an effect in artwork. Students will be able to describe and react to the colors used in artworks. Students will know the warm colors (yellow, orange, red) and the cool colors (blue, purple, green)
Vocabulary	Primary colors, secondary colors
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.1: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Engage collaboratively in exploration and imaginative play with materials.</i>
	<i>VA:Re9A.1: Responding: 9. Apply criteria to evaluate artistic work. A. Evaluate: Classify artwork based on different reasons for preferences.</i>
	<i>VA:Cr3A.1: Create: 3. Refine and complete artistic work. A. Reflect-Refine-Continue: Use art vocabulary to describe choices while creating art.</i>

Unit 5 First Grade	Paper Techniques: Fold, Cut, Tear Students will fold, cut and tear to manipulate paper. Students will use folds and edges to create symmetry. Students will describe reasons to use paper techniques outside of school.
Big Ideas	Artists learn how to use and care for tools safely. People make artworks to enhance family and community celebrations. People make artworks to create interest and attention for events.
Guiding & Essential Questions	When do people make artworks outside of school? How can artwork add to celebration? How does artwork grab attention and create interest?
Student Learning Goal(s)	Students will be able to cut, fold, and tear paper to create artworks. Students will be able to describe the choices they made in creating artworks to enhance a celebration or create interest.
Vocabulary	Symmetry, collage, line, shape, two-dimensional, symmetry
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2B.1: Create: 2. Organize and develop artistic ideas and work. B. Safety and Ethics: Demonstrate safe and proper procedures for using materials, tools and equipment while making art.</i>
	<i>VA:Cr3A.1: Create: 3. Refine and complete artistic work. A. Reflect-Refine-Continue: Use art vocabulary to describe choices while creating art.</i>
	<i>VA:Cn10A.1: Connecting: 10. Synthesize and relate knowledge and personal experiences to make art. A. Synthesize: Identify times, places and reasons by which students make art outside of school.</i>
	<i>VA:Cn11A.1: Connecting: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Relate: Understand that people from different places and times have made art for a variety of reasons.</i>

Course: Second Grade Visual Arts

Course Description: In each unit in second grade students have the opportunity to create, present, respond to, and connect with a variety of artworks. They plan and create artworks, develop skills using art materials, and learn to use artistic vocabulary to describe and respond to art. Students will work with clay, drawing, painting, sculpture, and color theory.

Unit 1 Second Grade	Clay Coil Students will create a basic coil pot with a base using hand rolled coils and score and slip to connect coils together. Students will finish the project with glaze or paint. Students will examine details from containers from various cultures, times and places and the purpose.
Big Ideas	Artists practice and improve their skills working with specific materials. Artists learn what is possible by experimenting. Artists try a variety of things to choose an approach for beginning a work of art. Artists use symbols and patterns to represent community values and ideas. Artists design pieces that are useful and expressive.
Guiding & Essential Questions	How can we plan a design that will stand-up and be decorative?
Student Learning Goal(s)	Students will be able to build a coil pot with clay. Students will be able to add color, pattern, and/or texture to represent ideas.
Vocabulary	Slip, score
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1B.2: Create: 1. Generate and conceptualize artistic ideas and work. B. Investigation: Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</i>
	<i>VA:Cr2B.2: Create: 2. Organize and develop artistic ideas and work. B. Safety and Ethics: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</i>
	<i>VA:Re9A.2: Responding: 9. Apply criteria to evaluate artistic work. A. Evaluate: Use learned art vocabulary to express preferences about artwork.</i>
	<i>VA:Cn11A.2: Connecting: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Relate: Compare and contrast cultural uses of artwork from different times and places.</i>

Unit 2 Second Grade	Still Life: Draw an Object Students will compose a still life that reflects elements of their home, school, and community. Students will observe a real object and practice drawing what they see. Students will learn how to use basic forms to construct a representation. Students will Include strategies for composing a still-life including: overlapping. shadow, and depth, anchor in space,.
Big Ideas	Artists choose the materials they will use based on the effect they want to create. Artists practice looking carefully and noticing details of light, shape, and color. Artists select the details they choose to include and emphasize in their works.
Guiding & Essential Questions	How do artists decide what to include in their compositions? How do artists represent depth, form, and distance in two dimensions?
Student Learning Goal(s)	Students will be able to respond to artwork by describing and reacting. Students will be able to compose a still-life to reflect aspects of their lives. Students will be able to describe and react to details in their own and others' artworks.
Vocabulary	basic forms, overlapping, shadow, depth
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr3A.2: Create: 3. Refine and complete artistic work. A. Reflect-Refine-Continue: Discuss and reflect with peers about choices made in creating artwork.</i>
	<i>VA:Pr5A.2: Performing/ Presenting/ Producing: 5. Develop and refine artistic techniques and work for presentation. A. Analyze: Distinguish between different materials or artistic techniques for preparing artwork for presentation.</i>
	<i>VA:Re7A.2: Responding: 7. Perceive and analyze artistic work. A. Perceive: Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</i>
	<i>VA:Cn10A.2: Connecting: 10. Synthesize and relate knowledge and personal experiences to make art. A. Synthesize: Create works of art about events in home, school, or community life.</i>

Unit 3 Second Grade	Sculpture Students will repurpose objects to create a sculpture that can and should be viewed from all angles.
Big Ideas	Artists design their artworks based on the materials and tools they have available. People enrich their communities by exhibiting art in public spaces. How sculpture is displayed will influence how people understand and interact with it.
Guiding & Essential Questions	How can we combine the materials we have available to create an interesting form?
Student Learning Goal(s)	Students will be able to design a sculpture based on available repurposed materials. Students will be able to describe and react to details in their own and others' artworks.
Vocabulary	Structure, connection, balance, base
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.2: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Brainstorm, collaboratively, multiple approaches to an art or design problem.</i>
	<i>VA:Cr2C.2: Create: 2. Organize and develop artistic ideas and work. C. Creating Interactions with Art: Repurpose objects to make something new.</i>
	<i>VA:Pr6A.2: Performing/ Presenting/ Producing: 6. Convey meaning through the presentation of artistic work. A. Share: Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</i>

Unit 4 Second Grade	Value: Drawing Pressure and Paint Mixing Students will explore a variety of ways to use color value to influence the tone and mood of a work of art. Students will compare how different tools and materials influence how we manipulate the color values.
Big Ideas	Each material we use will require different techniques to mix and blend colors. The artworks that are collected and displayed together will influence what people notice and respond to in an exhibit. The use of color in an artwork will have a strong influence on the mood of its effect.
Guiding & Essential Questions	How can we influence the tone of our work by using color? Why are colors used for different purposes?
Student Learning Goal(s)	Mix colors in various mediums to produce intended effects. Select artwork for display by considering the overall exhibit. Describe and respond to the selection of artworks in an exhibit.
Vocabulary	Tints, shades, blending
Discipline-Affiliated Standards (Source #1)	<i>VA:Pr4A.2: Performing/ Presenting/ Producing: 4. Select, analyze and interpret artistic work for presentation. A. Select: Categorize artwork based on a theme or concept for an exhibit.</i>
	<i>VA:Cr1A.2: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Brainstorm, collaboratively, multiple approaches to an art or design problem.</i>
	<i>VA:Re8A.2: Responding: 8. Interpret intent and meaning in artistic work. A. Interpret: Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</i>
	<i>VA:Cr1B.2: Create: 1. Generate and conceptualize artistic ideas and work. B. Investigation: Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</i>

Unit 5 Second Grade	Collage Students will explore how to create collage by layering materials on a two dimensional surface. Students will create a sense of depth using layers and overlapping. Students will investigate the expressive properties of glue, scissors, tearing, and texture.
Big Ideas	Artists collaborate to generate multiple perspectives about a design challenge. Artworks can express moods and convey ideas.
Guiding & Essential Questions	What effects can we create by layering materials?
Student Learning Goal(s)	Students will be able to design and create a collage by overlapping materials. Students will be able to collaborate to generate multiple approaches to a design challenge.
Vocabulary	Depth, overlapping
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2A.2: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Experiment with various materials and tools to explore personal interests in a work of art or design.</i>
	<i>VA:Re7B.2: Responding: 7. Perceive and analyze artistic work. B. Analyze: Categorize images based on expressive properties.</i>
	<i>VA:Cr1A.2: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Brainstorm, collaboratively, multiple approaches to an art or design problem.</i>

Course: Third Grade Visual Arts

Course Description: In each unit in third grade students have the opportunity to create, present, respond to, and connect with a variety of artworks. They plan and create artworks, develop skills using art materials, and learn to use artistic vocabulary to describe and respond to art. Students will work with clay, drawing, painting, printmaking, and sculpture.

Unit 1 Third Grade	Clay Slab Students will investigate the application of clay tools and materials. Students will investigate multiple options to add texture and color to a clay slab. Students practice clay connection techniques. Students will create a collection of clay work by photographing, editing, and publishing images of their work.
Big Ideas	Artists practice and improve their skills by planning and judging whether a technique has the intended effect. Artists and curators consider how to use technology to engage audiences in their work. Artists and curators choose carefully among an artist's work to create a collection that creates an intended effect.
Guiding & Essential Questions	How do artists experiment and improve their skills without wasting too many materials? How do artists and curators make decisions about the best ways to use technology to make their artworks more accessible? How do artists and curators select which works and which images of their works to display to the public?
Student Learning Goal(s)	Students will be able to plan and construct a clay slab artwork that includes texture, color, and connecting pieces. Students will be able to create and publish a digital collection of their own work.
Vocabulary	Slip, score, texture
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1B.3: Create: 1. Generate and conceptualize artistic ideas and work. B. Investigation: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art making process.</i>
	<i>VA:Pr4A.3: Performing/ Presenting/ Producing: 4. Select, analyze and interpret artistic work for presentation. A. Select: Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</i>
	<i>VA:Re9A.3: Responding: 9. Apply criteria to evaluate artistic work. A. Evaluate: Evaluate an artwork based on given criteria.</i>

Unit 2 Third Grade	Scapes: Foreground, Middle Ground, Background, and Horizon Line Students will create a landscape, cityscape, moonscape or other wide depiction of an area seen from a distance that demonstrates the aspects of depth. Students will describe the features of a variety of other 'scapes. Students will consider how changing technology has influenced people's opportunity to access a variety of land and cityscapes.
Big Ideas	Artists experiment, reflect, and seek feedback to determine whether a particular approach is effective. Artists refine their work by adding details to elaborate and extend visual details and patterns. Artists observe their surroundings to add information to their artwork.
Guiding & Essential Questions	How do artists know when a particular effect is working in their artwork? How do artists determine when to elaborate and when to reduce or remove details in their artwork?
Student Learning Goal(s)	Students will be able to create the impression of depth in 2D artwork.
Vocabulary	Landscape, foreground, background,depth
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.3: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Elaborate on an imaginative idea</i>
	<i>VA:Cr3A.3: Create: 3. Refine and complete artistic work. A. Reflect-Refine-Continue: Elaborate visual information by adding details in an artwork to enhance emerging meaning.</i>
	<i>VA:Re9A.3: Responding: 9. Apply criteria to evaluate artistic work. A. Evaluate: Evaluate an artwork based on given criteria.</i>
	<i>VA:Cn10A.3: Connecting: 10. Synthesize and relate knowledge and personal experiences to make art. A. Synthesize: Develop a work of art based on observations of surroundings.</i>
	<i>VA:Cn11A.3: Connecting: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Relate: Recognize that responses to art change depending on knowledge of the time and place in which it was made.</i>

Unit 3 Third Grade	Printmaking: Additive Students will learn about adding texture to a printing surface, plane, or plate. Students will create a reflection of other materials in prints.
Big Ideas	Artists learn how to care for and maintain their tools and materials so that they have more choices and more control over their resources. People can make inferences about the tools and materials artists use by studying artists' work. People respond to the images and ideas they notice in an artist's work.
Guiding & Essential Questions	How can we use repetition and variation to create interesting images? What can you infer about the artist's tools and materials by studying this work?
Student Learning Goal(s)	Students will be able to create and vary prints by adding texture to the printing surface, plane, or plate. Students will be able to describe and respond to the images represented in an artwork.
Vocabulary	Plate, ink, reproduction, brayer
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2B.3: Create: 2. Organize and develop artistic ideas and work. B. Safety and Ethics: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</i>
	<i>VA:Re7A.3: Responding: 7. Perceive and analyze artistic work. A. Perceive: Speculate about processes an artist uses to create a work of art.</i>
	<i>VA:Re7B.3: Responding: 7. Perceive and analyze artistic work. B. Analyze: Determine messages communicated by an image.</i>

Unit 4 Third Grade	Container: Functional Art Students will interpret how the materials and functions of containers reflect the choices and values of communities. Students will interpret how containers communicate messages about how the community values the content. Students will use a variety of materials to create containers that communicate personal or communal values.
Big Ideas	The materials and functions of containers reflect the choices and values of communities. Containers communicate messages about how the community values the content.
Guiding & Essential Questions	How can we design a container that is both functional and decorative?
Student Learning Goal(s)	Students will be able to add personal elements to a basic functional design to reflect ideas and values.
Vocabulary	Function, decoration, symbol
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2A.3: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Create personally satisfying artwork using a variety of artistic processes and materials.</i>
	<i>VA:Pr6A.3: Performing/ Presenting/ Producing: 6. Convey meaning through the presentation of artistic work. A. Share: Identify and explain how and where different cultures record and illustrate stories and history of life through art.</i>
	<i>VA:Re7B.3: Responding: 7. Perceive and analyze artistic work. B. Analyze: Determine messages communicated by an image.</i>

Unit 5 Third Grade	2D Paper into 3D Form Students will cut, fold, and manipulate a variety of 2d materials into three dimensional artwork that represents ideas and/or places from everyday life. Students will observe forms in their environment and reflect on how they influence how people respond to space. Students will write artists' statements about their planning, preparation, and presentation.
Big Ideas	Sculpture takes up and marks out space. Sculpture demonstrates all the elements of art and principle of design that two dimensional artwork includes. Artists and curators make decisions about the spacing and presentation of artworks in an exhibit that influence how people react to them.
Guiding & Essential Questions	How can we create and combine shapes?
Student Learning Goal(s)	Students will be able to develop a three dimensional sculpture by folding, bending, tearing, and connecting two dimensional materials. Students will be able to select and present sculptures in an exhibit. Students will be able to write an artist's statement describing and responding to the features of an artwork.
Vocabulary	Positive space, negative space, fold, bend, tear, connect
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2C.3: Create: 2. Organize and develop artistic ideas and work. C. Creating Interactions with Art: Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</i>
	<i>VA:Pr5A.3: Performing/ Presenting/ Producing: 5. Develop and refine artistic techniques and work for presentation. A. Analyze: Identify exhibit space and prepare works of art including artists' statements, for presentation.</i>
	<i>VA:Re8A.3: Responding: 8. Interpret intent and meaning in artistic work. A. Interpret: Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.</i>

Course: Fourth Grade Visual Arts

Course Description: In each unit in fourth grade students have the opportunity to create, present, respond to, and connect with a variety of artworks. They plan and create artworks, develop skills using art materials, and learn to use artistic vocabulary to describe and respond to art. Students will work with clay, drawing, painting, fibers, and curation.

Unit 1 Fourth Grade	Clay Coils and Forms Students will view examples of functional and decorative clay artwork. They will make decisions about the purpose of their artwork and create a design that matches their decision. Students will learn specific tools and strategies to manipulate clay coils into a form. Students will apply characteristics of form like unity, form, and balance in describing their designs and responding to peers' artworks. Students will evaluate artworks using characteristics of form.
Big Ideas	Art can be both decorative and functional. People communicate important ideas about themselves in how they decorate the things they show the world. Communities communicate their values in the artwork and designs they emphasize.
Guiding & Essential Questions	What do people show by how they choose to decorate the things they own? What does a community show by the art and design they emphasize?
Student Learning Goal(s)	Students will be able to experiment with clay building techniques to design a work in clay. Students will be able to design a work in clay that is intentionally decorative and/or functional. Students will be able to use multiple coils to construct a work in clay.
Vocabulary	Coil, slip and score
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1B.4: Create: 1. Generate and conceptualize artistic ideas and work. B. Investigation: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</i>
	<i>VA:Cr2B.4: Create: 2. Organize and develop artistic ideas and work. B. Safety and Ethics: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</i>
	<i>VA:Re8A.4: Responding: 8. Interpret intent and meaning in artistic work. A. Interpret: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristic of form, and use of media.</i>

	<i>VA:Re9A.4: Responding: 9. Apply criteria to evaluate artistic work. A. Evaluate: Apply one set of criteria to evaluate more than one work of art.</i>
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Unit 2 Fourth Grade	Portrait: Self Portraits Students will plan, draft, and revise self-portraits. Students will discuss how the images an artist chooses to represent themselves and the communities they belong to. Students will observe themselves, notice the visible elements of culture, and make choices about how to represent themselves in a self portrait.
Big Ideas	Artists make choices about what to include and what to emphasize in an image to create a particular effect. Working with the same materials as an artist will help you understand the choices they make in creating art. Artists use proportion and facial mapping to layout facial features.
Guiding & Essential Questions	How do artists use proportion to create a portrait?
Student Learning Goal(s)	Students will be able to make decisions about what to include and emphasize in a self-portrait. Students will be able to describe and react to a work of art.
Vocabulary	Proportion, facial mapping
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr3A.4: Create: 3. Refine and complete artistic work. A. Reflect-Refine-Continue: Revise artwork in progress on the basis of insights gained through peer discussion.</i>
	<i>VA:Re7A.4: Responding: 7. Perceive and analyze artistic work. A. Perceive: Compare responses to a work of art before and after working in similar media.</i>
	<i>VA:Re7B.4: Responding: 7. Perceive and analyze artistic work. B. Analyze: Analyze components in visual imagery that convey messages.</i>
	<i>VA:Cn10A.4: Connecting: 10. Synthesize and relate knowledge and personal experiences to make art. A. Synthesize: Create works of art that reflect community cultural traditions.</i>
	<i>VA:Cn11A.4: Connecting: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Relate: Through observation, infer information about time, place, and culture in which a work of art was created.</i>

Unit Fourth Grade	Fibers Students will learn processes for using fibers like yarn, fabric, plant materials, cotton, paper, and ribbon to create and invent works of art. Students will find examples of fibers used functionally and decoratively in built environments. Students will explore how the physical and aesthetic properties of fibers influence how they are used and presented.
Big Ideas	People make art out of whatever resources are abundant in their environment. Fibers can be woven, knotted, connected, cut, and frayed in a variety of ways that create different structures and effects. Fibers are used throughout our environments for decoration and functional use.
Guiding & Essential Questions	How do the properties of fibers influence how artists use them? What different effects can be created by adding fibers to an environment?
Student Learning Goal(s)	Students will be able to apply techniques for working with fibers to create an artwork. Students will be able to incorporate considerations of use, decoration, and display into the design of their artwork.
Vocabulary	Weave, knot, fray
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.4: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Brainstorm multiple approaches to a creative art or design problem.</i>
	<i>VA:Cr2A.4: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Explore and invent art making techniques and approaches.</i>
	<i>VA:Cr2C.4: Create: 2. Organize and develop artistic ideas and work. C. Creating Interactions with Art: Document, describe, and represent regional constructed environments.</i>
	<i>VA:Pr5A.4: Performing/ Presenting/ Producing: 5. Develop and refine artistic techniques and work for presentation. A. Analyze: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</i>
	<i>VA:Re8A.4: Responding: 8. Interpret intent and meaning in artistic work. A. Interpret: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristic of form, and use of media.</i>
	<i>VA:Re9A.4: Responding: 9. Apply criteria to evaluate artistic work. A. Evaluate: Apply one set of criteria to evaluate more than one work of art.</i>

Unit 4 Fourth Grade	Museum: Major Museums, Terms, and Careers Students will study a variety of museums and public art displays. Students will develop a model or an actual display for specific works considering all the design elements and roles.
Big Ideas	Artists and curators design the environments for displaying artwork by considering their goals and purposes. Artists and curators create displays to engage people and increase their understanding and appreciation of artworks. Artists and curators create and contribute to the discussion of topics important to a community by gathering, selecting, and organizing works of art for display and commentary.
Guiding & Essential Questions	How does the collection and exhibitions of works of art create a mood, a commentary, or a conversation? How can the choices a curator and an artist make increase people's engagement with and understanding of art?
Student Learning Goal(s)	Students will be able to create a collection of works of art for an exhibit. Students will be able to design and develop an exhibit.
Vocabulary	Museum, collection, exhibit
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.4: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Brainstorm multiple approaches to a creative art or design problem.</i>
	<i>VA:Pr4A.4: Performing/ Presenting/ Producing: 4. Select, analyze and interpret artistic work for presentation. A. Select: Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</i>
	<i>VA:Pr6A.4: Performing/ Presenting/ Producing: 6. Convey meaning through the presentation of artistic work. A. Share: Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</i>

Course: Fifth Grade Visual Arts

Course Description: In each unit in fifth grade students have the opportunity to create, present, respond to, and connect with a variety of artworks. They plan and create artworks, develop skills using art materials, and learn to use artistic vocabulary to describe and respond to art. Students will work with clay, drawing, painting, sculpture, and color theory.

Unit 1 Fifth Grade	Clay: Combining Two Handbuilding Techniques Students will plan, build, and finish a clay form using at least two handbuilding techniques choosing from slab, pinch, and coil. As the final clay project in elementary school this is the culmination of all the skills they have learned previously. Students will learn about how different cultural functions and forms influence clay design.
Big Ideas	Artists refine their skills and combine techniques for working in a specific medium. Artists understand the limits imposed by their medium. Artists use diverse methods of investigation to choose an approach for beginning a work of art. Artists experiment and develop skills in multiple art making techniques and approaches through practice. Artists use symbols and motifs to represent community values and ideas. Artists design pieces that are useful and expressive.
Guiding & Essential Questions	How do you decide what you will make with skills and materials you have? How will you plan and prepare for the artwork you will create? How will your artwork reflect something important to you? How does information about traditional approaches to building with clay influence your approach?
Student Learning Goal(s)	Students will be able to combine two or more techniques to design a ceramic sculpture. Students will be able to finish their sculptures with color and design. Students will be able to use formal and conceptual vocabulary to respond to and describe works of art. Students will know the safety guidelines
Vocabulary	Pinch, slab, coil
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2A.5: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Experiment and develop skills in multiple art making techniques and approaches through practice.</i>

	<i>VA:Pr5A.5: Performing/ Presenting/ Producing: 5. Develop and refine artistic techniques and work for presentation. A. Analyze: Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</i>
	<i>VA:Re7B.5: Responding: 7. Perceive and analyze artistic work. B. Analyze: Identify and analyze cultural associations suggested by visual imagery.</i>
	<i>VA:Re8A.5: Responding: 8. Interpret intent and meaning in artistic work. A. Interpret: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</i>
	<i>VA:Cn10A.5: Connecting: 10. Synthesize and relate knowledge and personal experiences to make art. A. Synthesize: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.</i>

Unit 2 Fifth Grade	One-Point Perspective Students will investigate perspectives and how they influence perception. Students will study how representations of the same item using different perspective techniques influence the tone of the work. Students will create representations of the built environment using one-point perspective.
Big Ideas	Artists create the illusion of space by using vanishing points, a horizon line and converging lines.
Guiding & Essential Questions	How will your artwork show somewhere important to you? How will your artwork impact your viewers' thoughts about your subject?
Student Learning Goal(s)	Students will be able to create the illusion of three dimensions in a two dimensional art work by using a single vanishing point, horizon line and converging lines. Students will be able to use formal and conceptual vocabulary to respond to and describe works of art.
Vocabulary	one-point perspective, vanishing point, horizon line
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1B.5: Create: 1. Generate and conceptualize artistic ideas and work. B. Investigation: Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</i>
	<i>VA:Cr2C.5: Create: 2. Organize and develop artistic ideas and work. C. Creating Interactions with Art: Identify, describe, and visually document places and/or objects of personal significance.</i>

	<i>VA:Re7A.5: Responding: 7. Perceive and analyze artistic work. A. Perceive: Compare one's own interpretation of a work of art with the interpretation of others.</i>
	<i>VA:Cn11A.5: Connecting: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Relate: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</i>

Unit 3 Fifth Grade	Printmaking: Subtractive and Editions of Print Students will learn how to remove materials from the printing medium to reproduce a series of images. Students will choose among their work to select the highest quality prints for a series on display. Students will use artistic vocabulary to create an artist's statement to enhance their display.
Big Ideas	Printmaking allows artists to repeat an image.
Guiding & Essential Questions	
Student Learning Goal(s)	Students will be able to create a printing plate to produce a series of prints. Students will be able to use formal and conceptual vocabulary to respond to and describe works of art. Students will be able to provide a rationale for selecting pieces for presentation. Students will be able to explain how preserve prints for presentation.
Vocabulary	Inking, mirroring, additive, subtractive
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2B.5: Create: 2. Organize and develop artistic ideas and work. B. Safety and Ethics: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment</i>
	<i>VA:Cr3A.5: Create: 3. Refine and complete artistic work. A. Reflect-Refine-Continue: Create artist statements using art vocabulary to describe personal choices in art making.</i>
	<i>VA:Pr4A.5: Performing/ Presenting/ Producing: 4. Select, analyze and interpret artistic work for presentation. A. Select: Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</i>
	<i>VA:Re8A.5: Responding: 8. Interpret intent and meaning in artistic work. A. Interpret: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</i>

	<i>VA:Cn10A.5: Connecting: 10. Synthesize and relate knowledge and personal experiences to make art. A. Synthesize: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.</i>
Unit 4 Fifth Grade	Color: Tertiary Students will understand color theory and how color conveys meaning through color relationships with emphasis on tertiary colors. Students will use multiple techniques and skills in their own artwork to develop color use including mixing, contrast, and value. Students will identify how color is used in others artwork historically, and stylistically.
Big Ideas	Because color is associated with ideas and emotions artists use colors to influence mood and tone. Artists experiment with blending primary colors and secondary colors to discover the colors they can create with the tools they have.
Guiding & Essential Questions	What effect are you hoping to create? How will you experiment with your materials to learn how to create the colors you are trying for ? Where will you display your artwork? How can we display our art so that people will enjoy it?
Student Learning Goal(s)	Students will be able to mix colors for an intended effect. Students will be able to use formal and conceptual vocabulary to respond to and describe works of art. Students will be able to describe different reasons people might use to select works of art for a presentation.
Vocabulary	Primary colors, secondary colors, tertiary/ intermediate colors
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2A.5: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Experiment and develop skills in multiple art making techniques and approaches through practice.</i>
	<i>VA:Pr6A.5: Performing/ Presenting/ Producing: 6. Convey meaning through the presentation of artistic work. A. Share: Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</i>
	<i>VA:Re9A.5: Responding: 9. Apply criteria to evaluate artistic work. A. Evaluate: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</i>