Vermilion Local School District

Course of Study

K-12 ART

Adopted July, 2023

VLSD Board of Education

Courses of study are created and adopted in accordance with VLSD policies listed below:

PO 2141-Assessment of Educational Resources
PO 2210-Curriculum Development
PO 2220-Adoption of Courses of Study
PO 2510-Adoption of Textbooks
PO 2520-Selection of Instructional Materials and Equipment
PO 2623-Student Assessment and Academic Intervention Services

This course of study is current as of the date above and is subject to change due to varying policy, law or curriculum material availability. Instructional unit sequence and length within classes is approximate and subject to change.

Art - Kindergarten

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
Unit 1: August/September	*3 lessons*
Unit 1: October	*2 lessons*
Unit 3: November	*2 lessons*
Unit 4: December	*2 lessons*
Unit 5: January	*1 lessons*
Unit 6: February	*1 lessons*
Unit 7: March	*1 lessons*
Unit 8: April	*1 lessons*
Unit 9: May/June	*1 lessons*

Unit 1: August/September

Art - Kindergarten - *Last Updated on February 17, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Guidelines and Expectations
HQSD
First Thing First Picture

ATTACHMENTS

Art_Vocabulary_List.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Guidelines and Expectations
Pretest
The kindergarten students learned about landscape pictures and fall colors. They first drew in the tree, ground and sky with crayon and then added several layers of finger prints in fall colors.

First Things First Flower:

https://vesart.weebly.com/kingarten-flower-picture.html
The kindergarten students will learn about landscape pictures and fall colors. They will first drew a tree tree, ground, and sky. And add crayon resist, watercolor (if there is enough time) and then added several layers of finger prints in fall colors.

They will follow along to a live demonstration were I will provide spot check assistance as I circulate around the room.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Guidelines and Expectations

-Students will learn how to correctly hold a pencil.
-Students will learn what a horizon line is.
-Students will learn what the word Craftsmanship means.

-Students will learn how to draw a tree trunk.
-Students will learn what a horizon line is and how to draw one in the midground.
-Students will draw mountains on the horizon line.
-Students will learn how to draw a sun in the sky.
-Students will learn how to draw a cloud in the sky.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Guidelines and Expectations
Students' HQSD info will be scored using a multi-point rubric assessment.
Students will be given a + or - for their basic skills so parents can see what fine motor skills need to be improved on.
Students will be given a + or - for their bsic skills so parents can see what fine motor skills need to be improved on.

STANDARDS

Unit 1: October

Art - Kindergarten - *Last Updated on January 18, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

First Thing First Picture Continued....

Fall Fingerprint Trees

https://vesart.weebly.com/fall-fingerprint-trees.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Kindergartens will learn about landscape pictures and fall colors. They will first draw a tree, ground, and sky. And add crayon resist, watercolor (if there is enough time), and then added several layers of fingerprints in fall colors.

They will follow along to a live demonstration where I will provide spot-check assistance as I circulate.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Students will learn how to correctly hold a pencil.
-Students will learn what a horizon line is.
-Students will learn what the word Craftsmanship means.
-Students will learn how to draw a tree and learn to fingerprint using tempera paint.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be given a + or - for their bsic skills so parents can see what fine motor skills need to be improved on.

STANDARDS

Unit 3: November

Art - Kindergarten - *Last Updated on January 18, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

First Fingerprint Trees
Matisse Color Gardens

The Kindergarten students learned about Henri Matisse and his cut-paper color gardens. Students also learned about organic shapes vs. geometric shapes and using color to create rhythm in an installation piece.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will learn to hold scissors using a tripod grip. Students will learn to trace my non-writing hand holding my pencil straight up and down.
Students will learn to identify the difference between horizontal and vertical in a picture.
Students will learn to identify different shapes in a picture.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Perceiving/Knowing (PE) Observe, listen, attend, Discriminate
3PE Describe different ways that an artwork expresses an emotion or mood.
5PE Identify and name materials used in visual art.

Producing/Performing (PR)
PR Generate ideas and images for artwork based on observation, memory, imagination and experience.
4PR Reduce objects into basic shapes and lines in relation to the whole image.
5PR Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.

Responding/Reflecting (RE)
2RE Show confidence and pride in their artistic accomplishments.
8RE Consider and talk about why people make and enjoy works of art.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

I can hold scissors using a tripod grip. **_____/X +/-**
I can trace my non-writing hand holding my pencil straight up and down **_____/X +/-**
I can identify the difference between horizontal and vertical in a picture. **____/X +/-**
I can identify different shapes in a picture. **_____/X** +/-

STANDARDS

Unit 4: December

Art - Kindergarten - *Last Updated on January 18, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Christmas Tree Ship Coloring Contest
How To Draw Santa

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will learn about /revisit the Vermilion tradition and listen to the story behind the Christmas Tree Ship.
Students will learn how to draw Santa through a direct drawing instructor-created tutorial done from their iPads.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will learn about and create their own rendition of the Christmas Tree Ship coloring contest.
Student work will be displayed at the Christmas event at McGarvey's landing in town.
Using basic shapes and drawing techniques to achieve proper proportions in their drawing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will need to completely colorize the picture for the community event using a watercolor marker technique.
Students will be given a + or - for their basic skills so parents can see what fine motor skills need to be improved on.

STANDARDS

Unit 5: January

Art - Kindergarten - *Last Updated on January 19, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Chinese New Year Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will create a Chinese New Year-inspired cityscape picture with a reflection.
https://vesart.weebly.com/chinese-new-year.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The kindergarten students will first learn about Chinese culture and traditions and then created a landscape new years eve scene that includes a reflection. The students will learn about foreground, mid-ground, and background. Students will first draw a horizon line and then create buildings using simple shapes. Students then added a red firework-filled sky. Students will also learn how to draw the reflection of the buildings in the water below the top half of the picture.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

-I can describe what Chinese new year is. __/+ or -
-I can explain how to use oil pastel and how they are similar to crayons. ___/+or-
-I can make a city scape picture with a reflection.
___+Or -

STANDARDS

Unit 6: February

Art - Kindergarten - *Last Updated on January 19, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Jim Dine Heart Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will create a Jim Dine-inspired heart design.
https://vesart.weebly.com/jim-dine-heart-kindergarten.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The kindergarten students will first learn about artist Jim Dine and his use of the heart symbol to create a valentines day themed Jim Dine heart piece. . The students will learn about foreground, mid-ground, and background. Students will first draw in a heart either themselves or with the Mr. Kacur's help. Students then will add vertical and horizontal lines as demonstrated and completed during the direct drawing portion of the lesson.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

-I can describe who Jim Dine is. __/+ or -
-I can explain how to use a ruler to make straight lines.
-I can use 5 colors 2 warm and 2 cool colors and 1 more of either to create a rhythmic design.
___+Or -

STANDARDS

Unit 7: March

Art - Kindergarten - *Last Updated on January 19, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Where The Wild Things Are Character

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will create a character using the book Where the wild things are as their inspiration.
https://vesart.weebly.com/where-the-wild-things-are.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will first listen to and see the book Where the wild things are in class as motivation to create their where the wild things are project. Students will then complete a direct drawing which illustrates multiple ways they can draw in their character.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

triangle, or rectangle to make a character. ___/+ or -
-I can trace over my pencil lines to make my character pop out. ___/+ or -
-I can hold the brush like a pencil and adding water to the paint to activate the pigment. ___/+ or -

STANDARDS

Unit 8: April

Art - Kindergarten - *Last Updated on January 19, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ceramic Seahorse Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will create a ceramic fish based on the book Over the Ocean In A Coral Reef.
https://vesart.weebly.com/ceramicclay-seahorse.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will quickly listen to and see the book so they can see the detail included into the fish created by polymer clay artist

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

-I can trace and cut out the seahorse from the template as demonstrated in class. ___/+ or -
-I can add a fin using the technique added in class. ___/+ or -
-I can add an eye, scales, and designs as demonstrated in class.
___/+ or -
-I can glaze the fish as demonstrated in class using 2 coats of each of at least 3 colors. ___/= or -

STANDARDS

Unit 9: May/June

Art - Kindergarten - *Last Updated on January 19, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Art - 1st grade

Vermilion Local School District

UNITS (8/8 SELECTED)	SUGGESTED DURATION
Unit 1: August/September	*4 lessons*
Unit 2: October	*2 lessons*
Unit 3: November/December	*3 lessons*
Unit 4: January	*1 lessons*
Unit 5: February	*1 lessons*
Unit 6: March	*1 lessons*
Unit 7: April	*1 lessons*
Unit 8: May/June	*2 lessons*

Unit 1: August/September

Art - 1st grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Guidelines and Expectations
HQSD PRE-TESTING
Vincent Van Gough Sunflower Picture
George Seurat Pointalism Project

ATTACHMENTS

Art_Vocabulary_List.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Expectations
Pretest
-Direct Drawing In Class
-Video remediation
-Video Excceleration
https://vesart.weebly.com/van-gogh-sunflowers.html

The 1st grade students briefly learned about Georges Seurat and pointillism. They then used the tutorial below to create their own leaf shape and used 3 fall colors to create their pointillism piece. Once completed students cut out their leaf and mounted it onto a fall colored background with some accent leaves.

https://vesart.weebly.com/pointalism-project.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Guidelines and Expectations
HQSD
-Students will be introduced to Vicent Van Gogh
-Students will learn about Impressionism painting.
-Students will learn about the painting Starry Night.
-Students will draw their own sunflower picture.
-Students will use crayon resist to fill in their pictures.
-Students will use watercolor to paint their sunflower picture.
George Seurat Pointalism Project

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Guidelines and Expectations
Pretest
1. Students follow the steps demonstrated in class and emphasized by the videos to create a contour drawing of at least 8 sunflowers. _____/5
2. Student follow the steps demonstrated in class and emphasized by the videos to create a contour drawing of the vase, stems, and table in. _____/5
3. The student has painted the flowers yellow and orange, the stems green, and the vase a color of their own choice. _____/5
4. Craftsmanship, once dry, the student traces the outline of their sunflowers, stems, vase, and background elements as demonstrated in class and supported by the video tutorials. _____/5
5. The picture is mounted so that the mounting paper/board is even around the outside edge and a name tag is filled out with first and last names and includes the student's teacher on the name tag paper provided. ____/5
George Seurat Pointalism Project

STANDARDS

Unit 1: August/September

Art - 1st grade - *Last Updated on June 22, 2023*

Ohio - Grade 1 - Visual Arts (2012)
A.
Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.
2PE
Explore and describe how a selected art object was made.
4PE
Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
1PR
Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
3PR
Explore and use a range of subject matter to create original works of art.
4PR
Create an artwork based on observation of familiar objects and scenes.
5PR
Use selected art and design elements and principles to explore ideas, feelings and relationships.
1RE
Recognize and point out the strengths in their artworks and how the work could be improved.
2RE
Revise works of art to a level of personal satisfaction.

3RE
Share their art making processes with peers.
6RE
Select an art object and describe its personal, functional or decorative purpose.
7RE
Describe how elements and principles communicate meaning in works of art.

Unit 2: October

Art - 1st grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

George Seurat Pointalism Project
Jasper Johns Pictures

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The 1st-grade students briefly learned about Georges Seurat and pointillism. They then used the tutorial below to create their own leaf shape and used 3 fall colors to create their pointillism piece. Once completed students cut out their leaves and mounted it onto a fall-colored background with some accent leaves.
https://vesart.weebly.com/pointalism-project.html
Jasper Johns Picture

The 1st Grade students learned about artist Jasper Johns and his colored and patterned design paintings. Students used rulers to create a grid that was filled with either numbers, partial alphabet letter, or their names. They then went over the pattern with either 3 warm or cool-colored crayons and black was added to the lines. Three opposite warm or cool colors were painted over top to create a grid system. Students then mounted their pictures on black paper.
https://vesart.weebly.com/jasper-johns.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Georges Seurat:

Students will use the provided to trace the template to mimic the various leaves. Students will use rulers to create straight lines through the leaves starting in the center and working out in 1-inch increments. Students will then use 3 fall colors (yellow, brown, orange, green, or purple) to create a pattern from the inside of the leaves to the outside. students will repeat the process. Students will be working on fine motor skills with this project. Students will understand the process of pointillism. Students will cut out their leaves and mount their leaves on a large piece of construction paper which is in a fall color. Students are learning what fall colors are. Students will then cut out 4 accent leaves as design elements .

Jasper Johns:

Students will use rulers to create a grid that was filled with either numbers, partial alphabet letter, or their names. They then went over the pattern with either 3 warm or cool-colored crayons and black was added to the lines. Three opposite warm or cool colors were painted over top to create a grid system. Students then mount their pictures on black paper.

Unit 2: October

Art - 1st grade - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. **Georges Seurat:** 1. Students have drawn their leaves using the provided tutorial. _____/5
2. The student has used 3 FALL colors to fill the leaf using a pattern as demonstrated in the tutorial. _____/5
3. The student has cut out and mounted their leaf as demonstrated in the example below. _____/5
4. The student has added accent leaves around the exterior of the leaf on the colored background paper. _____/5
5. The student has used their best craftsmanship as explained in the rubric in the project rubric outline described in class and in the rubric section of this web page. _____/5

Jasper Johns:

1. Student uses the width of a ruler and the edge of the paper to create straight lines. _____/5
2. Student uses a pattern of letters, numbers, and or shapes to create their rhythmic design. _____/5
3. The student has used at least 2 warm or cool colors on their design letters/pattern and the opposite warm or cool paint (2 colors also) was applied in the rectangle as well to create contrast. _____/5
4. Craftsmanship, the student writes and traces their letters/pattern in the middle of each rectangle so the design is easy to see and the crayon is applied evenly. _____/5
5. The picture is mounted so that the mounting paper/board is even around the outside edge and a name tag is filled out with first and last names and includes the students' teacher on the name tag paper provided._____/5

STANDARDS

Ohio - Grade 1 - Visual Arts (2012)
A.
Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
B.
Explore a range of art concepts and artworks and construct meaning about the works.
D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

1PE
Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.
2PE
Explore and describe how a selected art object was made.
4PE
Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
5PE
Identify and discuss what an artist does and find examples of works by artists in their schools and communities.
1PR
Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
2PR
Invent imagery and symbols to express thoughts and feelings.
4PR
Create an artwork based on observation of familiar objects and scenes.
5PR
Use selected art and design elements and principles to explore ideas, feelings and relationships.
1RE
Recognize and point out the strengths in their artworks and how the work could be improved.
2RE
Revise works of art to a level of personal satisfaction.
3RE
Share their art making processes with peers.
5RE
Discuss the meanings of visual symbols, images and icons observed in artworks.

6RE
Select an art object and describe its personal, functional or decorative purpose.
7RE
Describe how elements and principles communicate meaning in works of art.

Unit 3: November/December

Art - 1st grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Christmas Tree Ship

HQSD Testing

Christmas Choir Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Christmas Tree Ship:
Students will learn about or revisit the Vermilion tradition and listen to the story behind the Christmas Tree Ship.
https://www.youtube.com/watch?v=z3x9wMPrwM0

HQSD Testing

https://docs.google.com/forms/d/e/1FAIpQLSe4HLn-IRdScpUgSEcVSP-I95cQdnivR6PtvarIlM7jq2THoA/viewform?usp=sf_link

Christmas Choir Project:

Students will create a winter or Christmas-themed picture to be displayed at the 1st-grade choir concert.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Christmas Tree Ship:

Students will learn about/revisit and create their own rendition of the Christmas Tree Ship coloring contest.
Student work will be displayed at the Christmas event at McGarvey's landing in town.
HQSD Testing
https://forms.gle/BRUr9Kp3K8BDPPk56
Christmas Choir Project:
Students will create a Christmas or winter-themed picture through an in-class direct drawing. Students will choose how they will add color to their picture, using watercolor, marker, or pastel crayons.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Christmas Tree Ship:

Students will need to complete and colorize the picture for the community event using a watercolor, marker, or crayon technique.

HQSD Testing:

https://forms.gle/BRUr9Kp3K8BDPPk56
Christmas Choir Project:
Students will need to complete and colorize the picture for the community event using a watercolor, marker, or crayon technique.

STANDARDS

Ohio - Grade 1 - Visual Arts (2012)
B.
Explore a range of art concepts and artworks and construct meaning about the works.

D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
3PE
Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.
4PE
Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
1PR
Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
4PR
Create an artwork based on observation of familiar objects and scenes.
5PR
Use selected art and design elements and principles to explore ideas, feelings and relationships.
1RE
Recognize and point out the strengths in their artworks and how the work could be improved.
3RE
Share their art making processes with peers.
6RE
Select an art object and describe its personal, functional or decorative purpose.
8RE
Express and share their own responses to works of art and consider the responses of others.

Unit 4: January

Art - 1st grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Symmetrical African Mask Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Symmetrical African Mask Project
earned about African masks and the symbolism behind them. They then used the blank stormtrooper handout to create their own symmetrical design.

https://vesart.weebly.com/symmetrical-africantrooper-masks.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will learn about traditional African Art
-Students will draw a Star Wars Stormtrooper mask as the base to which they will apply their symmetrical design.
-Students will create a symmetrical design on their maske that fills the upper, middle, nd bottom section of the mask.
-Students will colorize the mask using 2 warm and 2 cool colors.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Students will use a black felt tip marker to add shapes to the blank stormtrooper mask. _____/5
2. Student uses a pattern of letters, numbers, and or shapes to create their rhythmic design. _____/5
3. The student has used at least 2 warm and 2 cool colors to color in their design to colorize create and create contrast. Crayola markers or water-based markers will be used for this portion ___/5
4. Craftsmanship, the student draws their initial black designs clearly and neatly and the color is added in a neat manner as well. Areas are filled to edges, color is contained in areas. _____/10

STANDARDS

Ohio - Grade 1 - Visual Arts (2012)
A.
Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
B.
Explore a range of art concepts and artworks and construct meaning about the works.
C.
Connect making art with individual choice and understanding personal cultural identity.
1PE
Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.
2PE

Explore and describe how a selected art object was made.
3PE
Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.
4PE
Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
1PR
Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
2PR
Invent imagery and symbols to express thoughts and feelings.
3PR
Explore and use a range of subject matter to create original works of art.
4PR
Create an artwork based on observation of familiar objects and scenes.
5PR
Use selected art and design elements and principles to explore ideas, feelings and relationships.
1RE
Recognize and point out the strengths in their artworks and how the work could be improved.
2RE
Revise works of art to a level of personal satisfaction.
3RE
Share their art making processes with peers.
7RE
Describe how elements and principles communicate meaning in works of art.

Unit 5: February

Art - 1st grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Jim Dine Heart Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

This first grade students learned about artist Jim Dine and his use of hearts in his artwork. Students drew out a heart and sectioned it off while also adding shapes to break up the areas. They then used 2 warm and 2 cool colors to colorize the piece.

https://vesart.weebly.com/1st-grade-jim-dine-heart-project.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will learn about Jim Dine through a short presentation.
-Students will draw a heart on a 12x12 inch paper.
-Students will use a ruler to make tilted vertical line and section the heart into 4 or five areas.
-Students will repeat the process horizontally.
-Students will add 3 geometric shapes and 3 organic shapes inside and outside of the heart to break up the areas.
-Students will use marker and 2 or 3 warm colors and 2or 3 cool colors to colorize the piece. The objective is to NOT let colors touch themselves (blue to blue, etc) to create a sense of rhythm in the artwork.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

-Students will draw a heart on a 12x12 inch paper. ____/5
-Students will use a ruler to make tilted vertical line and section the heart into 4 or five areas. ____/5
-Students will repeat the process horizontally.
-Students will add 3 geometric shapes and 3 organic shapes inside and outside of the heart to break up the areas. ____/5
-Students will use marker and 2 or 3 warm colors and 2or 3 cool colors to colorize the piece. The objective is to NOT let colors touch themselves (blue to blue, etc) to create a sense of rhythm in the artwork. ____/5

STANDARDS

Ohio - Grade 1 - Visual Arts (2012)
B.
Explore a range of art concepts and artworks and construct meaning about the works.
D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.
1PE
Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.

3PE
Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.
1PR
Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
2PR
Invent imagery and symbols to express thoughts and feelings.
5PR
Use selected art and design elements and principles to explore ideas, feelings and relationships.
7RE
Describe how elements and principles communicate meaning in works of art.

Unit 6: March

Art - 1st grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Spring Landscape Picture

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The 1st grade students learned about artist Andrew Wyeth and landscape painting. They first learned about foreground, mid-ground, and background and then roughed in (drew) in the landscape using oil pastel. We talked about how things are blurry in pictures the further off in the distance they are (atmospheric distortion), and then we used the wet on wet watercolor technique (wet paint on wet paper) to paint in their scene. We also learned how to add texture using paper towel and table salt.

https://vesart.weebly.com/spring-landscape-picture.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

learned about artist Andrew Wyeth and landscape painting. They first learned about foreground, mid-ground, and background and then roughed in (drew) in the landscape using oil pastel. We talked about how things are blurry in pictures the further off in the distance they are (atmospheric distortion), and then we used the wet on wet watercolor technique (wet paint on wet paper) to paint in their scene. We also learned how to add texture using paper towel and table salt.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

. A foreground, mid-ground, and background has been roughed in (drawn) with pencil._____/5
2. A road in 1 point perspective has also been added to split the field portion into 2 areas. ___/5
3. A sun, birds, and clouds have been added to fill the scene. _____/5
3.The lines have been covered and additional detail has been added with oil pastel.___/5
4.Students have used the wet on wet watercolor painting technique to add a sky,background (hills), foreground (field), ___/5
5. Once dry, the picture has been mounted and a name tag applied as demonstrated.___/5
Total: ___/30

STANDARDS

Ohio - Grade 1 - Visual Arts (2012)
2PE
Explore and describe how a selected art object was made.
4PE
Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
1PR
Demonstrate beginning skill and craftsmanship in the use of art materials and tools.

4PR
Create an artwork based on observation of familiar objects and scenes.
5PR
Use selected art and design elements and principles to explore ideas, feelings and relationships.
1RE
Recognize and point out the strengths in their artworks and how the work could be improved.
2RE
Revise works of art to a level of personal satisfaction.

Unit 7: April

Art - 1st grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ceramic Fish Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will create a ceramic fish based on the book Over the Ocean In A Coral Reef.

https://vesart.weebly.com/ceramicclay-seahorse.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will quickly listen to and see the book so they can see the detail included in the fish created by the polymer clay artist Students will then learn basic ceramic skills such as flattening, cutting, design work, slipping, and scoring. Once the piece has been bisque fired students will learn how to properly apply the ceramic glaze.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

-I can trace and cut out a fish from the template as demonstrated in class. ___/4
-I can add a fin using the technique added in class. ___/10
-I can add an eye, scales, and designs as demonstrated in class.
___/8
-I can glaze the fish as demonstrated in class using 2 coats of each of at least 3 colors. ___/8

STANDARDS

Ohio - Grade 1 - Visual Arts (2012)
D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
2PE
Explore and describe how a selected art object was made.
1PR
Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
3PR
Explore and use a range of subject matter to create original works of art.
4PR
Create an artwork based on observation of familiar objects and scenes.
5PR

Use selected art and design elements and principles to explore ideas, feelings and relationships.
1RE
Recognize and point out the strengths in their artworks and how the work could be improved.
2RE
Revise works of art to a level of personal satisfaction.

Unit 8: May/June

Art - 1st grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ceramic Fish Project
Primary and Secondary Color Baloon Pattern Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The first grade students talked about primary and secondary colors then used the video below to create their primary and secondary color balloon projects. We talked about how to make the balloons look round by drawing curved lines, then added a shape pattern in each panel. Last we used the primary colors to fill the areas.

https://vesart.weebly.com/balloon-project.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will trace a "large" ballon template on 6x8 paper.
-Students will create a pattern within the billows of the balloon using geometric shapes.
-Students will use primary colors to color in the balloon in a rhythmic pattern.
-Students will trace a "medium" ballon template on 6x8 paper.
-Students will create a pattern within the billows of the balloon using geometric shapes.
-Students will use secondary colors to color in the balloon in a rhythmic pattern.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Large Balloon
-Trace LARGE Balloon Template & Cut Out . ____/5
-Draw 1 straight vertical line, and 2 curved (1 left 1 right) as demonstrated ____/5
-Draw in horizontal panel lines as demonstrated ____/5
-Use 2 shapes to draw in and create a pattern in each rectangular area as demonstrated in class. ____/5
-Use either the primary colors (red, yellow, and blue) or secondary colors (green, purple orange) to colorize the balloon, your other balloon will be whichever colors you did not use for your first balloon. If you used primary for your large balloon use secondary for your small balloon or vice versa.
rectangular areas as demonstrated in class. ____/5
-Neatness and craftsmanship count! ____/25
Small Balloon
-Trace SMALL Balloon Template & Cut Out. ____/5
-Draw 1 straight vertical line, and 2 curved (1 left 1 right) as demonstrated ____/5
-Draw in horizontal panel lines as demonstrated ____/5
-Use 2 shapes to draw in and create a pattern in each rectangular area as demonstrated in class. ____/5
-Use either the primary colors (red, yellow, and blue) or secondary colors (green, purple orange) to colorize the balloon, your other balloon will be whichever colors you did not use for your first balloon. If you used primary for your large balloon use secondary for your small balloon or vice versa.
rectangular areas as demonstrated in class. ____/5
-Neatness and craftsmanship count!____/25 Total ____/50
Enrichment:
Create a small balloon that uses complimentary color. _____/Extra Credit

STANDARDS

Ohio - Grade 1 - Visual Arts (2012)

D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
1PE
Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.
2PE
Explore and describe how a selected art object was made.
4PE
Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
1PR
Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
3PR
Explore and use a range of subject matter to create original works of art.
4PR
Create an artwork based on observation of familiar objects and scenes.
5PR
Use selected art and design elements and principles to explore ideas, feelings and relationships.
2RE
Revise works of art to a level of personal satisfaction.
6RE
Select an art object and describe its personal, functional or decorative purpose.

Art - 2nd grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
Unit 1: August/September	*1 lessons*
Unit 2: October	*1 lessons*
Unit 3: November	*1 lessons*
Unit 4: December	*1 lessons*
Unit 5: January	*1 lessons*
Unit 6: February	*1 lessons*
Unit 7: March	*1 lessons*
Unit 8: April	*1 lessons*
Unit 9: May/June	*1 lessons*

Unit 1: August/September

Art - 2nd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Guidelines and Expectations
HQSD Pre-Test
Warm and Cool Color Pastel Drawing

ATTACHMENTS

Art_Vocabulary_List.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The 2nd-grade students will learn about Crayola crayon artist Don Marco and the foreground, mid-ground, and background. We will then talk about warm and cool colors and students then create their own pictures using pastel crayons.
https://vesart.weebly.com/warm-and-cool-color-pastel-drawings.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will draw a fore, mid, and background to create the illusion of depth.
-Students will draw draw with pastel in a neat manner to create distinct areas.
-Students will be able to explain where the fore, mid, and background of a picture is.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Students will draw their scene in using the tutorial below to create depth in the picture. ____/5
(A fore,mid, and background with a horizon line)
2. Students will draw in the color portion using warm colors for the sun and sky for the background and cool for the water, mid-ground, and tulips or clover which are to fill the foreground portion. Using chalk as demonstrated in the tutorial
_____/5
3. Students will add white to create a sense of highlight in the piece as demonstrated in the video . _____/5
4. Craftsmanship, students will make their areas separated through use of clean boarder lines and neatly color filled areas. _____/5

STANDARDS

Ohio - Grade 2 - Visual Arts (2012)
5PR
Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).
1RE
Use basic self-assessment strategies to improve their artworks.
5RE
Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.
A.

Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
3PE
Compare the form, materials and techniques in selected works of art using descriptive language.
4PR
Demonstrate flexibility in their creative processes and use of art materials.
B.
Explore a range of art concepts and artworks and construct meaning about the works.
C.
Connect making art with individual choice and understanding personal cultural identity.
E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

Unit 2: October

Art - 2nd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Georgia O'Keeffe Painting

https://vesart.weebly.com/georgia-okeeffe-painting-project.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The 2nd-grade students will learn about artist Georgia O'Keeffe and her flower paintings. Please see web page for teacher created video tutorials.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

We will talk about about how her flowers were drawn in such a way that they take up almost the whole paper and use a grid drawing method to draw the contour lines of the flower before adding crayon resist and painting. Students also will use layered warm and cool colors (or cool and warm colors) to create contrast throughout their picture.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Use the picture from the board or from the handout to draw the contour of the flower. ___/5
- Use cool or warm-colored crayons to add the inside color of the flower as demonstrated. ___/5
- Paint in the flower using the opposite cool or warm color and the wet-on-dry painting technique. ___/5
- Once you have painted in the flower paint in the background using the water technique. ___/5
-When your painting is dry, mount it on a black mounting board as demonstrated so it is straight. ___/5

STANDARDS

Ohio - Grade 2 - Visual Arts (2012)
A.
Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
1PE
Notice and point out details and respond to expressive features in artworks.
3PR
Create artworks based on imagination and observation of familiar objects and scenes.
1PR
Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.
7PE
Generate art making ideas from their daily experiences and the environment.
4PR
Demonstrate flexibility in their creative processes and use of art materials.

Unit 2: October

Art - 2nd grade - *Last Updated on June 22, 2023*

1RE
Use basic self-assessment strategies to improve their artworks.

Unit 3: November

Art - 2nd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Viktor Schreckengost Cityscape Project

https://vesart.weebly.com/viktor-schreckengost-warmcool-cityscape.html

Christmas Tree Ship Coloring Contest

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will learn about artist Ohio native Viktor Schreckengost, America's "DaVinci". Viktor was a painter, sculptor, graphic designer, and ceramicist through a brief discussion and a video about Viktor and his word that has influenced generations of Americans and people worldwide. There will also be an in-class demonstration as to how to start and create their cityscape pictures.

Students will learn about/revisit and create their own rendition of the Christmas Tree Ship coloring contest.
Student work will be displayed at the Christmas event at McGarvey's landing in town.
HQSD Testing

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will use a ruler or straight edge to draw a horizon line and at least 5 buildings in their cityscape.
2. Students will draw in the details of each building, windows(*), Doors, Signs, and or brick.
3. Students will draw a street, grass, cliff, and shoreline with water into their scene.
4. Students will add color to their picture by using either warm (red, orange, yellow) or cool colors (green, blue, purple).

Students will learn about/revisit and create their own rendition of the Christmas Tree Ship coloring contest.
Student work will be displayed at the Christmas event at McGarvey's landing in town.
HQSD Testing

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Students will use a ruler or straight edge to draw a horizon line and at least 5 buildings in their cityscape. ____/5
2. Students will draw in the details of each building, windows(*), Doors, Signs, and or brick.___/5
3. Students will draw in a street, grass, cliff, and shoreline with water into their scene.___/5
4. Students will add color to their picture by using either warm (red,orange, yellow) or cool colors (green, blue, purple).

STANDARDS

Ohio - Grade 2 - Visual Arts (2012)
A.
Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
B.
Explore a range of art concepts and artworks and construct meaning about the works.
C.

Connect making art with individual choice and understanding personal cultural identity.
D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
1PE
Notice and point out details and respond to expressive features in artworks.
2PE
Distinguish the subject matter and artistic style of two or more visual artists.
4PE
Identify and compare the purposes for creating art objects from various cultures.
5PE
Identify and describe cultural symbols, image and contexts of works of art.
7PE
Generate art making ideas from their daily experiences and the environment.
1PR
Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.
2PR
Envision what cannot be observed directly and depict it visually.
3PR
Create artworks based on imagination and observation of familiar objects and scenes.
4PR
Demonstrate flexibility in their creative processes and use of art materials.
5PR
Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

6PR
Use visual art materials to express an idea that reflects their own social or cultural identity.
1RE
Use basic self-assessment strategies to improve their artworks.
2RE
Understand the difference between assessing the quality of an artwork and their personal preference for the work.
5RE
Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.
6RE
Identify and articulate important historical and cultural contributions of selected visual artists.

Unit 4: December

Art - 2nd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

I'm Falling Picture

https://vesart.weebly.com/viktor-schreckengost-warmcool-cityscape.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The second-grade students will talk about the fore, mid, and background before making their falling picture. Students will be given an in-class demonstration/discussion and use the teacher-created tutorials and website to help guide the creation of their picture.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

First, the students will trace their feet to create depth. Students then learned how to draw in their bodies and added their own hair and other details to make it look like themselves. Students added a giant piece of pizza or bowl of cereal to cushion their fall. We talked about the fore, mid, and background before making their falling picture. Students stood on the edge of their paper and traced the outline of their feet first, then, traced their hands in leaving out the area where their heads and bodies would be. We then drew in their head, legs, body, hair, and facial features. Lastly, we drew in the giant piece of pizza or bowl of cereal they were falling into.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Students will trace their feet and hands so that they look as if there is depth to the picture. ___/5
2. Students will draw in the legs/pants to look as if they are falling as demonstrated. __/5
3. Students will draw in their chest and arms as if they are connected to their hands. ___/5
4. Students will add a cushion of some kind (pizza, bowl of cereal)and colorize the picture using crayon or marker. ___/5
5. Students will mount their picture onto black paper for display with a name tag filled out correctly. ___/5
6. Craftsmanship __/5

STANDARDS

Ohio - Grade 2 - Visual Arts (2012)
D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.
1PE
Notice and point out details and respond to expressive features in artworks.
2PE
Distinguish the subject matter and artistic style of two or more visual artists.
3PE

Compare the form, materials and techniques in selected works of art using descriptive language.
7PE
Generate art making ideas from their daily experiences and the environment.
1PR
Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.
2PR
Envision what cannot be observed directly and depict it visually.
3PR
Create artworks based on imagination and observation of familiar objects and scenes.
4PR
Demonstrate flexibility in their creative processes and use of art materials.
5PR
Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).
1RE
Use basic self-assessment strategies to improve their artworks.
5RE
Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

Unit 5: January

Art - 2nd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Lego Portrait Project

https://vesart.weebly.com/lego-portrait.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

I will use teacher-created video tutorials along with an in-class demonstrated and direct observation of student progress as we create the picture one step at a time.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will learn how to create themselves as a Lego character using basic shapes and through direct observation. Students will learn how to draw the character proportionally and how to fill the paper. Students will also learn how to incorporate their unique features such as eye shape, hair shape and color, glasses, and attire that helps the viewer of the picture to recognize the artist is the character.

Unit 5: January

Art - 2nd grade - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment:

1. Students will draw their character in using the tutorial starting from the top/head and working downward to fill the entire page with the character.
____/5

2. Students will draw the body.
_____/5

3. Students will draw the legs.
_____/5

4. Students will fill in their character with details. Their shirt design, pants, hair, etc.
_____/5

5. Students will color in their character completely using pastel crayons.
____/5

Total _____/25

STANDARDS

Ohio - Grade 2 - Visual Arts (2012)
C.
Connect making art with individual choice and understanding personal cultural identity.
E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

1PE
Notice and point out details and respond to expressive features in artworks.
7PE
Generate art making ideas from their daily experiences and the environment.
3PR
Create artworks based on imagination and observation of familiar objects and scenes.
1RE
Use basic self-assessment strategies to improve their artworks.
5RE
Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

Unit 6: February

Art - 2nd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Jean-Michelle Basquiat Project

https://vesart.weebly.com/jean-michael-basquiat.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The second-grade students heard Javaka Steptoe's children's book Radiant Child, the story of artist Jean-Michael Basquiat's life and artwork. Students then used a traditional watercolor painting technique or a watercolor marker technique to colorize their picture.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will use imagery as demonstrated in class and any other imagery from their lives to include in their JMB picture.
-Students will use patterns of words that have meaning to them throughout their picture to ad a literary element.
-Students will learn about contrast and how it is used throughout their picture.
-Students will use watercolor paint and both the wet-on-wet painting method and wet-on-dry method to complete the thecolorization of their picture.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

-Students will use imagery as demonstrated in class and any other imagery from their lives to include in their JMB picture. ___/5
-Students will use patterns of words that have meaning to them throughout their picture to ad a literary element.___/5
-Students will learn about contrast and how it is used throughout their picture.
-Students will use either the watercolor marker technique or watercolor paint and both the wet-on-wet painting method and wet-on-dry method to complete the the colorization of their picture. ___/5
Craftsmanship will be evaluated on the student's ability to reproduce the techniques mentioned above in the manner in which they were demonstrated. ___/5

STANDARDS

Ohio - Grade 2 - Visual Arts (2012)
A.
Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
B.
Explore a range of art concepts and artworks and construct meaning about the works.
C.
Connect making art with individual choice and understanding personal cultural identity.
D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.

E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.
2PE
Distinguish the subject matter and artistic style of two or more visual artists.
3PE
Compare the form, materials and techniques in selected works of art using descriptive language.
5PE
Identify and describe cultural symbols, image and contexts of works of art.
7PE
Generate art making ideas from their daily experiences and the environment.
2PR
Envision what cannot be observed directly and depict it visually.
3PR
Create artworks based on imagination and observation of familiar objects and scenes.
4PR
Demonstrate flexibility in their creative processes and use of art materials.
5PR
Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).
6PR
Use visual art materials to express an idea that reflects their own social or cultural identity.
1RE
Use basic self-assessment strategies to improve their artworks.
2RE

Understand the difference between assessing the quality of an artwork and their personal preference for the work.
3RE
Relate the subject matter and ideas in their own artworks to those in the works of others.
4RE
Share their personal interpretations of the meanings conveyed in various works of art.
5RE
Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.
6RE
Identify and articulate important historical and cultural contributions of selected visual artists.
7RE
Recognize and discuss that people have various opinions about art and value art for different reasons.

Unit 7: March

Art - 2nd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Wassily Kandinsky Painting

https://vesart.weebly.com/kandinsky-painting.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The 2nd grade students will learn about Wassily Kandinsky and his abstract paintings that used basic shapes and colors. We will then talked about complimentary colors and students then created their own picture using tempera paint.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will learn how to layer basic shapes in the foreground, midground, and back ground to make a visually appealing and A-Symmetrically balanced picture.
-Students will learn what design elements are and how to use them to great amore interesting picture vs. not using them.
-Students will learn what complimentary colors are and will use them throughout their picture.
-Students will learn what Temera paint is and how to paint with it compared to watercolor paint.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Use the idea of the picture from the board or from the handout to draw the basic design.___/5
- Use complementary colors in the small and large circles as demonstrated. ___/5
- Use contrasting colors in the background to make the circles stand out. ___/5

-Craftsmanship will be evaluated on the student's ability to reproduce the techniques mentioned above in the manner in which they were demonstrated. ___/5

STANDARDS

Ohio - Grade 2 - Visual Arts (2012)
A.
Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
B.
Explore a range of art concepts and artworks and construct meaning about the works.
E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.
5PE
Identify and describe cultural symbols, image and contexts of works of art.
7PE
Generate art making ideas from their daily experiences and the environment.

2PR
Envision what cannot be observed directly and depict it visually.
3PR
Create artworks based on imagination and observation of familiar objects and scenes.
4PR
Demonstrate flexibility in their creative processes and use of art materials.
5PR
Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).
1RE
Use basic self-assessment strategies to improve their artworks.
3RE
Relate the subject matter and ideas in their own artworks to those in the works of others.
5RE
Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

Unit 8: April

Art - 2nd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

One Point Perspective PIcture

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The 2nd-grade students will learn about Vincent Van Gough and the use of 1-point perspective in his artwork. We will then draw a one-point perspective picture of a street view with 5 to 7 buildings.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will learn what a vanishing point is, where it can be placed, and how to connect guidelines to it.
-Students will draw 5 to 7 buildings in 1 point perspective correctly.
-Students' buildings will include doors and windows.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1.Draw a horizon line. ___/5
2. Add a vanishing point. ___/5
3. Draw a road as demonstrated in class. ___/5
4. Add 5 to 7 buildings on the sides of the road as demonstrated in class. ___/5
Craftsmanship will be evaluated on the students ability to reproduce the techniques mentioned above in the manner in which they were demonstrated. ___/10

STANDARDS

Ohio - Grade 2 - Visual Arts (2012)
D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.
3PE
Compare the form, materials and techniques in selected works of art using descriptive language.
7PE
Generate art making ideas from their daily experiences and the environment.
1PR
Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.
4PR

Demonstrate flexibility in their creative processes and use of art materials.
5PR
Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).
1RE
Use basic self-assessment strategies to improve their artworks.
5RE
Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

Unit 9: May/June

Art - 2nd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ceramic Fish Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will read or be reminded of the book Over The Ocean And Under The Sea and will create a ceramic fish similar to one from the book.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will hand flatten the clay they are given in the manner demonstrated in class using the bump-circle technique. Students will use the stencil to cut out one of the many different kinds of fish. Students will then add fins, gills, scales, eyes, and other details. Students will glaze their fish once it is bisque fired and then their fish will be glaze fired.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will hand flatten the clay they are given in the manner demonstrated in class using the bump-circle technique.___/5
Students will use the stencil to cut out one of the many different kinds of fish. ___/5
Students will then add fins, gills, scales, eyes, and other details. ___/5
Students will glaze their fish once it is bisque fired. ___.5
Craftsmanship will be evaluated on the students ability to reproduce the techniques mentioned above in the manner in which they were demonstrated. ___/10

STANDARDS

Ohio - Grade 2 - Visual Arts (2012)
D.
Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
E.
Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.
1PE
Notice and point out details and respond to expressive features in artworks.
1PR
Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.
2PR
Envision what cannot be observed directly and depict it visually.

3PR
Create artworks based on imagination and observation of familiar objects and scenes.
4PR
Demonstrate flexibility in their creative processes and use of art materials.
1RE
Use basic self-assessment strategies to improve their artworks.
3RE
Relate the subject matter and ideas in their own artworks to those in the works of others.
5RE
Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

Art - 3rd grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
Unit 1: August/September	*2 lessons*
Unit 2: October	*1 lessons*
Unit 3: November	*1 lessons*
Unit 4: December	*1 lessons*
Unit 5: January	*1 lessons*
Unit 6: Feburary	*1 lessons*
Unit 7: March	*1 lessons*
Unit 8: April	*1 lessons*
Unit 9: May/June	*1 lessons*

Unit 1: August/September

Art - 3rd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Pablo Picasso Inspired Abstract Self Portrait

https://vesart.weebly.com/picasso-project.html

ATTACHMENTS

Art_Vocabulary_List.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will be introduced to the artist Pablo Picasso and create an abstract self-portrait of themselves with their profile inside of their portrait. Students will use warm and cool colors to colorize their piece.

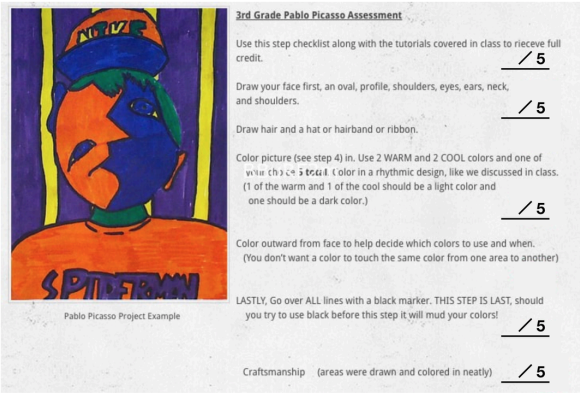
-Direct Drawing In Class
-Video remediation
-Video Acceleration

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Intro/Define Abstract Art
-Intro Pablo Picass
-Intro Portrait/Profile
-Use simple shapes to create a drawing. (Oval, Circle)
-Follow direct drawing instructions.
-Reiterate the concept of carftsmanship using marker to colorize picture.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Please see the assessment portion of the web page.



STANDARDS

Ohio - Grade 3 - Visual Arts (2012)

A.

Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.

B.
Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
C.
Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
D.
Express personal responses to artistic works giving reasons for their interpretations and preferences.
2PE
Identify the relationships between and among selected elements and principles of art and design.
6PE
Recognize and identify choices that give meaning to a personal work of art.
1PR
Demonstrate skill and expression in the use of art techniques and processes.
2PR
Use appropriate visual art vocabulary during art making processes.
3PR
Find and solve problems of personal relevance and interest when developing art making ideas.
4PR
Create artworks that demonstrate awareness of two- and three-dimensional space.
5PR
Show increasing attention to the nuances of elements and principles of design when creating personal works of art.
1RE
Examine and describe how art and design principles are used by artists to create visual effects.
5RE

Use feedback and self-assessment to improve the quality of personal artworks.

Unit 2: October

Art - 3rd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Pixlr Fall Scary Tree Picture

https://vesart.weebly.com/cluade-monet-colored-chalk-drawings.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The third-grade students watched a short video about how to create their scary fall tree picture using Pixlr photo editor.
-Direct Drawing In Class
-Video remediation
-Video Acceleration

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Intro/Define computer art.
-Intro Charles Csuri
-Intro Pixlr.com
-Follow direct practice picture instructions.
- Follow direct final picture insgtructions.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Scary Tree Assessment:

All steps should be completed as the steps were shown in class or the video tutorial above.

1. Create a canvass that is 800x600dpi _____/5
2. Use the 200pt. blurred brush tool, and at least 2 colors to create a scary sky. _____/5
3. Use the circle selection tool to create a moon in your picture. _____/5
4. Use the 20pt sharp edged brush tool and black to draw in your tree. _____/5
5. Save the picture to YOUR account art folder. _____/5
_____/25

Remediation:
Students may use 1 color for their scary sky

Enrichment:

STANDARDS

Ohio - Grade 3 - Visual Arts (2012)
B.
Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
C.

Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
E.
Provide and use feedback to improve and refine their artworks
5PE
Provide examples of how we encounter art and artists in everyday life.
1PR
Demonstrate skill and expression in the use of art techniques and processes.
2PR
Use appropriate visual art vocabulary during art making processes.
4PR
Create artworks that demonstrate awareness of two- and three-dimensional space.
5PR
Show increasing attention to the nuances of elements and principles of design when creating personal works of art.
1RE
Examine and describe how art and design principles are used by artists to create visual effects.
5RE
Use feedback and self-assessment to improve the quality of personal artworks.

Unit 3: November

Art - 3rd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Christmas Tree Ship Coloring Contest
Christmas Choir Project Picture

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Christmas Tree Ship:
Students will learn about or revisit the Vermilion tradition and listen to the story behind the Christmas Tree Ship.
https://www.youtube.com/watch?v=z3x9wMPrwM0

HQSD Testing

https://docs.google.com/forms/d/e/1FAIpQLSe4HLn-IRdScpUgSEcVSP-I95cQdnivR6PtvarIlM7jq2THoA/viewform?usp=sf_link

Christmas Choir Project:

Students will create a winter or Christmas-themed picture to be displayed at the 1st-grade choir concert.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Christmas Tree Ship:

Students will learn about/revisit and create their own rendition of the Christmas Tree Ship coloring contest.
Student work will be displayed at the Christmas event at McGarvey's landing in town.
HQSD Testing
https://forms.gle/BRUr9Kp3K8BDPPk56
Christmas Choir Project:
Students will create a Christmas or winter-themed picture through an in-class direct drawing. Students will choose how they will add color to their picture, using watercolor, marker, or pastel crayons.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Christmas Tree Ship:

Students will need to complete and colorize the picture for the community event using a watercolor, marker, or crayon technique.

HQSD Testing:

https://forms.gle/BRUr9Kp3K8BDPPk56
Christmas Choir Project:
Students will need to complete and colorize the picture for the community event using a watercolor, marker, or crayon technique.

STANDARDS

Ohio - Grade 3 - Visual Arts (2012)
A.
Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.
C.

Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
1PE
Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.
2PE
Identify the relationships between and among selected elements and principles of art and design.
3PE
Use historical and cultural artworks to answer questions about daily life.
1PR
Demonstrate skill and expression in the use of art techniques and processes.
4PR
Create artworks that demonstrate awareness of two- and three-dimensional space.

Unit 4: December

Art - 3rd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Northern Lights

https://vesart.weebly.com/northern-lights-chalkpastel.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

he third-grade students watched a short video about the northern and southern lights and created a picture that had colors based on either oxygen atoms or nitrogen atoms which occur as a result of solar flares using chalk or oil pastels.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will learn about the northern and southern lights through a short video.
-Students will create the lighting effect as demonstrated in class.
-Students will add a ground silhouette.
-Students will add a band of light that will appear behind the tree to add a glowing effect.
Students will add pine tree silhouettes.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Draw in S shapes with pencil to use as a guide to add 4 colors as demonstrated in video. 2 Warm and 1 Cool or 2 Cool and 1 Warm and white. _____/15.
2. Add vertically horizontal lights across the page between the bottom and middle of paper min a bright color. ____/5
3. Add stars in sky with white, yellow, and or light blue chalk. ____/5
4. Add black LAST at the bootom of the paper and trees that are in front of the horizontal bright line to show contrast of trees. ___/5
5. Craftsmanship, over all neatness of the use of chalk. ____/5

STANDARDS

Ohio - Grade 3 - Visual Arts (2012)
B.
Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
C.
Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
E.
Provide and use feedback to improve and refine their artworks
2PE
Identify the relationships between and among selected elements and principles of art and design.
6PE

Recognize and identify choices that give meaning to a personal work of art.
1PR
Demonstrate skill and expression in the use of art techniques and processes.
2PR
Use appropriate visual art vocabulary during art making processes.
4PR
Create artworks that demonstrate awareness of two- and three-dimensional space.
5PR
Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

Unit 5: January

Art - 3rd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Stary Night Picture

Students will re-create Vincent Van Gogh's Stary Night

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

-Students will learn about the significance of Van Gogh's picture of Stary Night.
-Students will do a direct drawing with a pencil in class to draw their version of the picture Stary night.
-Students will add color to their picture using a marker and fill in the areas using a coloring technique similar to Van Gogh's which suggests movement through lines.
-Students will go over their piece with a wet brush to create a watercolor-type effect with the water-based marker.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will learn about the significance of Van Gogh's picture of Stary Night. Students will do a direct drawing with a pencil in class to draw their version of the picture of Stary night. Students will add color to their picture using a marker and fill in the areas using a coloring technique similar to Van Gogh's which suggests movement through lines. Students will go over their pieces with a wet brush to create a watercolor-type effect with the water-based marker. Craftsmanship, and overall neatness of the use of chalk.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Students will learn about the significance of Van Gogh's picture of Stary Night. ___/5
2. Students will do a direct drawing with a pencil in class to draw their version of the picture of Stary night. ___/5
3. Students will add color to their picture using the marker and fill in the areas using a coloring technique similar to Van Gogh's which suggests movement through lines.
4. Students will go over their piece with a wet brush to create a watercolor-type effect with the water-based marker. ___/5
6. Craftsmanship, and overall neatness of the use of chalk. ____/10

STANDARDS

Ohio - Grade 3 - Visual Arts (2012)
C.
Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
3PE
Use historical and cultural artworks to answer questions about daily life.
4PR
Create artworks that demonstrate awareness of two- and three-dimensional space.
5PR
Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

1RE
Examine and describe how art and design principles are used by artists to create visual effects.
4RE
Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.
5RE
Use feedback and self-assessment to improve the quality of personal artworks.

Unit 6: Feburary

Art - 3rd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Jim Dine Heart Picture Project

https://vesart.weebly.com/jim-dine-3rd-grade-heart-project.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The third-grade students will learn about artist Jim Dine and his use of of the heart shape throughout his work. Students will then use a ruler to section out their paper with both vertical and horizontal lines. Students will watch a short video about how this is to be done so they can refer back to it if confused. Students will then add heart shapes to the sections and add crayon resist to ad design elements to their pieces.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will section off their paper using a ruler into 8 equal parts.
-Students will filll each section with a heart shape similar to Jim Dine's work.
-Students will add crayon resist using either warm or cool colors.
-Students will paint in their sections using the opposite of the color they used with their crayon resist. If they used warm crayon resist they will use cool.
-Students craftsmanship with be assessed using the rubric on the Mr.K's Art World page.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

-Students will section off their paper using a ruler into 8 equal parts.
-Students will fill each section with a heart shape similar to Jim Dine's work.
-Students will add crayon resist using either warm or cool colors.
-Students will paint in their sections using the opposite of the color they used with their crayon resist. If they used warm crayon resist they will use cool.
-Students' craftsmanship with be assessed using the rubric on Mr.K's Art World page.

STANDARDS

Ohio - Grade 3 - Visual Arts (2012)
A.
Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.
B.
Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
C.
Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.

D.
Express personal responses to artistic works giving reasons for their interpretations and preferences.
E.
Provide and use feedback to improve and refine their artworks
2PE
Identify the relationships between and among selected elements and principles of art and design.
4PE
Recognize selected artists who contributed to the cultural heritages of the people of the United States.
5PE
Provide examples of how we encounter art and artists in everyday life.
6PE
Recognize and identify choices that give meaning to a personal work of art.
1PR
Demonstrate skill and expression in the use of art techniques and processes.
2PR
Use appropriate visual art vocabulary during art making processes.
3PR
Find and solve problems of personal relevance and interest when developing art making ideas.
5PR
Show increasing attention to the nuances of elements and principles of design when creating personal works of art.
1RE
Examine and describe how art and design principles are used by artists to create visual effects.
2RE
Select an object an explain reasons why they think it is a work of art.

4RE
Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.
5RE
Use feedback and self-assessment to improve the quality of personal artworks.

Unit 7: March

Art - 3rd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

3D Hand Optical Illusion Picture

https://vesart.weebly.com/3d-optical-illusion-hand-picture.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The third grade students will learn about artist M.C. Escherand his 3D optical illusional pictures. Students will use their hand as the point of emphasis,

https://vesart.weebly.com/3d-optical-illusion-hand-picture.html

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The student will draw their hand as demonstrated in the video. The student uses a ruler to draw horizontal lines on either side of the arm and in between fingers as demonstrated in the video . The student will then draw curved lines going up toward the top of the paper as demonstrated in the video and class to give a 3D effect to the picture and choose at least 3 colors o colorize their picture Craftsmanship, the student draws their hand, lines, and 3D lines. The picture is mounted so that the mounting paper/board is even around the outside edge and a name tag is filled out with first and last names and includes the student's teacher on the name tag paper provided.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Student will draw their hand as demonstrated in the video. _____/5
2. Student uses a ruler to draw horizontal lines on either side of the arm and in between fingers as demonstrated in the video.
3. The student will then draw curved lines going up towards the top of the paper as demonstrated in the video and class to give a 3D effect to the picture and choose at least 3 colors o colorize their picture. ___/5
4. Craftsmanship, the student draw their hand, lines, and 3D lines neatly. _____/5
5. The picture is mounted so that the mounting paper/board is even around the outside edge and a name tag is filled out with first and last names and includes the student's teacher on the name tag paper provided _____/5

STANDARDS

Ohio - Grade 3 - Visual Arts (2012)
C.
Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
E.
Provide and use feedback to improve and refine their artworks
5PE
Provide examples of how we encounter art and artists in everyday life.

2PR
Use appropriate visual art vocabulary during art making processes.
4PR
Create artworks that demonstrate awareness of two- and three-dimensional space.
5PR
Show increasing attention to the nuances of elements and principles of design when creating personal works of art.
5RE
Use feedback and self-assessment to improve the quality of personal artworks.

Unit 8: April

Art - 3rd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Realistic 3D Form Still Life Drawing

https://vesart.weebly.com/3d-formshading.html

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will draw a still life using the grid technique they have previously learned in past projects to draw in their still life and will learn how to shade a still life correctly taking into account the light source and shadows it casts.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Students will draw a still life using the tutorial.
-Students will use horizontal and vertical grid lines to create a 4 square grid
-Students will shade the picture as demonstrated in the video.
-Craftsmanship, students will make their areas separated through the use of clean border lines and neatly filled areas.
-Students will mount their picture onto black paper for display with a name tag filled out correctly.
-Craftsmanship will be evaluated on the student's ability to reproduce the techniques mentioned above in the manner in which they were

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Students will draw the still life using the tutorial. ___/5
2. Students will use horizontal and vertical grid lines to create a 4 square grid _____/5
3. Students will shade the picture as demonstrated in the video. ____/5
4. Craftsmanship, students will make their areas separated through the use of clean border lines and neatly filled areas ____/5
5. Students will mount their picture onto black paper for display with a name tag filled out correctly.

6. Craftsmanship will be evaluated on the student's ability to reproduce the techniques mentioned above in the manner in which they were demonstrated. ___/10

STANDARDS

Ohio - Grade 3 - Visual Arts (2012)
B.
Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
C.
Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
5RE

Use feedback and self-assessment to improve the quality of personal artworks.
1RE
Examine and describe how art and design principles are used by artists to create visual effects.
4PR
Create artworks that demonstrate awareness of two- and three-dimensional space.
1PR
Demonstrate skill and expression in the use of art techniques and processes.
2PR
Use appropriate visual art vocabulary during art making processes.

Unit 9: May/June

Art - 3rd grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ceramic Fish Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will be reminded of the book Over The Ocean And Under The Sea and will create a ceramic fish similar to one from the book.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will hand flatten the clay they are given in the manner demonstrated in class using the bump-circle technique. Students will use the stencil to cut out one of the many different kinds of fish. Students will then add fins, gills, scales, eyes, and other details. Students will glaze their fish once it is bisque fired and then their fish will be glaze fired.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will hand flatten the clay they are given in the manner demonstrated in class using the bump-circle technique.___/5
Students will use the stencil to cut out one of the many different kinds of fish. ___/5
Students will then add fins, gills, scales, eyes, and other details. ___/5
Students will glaze their fish once it is bisque fired. ___.5
Craftsmanship will be evaluated on the student's ability to reproduce the techniques mentioned above in the manner in which they were demonstrated. ___/10

STANDARDS

Ohio - Grade 3 - Visual Arts (2012)
C.
Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
E.
Provide and use feedback to improve and refine their artworks
5PE
Provide examples of how we encounter art and artists in everyday life.
1PR
Demonstrate skill and expression in the use of art techniques and processes.
2PR
Use appropriate visual art vocabulary during art making processes.

5RE
Use feedback and self-assessment to improve the quality of personal artworks.
4PR
Create artworks that demonstrate awareness of two- and three-dimensional space.

Art - 4th grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
Unit 1: Japan - Origami	*1 lessons*
Unit 2: Australia - Dreamtime Story	*1 lessons*
Unit 3: Mexico - Alebrijes	*1 lessons*
Unit 4: Egypt - Clay Sarcophagus	*1 lessons*
Unit 5: India - Mehndi	*1 lessons*
Unit 6: China - Koi Fish Kites	*1 lessons*
Unit 7: Panama - Mola Art	*1 lessons*
Unit 8: Architecture - Famous Architecture Around the World	*1 lessons*
Unit 9: Flags of the World	*1 lessons*

Unit 1: Japan - Origami

Art - 4th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Origami Art in Japan
Origami - the art of folding paper

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Whole class - step-by-step origami

Individual/Partner creation of origami

Creating textures & patterns worksheet

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will:
- Use fine motor skills to fold and create origami objects
- Follow step-by-step directions
- Use repetition to create patterns/textures

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create an origami collage
- Create no less than 3 origami pieces
- Attach origami to paper and using art materials provided create a patterned background

Rubric

STANDARDS

4th Grade Ohio Visual Arts Standards
4.3CR
Consider the elements of art and principles of design to create visually effective compositions.
4.2PE
Select and vary materials, tools and processes to achieve innovative outcomes.
4.3PE
Utilize innovative ways to apply the elements of art and principles of design.
4.1RE
Identify qualities that contribute to the design and meanings of works of art.
4.2RE
Provide and receive constructive feedback for personal skill development.

4.3RE
Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
4.3CO
Demonstrate empathetic reactions in response to works of art.

Unit 2: Australia - Dreamtime Story

Art - 4th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Australia
Aboriginal Dreamtime Paintings

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

-Partner Work - Explore Australia using websites provided
-Aboriginal Dot Art
  Introduction and Story
-Australian Animal Video

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will:

- Write their own dreamtime story that includes Australian animals
- Symbols and their meaning
- Study aboriginal symbols/create symbols for story
- Arrange symbols and images to create dreamtime artwork

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will use their original dreamtime story to create an artwork that uses symbols and has personal meaning to them.

Rubric

STANDARDS

4th Grade Ohio Visual Arts Standards
4.2CO
Explore universal themes expressed across arts disciplines.
4.3CO
Demonstrate empathetic reactions in response to works of art.
4.3RE
Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
4.2RE
Provide and receive constructive feedback for personal skill development.
4.1RE
Identify qualities that contribute to the design and meanings of works of art.
4.3PE

Utilize innovative ways to apply the elements of art and principles of design.
4.2PE
Select and vary materials, tools and processes to achieve innovative outcomes.
4.1PE
Engage and persist in artistic risk-taking.
4.3CR
Consider the elements of art and principles of design to create visually effective compositions.
4.2CR
Select materials and processes to solve artistic problems
4.1CR
Discover and solve problems of personal relevance and interest when developing art making ideas

Unit 3: Mexico - Alebrijes

Art - 4th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Mexico - Alebrijes - Mexican Folk Art Sculptures

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Intro to Mexico (map location, facts about the country)

Intro to the history of Alebrijes Mexican Folk Art

Discuss and practice creating patterns and using contrasting colors

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will:

- Brainstorm animal ideas
- Use fine motor skills to build a sculpture (molding materials to create the armature, tearing masking tape, getting sculpture to stand)
- Apply papier mache techniques
- apply knowledge of contrasting colors
- Add intricate details to give project a finished look

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create their own Alebrijes Mexican Folk Art sculpture using the building techniques and color theories discussed during planning.

Rubric

STANDARDS

4th Grade Ohio Visual Arts Standards
4.1CR
Discover and solve problems of personal relevance and interest when developing art making ideas
4.2CR
Select materials and processes to solve artistic problems
4.3CR
Consider the elements of art and principles of design to create visually effective compositions.
4.1PE
Engage and persist in artistic risk-taking.
4.2PE

Select and vary materials, tools and processes to achieve innovative outcomes.
4.3PE
Utilize innovative ways to apply the elements of art and principles of design.
4.1RE
Identify qualities that contribute to the design and meanings of works of art.
4.2RE
Provide and receive constructive feedback for personal skill development.
4.3RE
Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
4.2CO
Explore universal themes expressed across arts disciplines.
4.3CO
Demonstrate empathetic reactions in response to works of art.

Unit 4: Egypt - Clay Sarcophagus

Art - 4th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Egypt - Clay Sarcophagus

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Intro to Egypt - Video

Design/Plan sarcophagus

Demo rolling clay slab - students make slabs

Demo rolling coils and attaching clay pieces - students create coils and attach

Demo painting small details using correct brush sizes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will:
-Gain knowledge about ancient Egypt
-Increase their slab rolling skills
-Increase their rolling clay coils
-Increase their scoring and slipping skills
-Work on their detailed painting control
-Create hieroglyphic designs that have personal meaning to their lives.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create a clay sarcophagus container using their clay building and painting skills practiced during class.

Rubric

STANDARDS

4th Grade Ohio Visual Arts Standards
4.1CR
Discover and solve problems of personal relevance and interest when developing art making ideas
4.2CR
Select materials and processes to solve artistic problems
4.3CR
Consider the elements of art and principles of design to create visually effective compositions.
4.1PE

Engage and persist in artistic risk-taking.
4.2PE
Select and vary materials, tools and processes to achieve innovative outcomes.
4.3PE
Utilize innovative ways to apply the elements of art and principles of design.
4.1RE
Identify qualities that contribute to the design and meanings of works of art.
4.2RE
Provide and receive constructive feedback for personal skill development.
4.3RE
Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
4.2CO
Explore universal themes expressed across arts disciplines.
4.3CO
Demonstrate empathetic reactions in response to works of art.

Unit 5: India - Mehndi

Art - 4th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

India - Mehndi/Henna Designs

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Intro to India and Mehndi/Henna designs
-video

Study/view popular Mehndi/Henna designs and symbols
- discuss how repetition and pattern are used within the symbols

Practice/Plan their own Mehndi/henna designs

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will:
-Gain knowledge about India and Indian cultures
-Identify the significance of Mehndi/Henna in Indian culture
-Create patterns and designs

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Using the plans and skills practiced, students will design and create their own Mehndi/Henna artwork.

Rubric

STANDARDS

4th Grade Ohio Visual Arts Standards
4.1CR
Discover and solve problems of personal relevance and interest when developing art making ideas
4.2CR
Select materials and processes to solve artistic problems
4.3CR
Consider the elements of art and principles of design to create visually effective compositions.
4.1PE
Engage and persist in artistic risk-taking.
4.2PE
Select and vary materials, tools and processes to achieve innovative outcomes.

4.3PE
Utilize innovative ways to apply the elements of art and principles of design.
4.1RE
Identify qualities that contribute to the design and meanings of works of art.
4.2RE
Provide and receive constructive feedback for personal skill development.
4.3RE
Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
4.2CO
Explore universal themes expressed across arts disciplines.
4.3CO
Demonstrate empathetic reactions in response to works of art.

Unit 6: China - Koi Fish Kites

Art - 4th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

China - Koi Fish Kites

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Introduction to China and the symbolism behind koi fish
-Video & Slides

Introduction to Chinese kites

Demonstrate watercolor techniques using table salt

Plan & Design Koi Fish Kite

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will:
-Gain knowledge of Chinese culture, the symbolism of koi fish, and the history of chinese kites
-Learn a new watercolor technique using table salt
-Improve attention to detail and fine motor skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create their own hanging koi fish kite using the watercolor techniques practiced during class.

Rubric

STANDARDS

4th Grade Ohio Visual Arts Standards
4.1CR
Discover and solve problems of personal relevance and interest when developing art making ideas
4.2CR
Select materials and processes to solve artistic problems
4.3CR
Consider the elements of art and principles of design to create visually effective compositions.
4.1PE
Engage and persist in artistic risk-taking.
4.2PE

Select and vary materials, tools and processes to achieve innovative outcomes.
4.3PE
Utilize innovative ways to apply the elements of art and principles of design.
4.1RE
Identify qualities that contribute to the design and meanings of works of art.
4.2RE
Provide and receive constructive feedback for personal skill development.
4.3RE
Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
4.2CO
Explore universal themes expressed across arts disciplines.
4.3CO
Demonstrate empathetic reactions in response to works of art.

Unit 7: Panama - Mola Art

Art - 4th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Panama - Mola Art

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Introduction to Panama and the art of mola making
-Video

Discussion about the imagery created within molas

Plan/Design their personalized mola - The animals/images should represent things personal to them

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will:
-Gain knowledge about Panama and their mola art
-Improve their cutting skills and practice paying attention to details
-Improve liquid glue skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create their own paper mola using construction paper.

Rubric

STANDARDS

4th Grade Ohio Visual Arts Standards
4.1CR
Discover and solve problems of personal relevance and interest when developing art making ideas
4.2CR
Select materials and processes to solve artistic problems
4.3CR
Consider the elements of art and principles of design to create visually effective compositions.
4.1PE
Engage and persist in artistic risk-taking.
4.2PE
Select and vary materials, tools and processes to achieve innovative outcomes.

4.3PE
Utilize innovative ways to apply the elements of art and principles of design.
4.1RE
Identify qualities that contribute to the design and meanings of works of art.
4.2RE
Provide and receive constructive feedback for personal skill development.
4.3RE
Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
4.2CO
Explore universal themes expressed across arts disciplines.
4.3CO
Demonstrate empathetic reactions in response to works of art.

Unit 8: Architecture - Famous Architecture Around the World

Art - 4th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Famous Buildings Around the World (Architecture)
Monochromatic Colors

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Introduction to architecture/architects
-video/slides

Group or Partner Discussion: What makes an architectural landmark significant?

Plan/Design their own architectural landmark

Color Video - tints, shades, and tones

Demo creating monochromatic colors with paint

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Identify famous architectural landmarks
-Have knowledge about what an architect's job consists of
-Recognize monochromatic colors (tints, shades, and tones of one color)
-Pay attention to details to make their original building unique

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will design and create an original architectural landmark.

Rubric

STANDARDS

4th Grade Ohio Visual Arts Standards
4.1CR
Discover and solve problems of personal relevance and interest when developing art making ideas
4.2CR
Select materials and processes to solve artistic problems
4.3CR
Consider the elements of art and principles of design to create visually effective compositions.
4.1PE
Engage and persist in artistic risk-taking.

4.2PE
Select and vary materials, tools and processes to achieve innovative outcomes.
4.3PE
Utilize innovative ways to apply the elements of art and principles of design.
4.1RE
Identify qualities that contribute to the design and meanings of works of art.
4.2RE
Provide and receive constructive feedback for personal skill development.
4.3RE
Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
4.1CO
Explore artists and works of art that impact the history and culture of Ohio.
4.2CO
Explore universal themes expressed across arts disciplines.
4.3CO
Demonstrate empathetic reactions in response to works of art.

Unit 9: Flags of the World

Art - 4th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Flags of the World - Create your own flag

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Introduction to national flags and their importance

History of USA flag

Group/Partner Mini Research - research different country's flags

Flag Research Mini Presentation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will:
-Gain knowledge of the history of our nation's flag
-Identify the importance of national flags
-Use symbolism to create their own family flag

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create an original flag that represents their friends or families.

Rubric

STANDARDS

4th Grade Ohio Visual Arts Standards
4.1CR
Discover and solve problems of personal relevance and interest when developing art making ideas
4.2CR
Select materials and processes to solve artistic problems
4.3CR
Consider the elements of art and principles of design to create visually effective compositions.
4.1PE
Engage and persist in artistic risk-taking.
4.2PE
Select and vary materials, tools and processes to achieve innovative outcomes.

4.3PE
Utilize innovative ways to apply the elements of art and principles of design.
4.1RE
Identify qualities that contribute to the design and meanings of works of art.
4.2RE
Provide and receive constructive feedback for personal skill development.
4.3RE
Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
4.1CO
Explore artists and works of art that impact the history and culture of Ohio.
4.2CO
Explore universal themes expressed across arts disciplines.
4.3CO
Demonstrate empathetic reactions in response to works of art.

Art - Askins - 5th grade

Vermilion Local School District

UNITS (4/4 SELECTED)	SUGGESTED DURATION
Unit 1: Weeks 1 -2 Continuous Line Drawing	*2 lessons*
Unit 2: Weeks 3-5 Sculpture	*3 lessons*
Unit 3: Weeks 6-7 - Clay Boxes	*2 lessons*
Unit 4: Weeks 8-9 - Value Drawing	*2 lessons*

Unit 1: Weeks 1 -2 Continuous Line Drawing

Art - Askins - 5th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

-Observation and Drawing from Life
-Continuous Line Drawing
-Positive and Negative
Space
-Watercolor Techniques

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

-Blind Contour Drawing
-Musical chairs continuous line drawing
-Drawing with marker (embracing our mistakes)
-Demonstrate appealing and unappealing use of positive and negative space
-Watercolor technique demo & practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Observation skills - drawing from life
-Learning to make mistakes part of our art
-Creating an appealing design by focusing on the negative space
-Watercolor skills (wet-on-wet, dry brush, using salt and rubbing alcohol)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create a continuous line drawing of the object/s of their choice.

Successfully use watercolor techniques to fill in the negative space.

Rubric

STANDARDS

5th Grade Ohio Visual Arts Standards
5.2CR
Investigate ideas and inform art making through available resources.
5.3CR
Select and use the elements of art and principles of design to investigate interdisciplinary concepts
5.1PE
E Incorporate constructive feedback throughout the art making process.
5.2PE

Develop technical skills to strengthen art making.
5.3PE
Communicate an interdisciplinary concept using the elements of art and principles of design.
5.1RE
Use established criteria to assess works of art individually and collaboratively.

Unit 2: Weeks 3-5 Sculpture

Art - Askins - 5th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sculpture

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

-Research the art history behind the lesson
Sculpture: The use of sculpture in art history history and in a variety of cultures around the world.

Explore/plan/experiment ideas for sculpture

Demo building an armature
Begin building sculpture

Demo adding hardening layers of sculpture (plaster/foil/papier mache)

Paint practice

Explore/experiment with adding finishing touches (yarn, flowers, beads, hot glue, etc)

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Hand-eye coordination (cutting materials, tearing masking tape, building forms with newspaper, applying hardening layer)
-Designing the sculpture (thumbnail sketches)
-Building an armature
-Papier Mache/Plaster application
-Applying Paint to sculpture (created textures)
-Add finishing details (yarn, piper cleaners, buttons, paper, etc)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Design and create a sturdily made sculpture using the building skills and techniques practiced.

Rubric

STANDARDS

5th Grade Ohio Visual Arts Standards
5.1CR
Experiment with various ideas to address contemporary issues.
5.2CR
Investigate ideas and inform art making through available resources.

5.3CR
Select and use the elements of art and principles of design to investigate interdisciplinary concepts
5.1PE
E Incorporate constructive feedback throughout the art making process.
5.2PE
Develop technical skills to strengthen art making.
5.3PE
Communicate an interdisciplinary concept using the elements of art and principles of design.
5.1RE
Use established criteria to assess works of art individually and collaboratively.
5.2RE
Develop personal criteria to assess work and set goals for growth.
5.3RE
Evaluate the relationship between works of art and human experiences.
5.1CO
Investigate works of art and the social and cultural contexts that shaped their creation.
5.3CO
Evoke emotional responses for a desired outcome through works of art.

Unit 3: Weeks 6-7 - Clay Boxes

Art - Askins - 5th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Clay Slab Boxes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Introduce lesson - View examples

Plan/Design clay box designs

Review/demo slab rolling technique

Introduce beveling edges and constructing the cube (review scoring and slipping)

Demo handbuilding details out of clay and attaching them to the clay box

Demo glazing techniques and requirements

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Review and add on to clay handbuilding techniques (slabs, beveling edges, constructing a hollow container, attaching clay pieces together)
-Proper glazing techniques

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will build a clay cube container using the skills introduced during class.

Rubric

STANDARDS

5th Grade Ohio Visual Arts Standards
5.1CR
Experiment with various ideas to address contemporary issues.
5.2CR
Investigate ideas and inform art making through available resources.
5.3CR
Select and use the elements of art and principles of design to investigate interdisciplinary concepts
5.1PE

E Incorporate constructive feedback throughout the art making process.
5.2PE
Develop technical skills to strengthen art making.
5.3PE
Communicate an interdisciplinary concept using the elements of art and principles of design.
5.1RE
Use established criteria to assess works of art individually and collaboratively.
5.2RE
Develop personal criteria to assess work and set goals for growth.
5.3RE
Evaluate the relationship between works of art and human experiences.
5.1CO
Investigate works of art and the social and cultural contexts that shaped their creation.
5.3CO
Evoke emotional responses for a desired outcome through works of art.

Unit 4: Weeks 8-9 - Value Drawing

Art - Askins - 5th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Value Drawing
- The lightness & darkness of color to create the illusion of 3D

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Element of Art - Value - video
Demo - creating value scales

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Creating a value scale using a chalk pencil
-Using a change in value to create the illusion of an object being 3D

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create a drawing of plumbing pipes and use value to make them appear to be 3D

Rubric

STANDARDS

5th Grade Ohio Visual Arts Standards
5.1CR
Experiment with various ideas to address contemporary issues.
5.2CR
Investigate ideas and inform art making through available resources.
5.3CR
Select and use the elements of art and principles of design to investigate interdisciplinary concepts
5.1PE
E Incorporate constructive feedback throughout the art making process.
5.2PE
Develop technical skills to strengthen art making.
5.3PE
Communicate an interdisciplinary concept using the elements of art and principles of design.
5.1RE
Use established criteria to assess works of art individually and collaboratively.

5.2RE
Develop personal criteria to assess work and set goals for growth.
5.3RE
Evaluate the relationship between works of art and human experiences.

Art - Askins - 6th grade

Vermilion Local School District

UNITS (5/5 SELECTED)	SUGGESTED DURATION
Unit 1: Weeks 1 - 2 Mandala - Radial Balance	*2 lessons*
Unit 2: Weeks 3 - 4 Value Drawing	*2 lessons*
Unit 3: Weeks 5-6 Clay Coil Container	*2 lessons*
Unit 4: Weeks 7 - 8 Continuous Line Self - Portrait	*2 lessons*
Unit 5: Week 9 - Pop Art	*1 lessons*

Unit 1: Weeks 1 - 2 Mandala - Radial Balance

Art - Askins - 6th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Mandala - Radial Balance

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Whole Class - introduction to the history of the mandala
- Video of one being created

Small Group Demo on creating the frame of the mandala

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-be able to use a ruler to create a straight line
- be able to use a compass to create concentric circles
-use simple lines to create an intricate design
-use color to continue the radial balance

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create a mandala that shows radial balance (straight lines, concentric circles, a radial balanced design)

Rubric

STANDARDS

6th Grade Ohio Visual Arts Standards
6.1CR
Reference multiple sources for visual expression.
6.2CR
Brainstorm and experiment independently with ideas.
6.3CR
Synthesize the elements of art and principles of design to plan works of art.
6.1PE
Compare and contrast various levels of artisanship.
6.2PE
Identify technical skills that impact art making
6.3PE
Purposefully incorporate the elements of art and principles of design to construct works of art.

6.4PE
Select artwork for exhibition based on established criteria.
6.1RE
Select relevant vocabulary to define and describe works of art
6.2RE
Identify self-assessment criteria to inform goals within the art making process.
6.4RE
Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
6.3CO
Link observations, life experiences and imagination for personal and creative expression.

Unit 2: Weeks 3 - 4 Value Drawing

Art - Askins - 6th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Value Drawing - Turning shapes into forms

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Whole Class - Label the 5 parts of form
Whole Class - work step-by-step together to create a sphere out of charcoal

Individual - Practice shading and blending skills using charcoal to create 4 different forms

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-identify the 5 parts of form
-use the 5 parts of form to create the illusion of 3 dimensions on a 2 dimensional surface
-blend white and black charcoal together to create highlights and shadows

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will use their knowledge of the 5 parts of form and shading techniques to create a realistic drawing of an object or objects.

Rubric

STANDARDS

6th Grade Ohio Visual Arts Standards
6.1CR
Reference multiple sources for visual expression.
6.2CR
Brainstorm and experiment independently with ideas.
6.3CR
Synthesize the elements of art and principles of design to plan works of art.
6.1PE
Compare and contrast various levels of artisanship.
6.2PE
Identify technical skills that impact art making
6.3PE

Purposefully incorporate the elements of art and principles of design to construct works of art.
6.4PE
Select artwork for exhibition based on established criteria.
6.1RE
Select relevant vocabulary to define and describe works of art
6.2RE
Identify self-assessment criteria to inform goals within the art making process.
6.3RE
Describe how elements of art and principles of design are used in art criticism.
6.3CO
Link observations, life experiences and imagination for personal and creative expression.
6.4CO
Define a variety of aesthetic stances.

Unit 3: Weeks 5-6 Clay Coil Container

Art - Askins - 6th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Clay Coil Container

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

-Intro to coil container clay project
-Review previous clay skills used and how they apply to coil container project
-Demo proper coil rolling technique
-practice coil building techniques
-brainstorm creative ways coils can be used within project
-demo and then practice handbuilding methods for adding details and/or lid to clay container

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Apply proper clay building skills
-Roll even and neat clay coils
-Find original ways to use coils
-Skillfully apply glaze (3 thick coats of glaze)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will build a clay container using the coil building and hand-building techniques practiced.

Rubric

STANDARDS

6th Grade Ohio Visual Arts Standards
6.1CR
Reference multiple sources for visual expression.
6.2CR
Brainstorm and experiment independently with ideas.
6.3CR
Synthesize the elements of art and principles of design to plan works of art.
6.1PE
Compare and contrast various levels of artisanship.
6.2PE
Identify technical skills that impact art making
6.3PE

Purposefully incorporate the elements of art and principles of design to construct works of art.
6.4PE
Select artwork for exhibition based on established criteria.
6.1RE
Select relevant vocabulary to define and describe works of art
6.2RE
Identify self-assessment criteria to inform goals within the art making process.
6.3RE
Describe how elements of art and principles of design are used in art criticism.
6.1CO
Identify how art reflects changing cultures over time.
6.3CO
Link observations, life experiences and imagination for personal and creative expression.
6.4CO
Define a variety of aesthetic stances.

Unit 4: Weeks 7 - 8 Continuous Line Self - Portrait

Art - Askins - 6th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continuous Line Self-Portrait and Monochromatic Collage

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Review and practice drawing using a continuous line
- Watch demonstration of continuous line portrait
- Practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-use observation skills to create a self-portrait
-use tints, shades, and tones of one color
-practice accepting mistakes into their artwork
6.1CR
6.2CR
6.3CR
6.1PR
6.2PR
6.3PR
6.4PR
6.1RE
6.2RE
6.3RE
6.1CO
6.3CO
6.4CO

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create a self-portrait using one continuous line.
Students will create a monochromatic background using collage materials

Rubric

STANDARDS

6th Grade Ohio Visual Arts Standards
6.1CR
Reference multiple sources for visual expression.
6.2CR
Brainstorm and experiment independently with ideas.
6.3CR
Synthesize the elements of art and principles of design to plan works of art.

6.1PE
Compare and contrast various levels of artisanship.
6.2PE
Identify technical skills that impact art making
6.3PE
Purposefully incorporate the elements of art and principles of design to construct works of art.
6.4PE
Select artwork for exhibition based on established criteria.
6.1RE
Select relevant vocabulary to define and describe works of art
6.2RE
Identify self-assessment criteria to inform goals within the art making process.
6.3RE
Describe how elements of art and principles of design are used in art criticism.
6.1CO
Identify how art reflects changing cultures over time.
6.3CO
Link observations, life experiences and imagination for personal and creative expression.
6.4CO
Define a variety of aesthetic stances.

Unit 5: Week 9 - Pop Art

Art - Askins - 6th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Pop Art - Large Scale food painting

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

-Introduce Pop Art and Pop Artists
-Demo observing candy and drawing it in large scale (exaggerated)
-Students practice using observation skills to enlarge their candy
-Demo color mixing tints and shades
-Students create monochromatic color scales using a chosen color
-Practice mixing tints/shades of paint to use the 5 Parts of Form to create the illusion of 3D on paper.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Continue to practice observation skills by viewing a piece of candy and drawing it with realism
-Enlarge the drawing of the object they are observing
-Practice mixing tints and shades of colors with paint
-Apply the 5 Parts of Form using tints and shades of paint colors.
6.1CR
6.2CR
6.3CR
6.4CR
6.1PR
6.2PR
6.3PR
6.4PR
6.1RE
6.2RE
6.3RE
6.4RE
6.1CO
6.3CO
6.4CO

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create a larger than life painting of their chosen candy. They should use the color mixing and application techniques practiced to create a sense of realism within their paintings.

Rubric

STANDARDS

6th Grade Ohio Visual Arts Standards
6.1CR
Reference multiple sources for visual expression.
6.2CR

Brainstorm and experiment independently with ideas.
6.3CR
Synthesize the elements of art and principles of design to plan works of art.
6.4CR
Recognize ethical uses of visual resources.
6.1PE
Compare and contrast various levels of artisanship.
6.2PE
Identify technical skills that impact art making
6.3PE
Purposefully incorporate the elements of art and principles of design to construct works of art.
6.4PE
Select artwork for exhibition based on established criteria.
6.1RE
Select relevant vocabulary to define and describe works of art
6.2RE
Identify self-assessment criteria to inform goals within the art making process.
6.3RE
Describe how elements of art and principles of design are used in art criticism.
6.4RE
Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
6.1CO
Identify how art reflects changing cultures over time.
6.3CO

Link observations, life experiences and imagination for personal and creative expression.
6.4CO
Define a variety of aesthetic stances.

Art - Askins - 7th grade

Vermilion Local School District

UNITS (5/5 SELECTED)	SUGGESTED DURATION
Unit 1: Weeks 1 - 2 Portraits	*2 lessons*
Unit 2: Weeks 3 - 4 Symbolism	*2 lessons*
Unit 3: Weeks 5 - 6 Clay Mug	*2 lessons*
Unit 4: Week 7 Metal Tooling	*1 lessons*
Unit 5: Weeks 8 & 9 Surrealism Agamograph	*2 lessons*

Unit 1: Weeks 1 - 2 Portraits

Art - Askins - 7th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Portraits - Creating realistic facial features using shading techniques
Skill building: drawing eyes, nose, lips, working on facial proportions.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Whole class - review portrait drawing process, review 5 parts of form, and demonstrate drawing facial proportions
Individual - practice drawing eyes, nose, lips using photographs/magazine images as reference.
Experiment with drawing materials (pencil, charcoal, colored pencil, etc).

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-understand how to break image into sections to simplify
-comprehension of basic facial proportions
- identify changes in value within an artwork
-visually create changes in value within their own artwork
-use value to create realistic facial features

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create a portrait of their choosing using value drawing techniques. The finished portrait should have correct facial proportions and look realistic.

Rubric

STANDARDS

7th Grade Ohio Visual Arts Standards
7.1CR
Explore influences on style and choice of subject matter.
7.2CR
Investigate organizational strategies to develop original ideas.
7.3CR
Practice visual fluency through the application of elements of art and principles of design.
7.4CR
Consider ethics when interacting with visual resources.
7.1PE
Demonstrate persistence and artisanship during the art making process.

7.2PE
Explore materials to design and create works of art.
7.3PE
Demonstrate artistic style through the use of the elements of art and principles of design.
7.4PE
Provide and receive feedback as part of exhibition practices
7.1RE
Apply relevant vocabulary to define and describe works of art.
7.2RE
Design self-assessment techniques to inform goals within the art making process.
7.3CO
Explore how personal experiences influence style and choice of subject matter
7.4CO
Explore personal aesthetic beliefs.

Unit 2: Weeks 3 - 4 Symbolism

Art - Askins - 7th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Using Symbolism/Visual Metaphors in Art

Creating more in depth meaning within our artwork using symbols and visual metaphors. This is a choice project. Students will decide what materials they will use to create a work of art that includes symbolism and metaphors.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Whole Class - Apples to Apples style game - introduction to using symbolism/metaphors within artwork

Small Group: Creating visual metaphors
Give list of words - groups have to come up with the emotion the word evokes in them and then create a visual metaphor to represent that emotion (example:

Individual Planning - thumbnail sketches and written out ideas/plans for chosen artwork.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-choose their own medium in which to create their symbolism artwork.
-individually design and create their artwork without copying from anything else
-use colors and images as symbols/visual metaphors within their artwork

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will design and create their own artwork using the art material of their choice. Students must include symbolism/visual metaphors within their completed project.

Rubric

Project Requirements

STANDARDS

7th Grade Ohio Visual Arts Standards
7.1CR
Explore influences on style and choice of subject matter.
7.2CR
Investigate organizational strategies to develop original ideas.
7.3CR
Practice visual fluency through the application of elements of art and principles of design.

7.4CR
Consider ethics when interacting with visual resources.
7.1PE
Demonstrate persistence and artisanship during the art making process.
7.2PE
Explore materials to design and create works of art.
7.3PE
Demonstrate artistic style through the use of the elements of art and principles of design.
7.4PE
Provide and receive feedback as part of exhibition practices
7.1RE
Apply relevant vocabulary to define and describe works of art.
7.2RE
Design self-assessment techniques to inform goals within the art making process.
7.3RE
Interpret art by analyzing the characteristics of its context and media.
7.4RE
Connect various art forms to their social, cultural or historical purposes.
7.1CO
Analyze how art is used to inform or influence beliefs, values or behaviors of a community.
7.2CO
Investigate cultural institutions that support lifelong engagement with visual arts.
7.3CO
Explore how personal experiences influence style and choice of subject matter

7.4CO
Explore personal aesthetic beliefs.

Unit 3: Weeks 5 - 6 Clay Mug

Art - Askins - 7th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Clay Mug - Slab building

Slab: Use a rolling pin to roll it into a flat shape

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

-Whole Class - Introduce project/Demo slab building technique
-Discuss how previous clay projects connect with the skills needed to create their slab built project
-Demo glaze application do's and dont's

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-brainstorm original (no copying) clay project ideas
-Use previous knowledge to create a strong and sturdy slab built clay project.
Use proper scoring and slipping techniques
-Appropriately apply glaze to project

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create their own slab built clay mug using the skills demonstrated during class.

Rubric

STANDARDS

7th Grade Ohio Visual Arts Standards
7.1CR
Explore influences on style and choice of subject matter.
7.2CR
Investigate organizational strategies to develop original ideas.
7.3CR
Practice visual fluency through the application of elements of art and principles of design.
7.4CR
Consider ethics when interacting with visual resources.
7.1PE
Demonstrate persistence and artisanship during the art making process.
7.2PE

Explore materials to design and create works of art.
7.3PE
Demonstrate artistic style through the use of the elements of art and principles of design.
7.4PE
Provide and receive feedback as part of exhibition practices
7.1RE
Apply relevant vocabulary to define and describe works of art.
7.2RE
Design self-assessment techniques to inform goals within the art making process.
7.4RE
Connect various art forms to their social, cultural or historical purposes.
7.1CO
Analyze how art is used to inform or influence beliefs, values or behaviors of a community.
7.2CO
Investigate cultural institutions that support lifelong engagement with visual arts.
7.3CO
Explore how personal experiences influence style and choice of subject matter
7.4CO
Explore personal aesthetic beliefs.

Unit 4: Week 7 Metal Tooling

Art - Askins - 7th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Metal Tooling - Textures and Patterns

Metal Tooling: a type of low-relief sculpture in which tools are used to create a design on metal.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

-Whole class - introduction of project
-Individual work - Texture and Pattern worksheet - creating your own patterns/textures and using them to create visual interest within an artwork.
-experiment and practice metal tooling techniques (video)

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-brainstorm and plan and original design
Create textures and patterns within their artwork
-apply metal tooling techniques
-apply India ink to the metal and then once dry, remove it from the “pushed up” parts of the metal using steel wool
-create a colorful border that continues their metal imagery out onto the “frame” edge.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create a metal tooling artwork using textures and patterns to create visual interest.

Rubric

STANDARDS

7th Grade Ohio Visual Arts Standards
7.1CR
Explore influences on style and choice of subject matter.
7.2CR
Investigate organizational strategies to develop original ideas.
7.3CR
Practice visual fluency through the application of elements of art and principles of design.
7.4CR
Consider ethics when interacting with visual resources.
7.1PE
Demonstrate persistence and artisanship during the art making process.

7.2PE
Explore materials to design and create works of art.
7.3PE
Demonstrate artistic style through the use of the elements of art and principles of design.
7.4PE
Provide and receive feedback as part of exhibition practices
7.1RE
Apply relevant vocabulary to define and describe works of art.
7.2RE
Design self-assessment techniques to inform goals within the art making process.
7.3RE
Interpret art by analyzing the characteristics of its context and media.
7.3CO
Explore how personal experiences influence style and choice of subject matter
7.4CO
Explore personal aesthetic beliefs.

Unit 5: Weeks 8 & 9 Surrealism Agamograph

Art - Askins - 7th grade - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Agamograph/Surrealism

Agamograph: an art form that uses optical illusion to create changes when you look at it from different angles

Surrealism: Images are based on fantasy and the world of dreams.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

-Explanation of agamograph artwork - view examples
-Introduction to surrealism
-Demo turning “normal” drawing into a “nightmare/dream” drawing
-Plan/brainstorm two drawing ideas that will morph into each other.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-create two cohesive artworks (1 “normal” 1”dreamlike/nightmarish”)
-properly use a ruler to measure and mark their projects
-neatly cut their artwork into strips
-accordion fold paper
-apply proper amounts of glue

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will create an original surrealist agamograph.

Rubric

STANDARDS

7th Grade Ohio Visual Arts Standards
7.1CR
Explore influences on style and choice of subject matter.
7.2CR
Investigate organizational strategies to develop original ideas.
7.3CR
Practice visual fluency through the application of elements of art and principles of design.
7.4CR
Consider ethics when interacting with visual resources.
7.1PE
Demonstrate persistence and artisanship during the art making process.

7.2PE
Explore materials to design and create works of art.
7.3PE
Demonstrate artistic style through the use of the elements of art and principles of design.
7.4PE
Provide and receive feedback as part of exhibition practices
7.1RE
Apply relevant vocabulary to define and describe works of art.
7.2RE
Design self-assessment techniques to inform goals within the art making process.
7.3RE
Interpret art by analyzing the characteristics of its context and media.
7.3CO
Explore how personal experiences influence style and choice of subject matter
7.4CO
Explore personal aesthetic beliefs.

Art - HS - Advanced Ceramics

Vermilion Local School District

UNITS (7/7 SELECTED)	SUGGESTED DURATION
Unit 1: Potter's Marks and Surface Design	*15 lessons*
Unit 2: Art for a Cause: Empty Bowls	*10 lessons*
Unit 3: Advanced Sculpture	*15 lessons*
Unit 4: Reimagine Slab Construction	*15 lessons*
Unit 5: Scholastic Scholarship Project	*15 lessons*
Unit 6: Creating in Relief	*15 lessons*
Unit 7: Online Portfolios	*3 lessons*

Unit 1: Potter's Marks and Surface Design

Art - HS - Advanced Ceramics - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Potters marks (history and creation), Review photographing ceramic art, review handbuilding basics, review 10 golden rules of ceramics, textures and created textures, Surface design exploration, beginning wheel throwing (setting up a wheel, centering, opening, pulling a cylinder)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Handouts (10 golden rules of ceramics and glazing instructions), Web exploration of potter's marks, texture exploration (found vs. created texture),
Surface design exploration via in person demos and video demos, Video demo review of handbuilding skills, In person demos (potters marks, texture stamps, wheel throwing), Hands on practice, exploration and art creation, Slides (surface design exploration)
Critique and class discussion

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT create a ceramic potter's mark
SWBAT create 5 texture stamps with a total of 10 textures. Stamps must include both found and created textures
SWBAT create 5 different surface design tiles exploring techniques they have never tried or have little experience with
SWBAT to properly set up a potter's wheel for throwing

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Handbuilding Review Exit ticket

Potter's Mark and Texture stamps completion checklist/rubric

Surface design planning document

Surface design completion rubric

Wheel throwing log

Critique

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.

2PE
Describe sources visual artists use to generate ideas for artworks.
6PE
Connect processes and decisions made in the design of everyday objects, environments, and communications
1PR
Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
3PR
Generate a variety of solutions to visual arts problems through preparatory work.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
6PR
Incorporate visual literacy as a means to create images that advance individual expression and communication.
1RE
Apply methods of art criticism when discussing selected works of art.
2RE
Apply assessment practices to revise and improve their artworks and to document their learning.
3RE
Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

Unit 2: Art for a Cause: Empty Bowls

Art - HS - Advanced Ceramics - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Trimming on the wheel, shaping a pot on the wheel to create a bowl, advanced glazing with Potter's Choice Glazes, creating a bowl with a mold, art for a cause (Empty Bowls Project)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides, Modeling artist statement answers, Reading and reviewing good artist statement examples, Sketching, In person demos (trimming and wheel throwing demos, adding texture, Glazing with potter's choice glazes)

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT create a slump mold bowl and optionally a bowl on the wheel to be glazed with Potter's Choice Glazes and donated to Empty Bowls

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wheel throwing log

Glaze reflection for Potter's Choice glazes

Critique and class discussion

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
3PE
Explore the relationship between community or cultural values and trends in visual art.
6PE
Connect processes and decisions made in the design of everyday objects, environments, and communications
1PR
Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
3RE
Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.
5RE
Compare and contrast various theories of aesthetics and visual culture.
6RE
Identify the challenges various venues present to the creation of works of art.
7RE
Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

Unit 3: Advanced Sculpture

Art - HS - Advanced Ceramics - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Advanced sculpture techniques, Anthropomorphic animals study and exploration, Sketching for ceramic sculpture construction (breaking down forms), writing artist statements

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides (Anthropomorphic Animals, Clay Replica, etc.), Artist spotlight: Claire Partington, Modeling artist statement answers, Reading and reviewing good artist statement examples, Sketching, In person demos (trimming and wheel throwing demos, building large ceramic sculptures, adding texture

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT create a large scale/advanced sculpture using sculpture techniques and a variety of textures
SWBAT write an artist statement in paragraph format describing both the technical and philosophical elements of their work

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Anthropomorphic Animal sketch/Ceramic Replica sketch

Anthropomorphic Animal/Ceramic Replica Progress check (bisque ready)

Anthropomorphic Animal/Ceramic Replica rubric (student self assessment and written artist statement)

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal

issues.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
1PE
Examine the context details of visual imagery and explain the social and cultural influences on the images.
2PE
Describe sources visual artists use to generate ideas for artworks.
3PE
Explore the relationship between community or cultural values and trends in visual art.
4PE
Analyze the work of individual artists and explain how they are influenced by cultural factors.
1PR
Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
3PR

Generate a variety of solutions to visual arts problems through preparatory work.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
6PR
Incorporate visual literacy as a means to create images that advance individual expression and communication.
1RE
Apply methods of art criticism when discussing selected works of art.
2RE
Apply assessment practices to revise and improve their artworks and to document their learning.
3RE
Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.
6RE
Identify the challenges various venues present to the creation of works of art.
5RE
Compare and contrast various theories of aesthetics and visual culture.
7RE
Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

Unit 4: Reimagine Slab Construction

Art - HS - Advanced Ceramics - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Creating a tripod vessel, creating a lidded vessel, creating texture through sculpture, developing personal voice and vision in art works (How can we all do the same project but making yours a unique representation), pulling handles

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides (tripod vessels), reviewing and critiquing past student examples, In person demos (creating a tripod vessel from a rectangular slab, creating and fitting a lid, sculpting texture, pulling handles), sketching, Hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to create a unique tripod vessel with a fitted lid
SWBAT to create textural details via sculpting techniques
SWBAT experiment with sculptural details, texture and glaze to create a piece that represents a personal voice and vision.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wheel throwing log

Tripod vessel sketch

Tripod vessel progress check (bisque ready)

Tripod Vessel Rubric (student self assessment and written artist statement)

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal

issues.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
2PE
Describe sources visual artists use to generate ideas for artworks.
4PE
Analyze the work of individual artists and explain how they are influenced by cultural factors.
6PE
Connect processes and decisions made in the design of everyday objects, environments, and communications
1PR
Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
3PR
Generate a variety of solutions to visual arts problems through preparatory work.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
6PR
Incorporate visual literacy as a means to create images that advance individual expression and communication.
1RE
Apply methods of art criticism when discussing selected works of art.

2RE
Apply assessment practices to revise and improve their artworks and to document their learning.
3RE
Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.
5RE
Compare and contrast various theories of aesthetics and visual culture.
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
6RE
Identify the challenges various venues present to the creation of works of art.
7RE
Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

Unit 5: Scholastic Scholarship Project

Art - HS - Advanced Ceramics - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Research and explore topics on personal differences and/or grief, Explore personal vision and voice, what makes an artwork original

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides (scholastic), Artist Spotlight: past national award winning student artists, Critiquing past student examples and other student artist examples, sketching

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT write an artist statement in paragraph format describing both the technical and philosophical elements of their work

SWBAT to create a personal ceramic piece that expresses their unique differences or their experience/ relationship to grief

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Scholastic Project rubric (student self assessment and written artist statement)

Critique and class discussion

Art Show participation- Scholastic Art Show

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
E.

Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
1PE
Examine the context details of visual imagery and explain the social and cultural influences on the images.
2PE
Describe sources visual artists use to generate ideas for artworks.
3PE
Explore the relationship between community or cultural values and trends in visual art.
4PE
Analyze the work of individual artists and explain how they are influenced by cultural factors.
1PR
Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
3PR
Generate a variety of solutions to visual arts problems through preparatory work.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
6PR

Incorporate visual literacy as a means to create images that advance individual expression and communication.
1RE
Apply methods of art criticism when discussing selected works of art.
2RE
Apply assessment practices to revise and improve their artworks and to document their learning.
3RE
Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.
5RE
Compare and contrast various theories of aesthetics and visual culture.
6PE
Connect processes and decisions made in the design of everyday objects, environments, and communications
5PR
Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.
6RE
Identify the challenges various venues present to the creation of works of art.
7RE
Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

Unit 6: Creating in Relief

Art - HS - Advanced Ceramics - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sculpting in relief, creating a ceramic landscape, Utilizing texture, Creating atmospheric perspective in clay, intermediate throwing skills (for those that are ready), Submitting for Scholastic Art and Writing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides (ceramic landscapes), In person demos (working in relief, creating atmospheric perspective in clay), Atmospheric perspective notes, Hands on practice and creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to create a ceramic relief landscape that represents Vermilion or another place that has personal meaning to them
SWBAT use atmospheric perspective principles to create a believable landscape on a flat surface
SWBAT to submit at least one artwork to the Scholastic Art and Writing Competition

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wheel throwing log

Relief landscape sketch

Relief Landscape Rubric (student self assessment and written artist statement)

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
E.

Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
2PE
Describe sources visual artists use to generate ideas for artworks.
1PR
Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
3PR
Generate a variety of solutions to visual arts problems through preparatory work.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
6PR
Incorporate visual literacy as a means to create images that advance individual expression and communication.
1RE
Apply methods of art criticism when discussing selected works of art.
2RE
Apply assessment practices to revise and improve their artworks and to document their learning.
3RE
Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

Unit 7: Online Portfolios

Art - HS - Advanced Ceramics - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

creating a digital portfolio

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In person demo (creating a digital portfolio

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT add to their digital portfolio with all of the work created as a part of the course

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Site Cumulative Portfolio

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
1RE
Apply methods of art criticism when discussing selected works of art.
2RE
Apply assessment practices to revise and improve their artworks and to document their learning.
3RE
Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

Art - HS - Advanced Film and Photo

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
Unit 1: September	*39 lessons*
Unit 2: October	*23 lessons*
Unit 3: November	*20 lessons*
Unit 4: December	*12 lessons*
Unit 5: January	*20 lessons*
Unit 6: February	*20 lessons*
Unit 7: March	*18 lessons*
Unit 8: April	*20 lessons*
Unit 9: May	*20 lessons*

Unit 1: September

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Here you will see topics that are given to students. These topics may change based on students' needs, input and ability levels. Each student has the choice of creating a film, taking photos or creating designs with the topics given to them. I am looking for students to grow as an artist and develop their own skills on the mediums that they prefer most.

Summer Photo Slideshow

Personal Goals

Found Object Photography

Group Project-Choice

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props
Students teach students

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning developing their personal skills learned from the previous year.

Learn how to take good photos at a higher level

Learn how to make a film at a higher level

Learn how to edit photos and be more creative in their designs

Learn how to add more difficult graphics to films and photos

Students will work together to help each other learn and grow as artists.

Unit 1: September

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Accelerated - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
2PE
Analyze and explain the factors that influence artworks.
3PE

Compare and contrast the styles in artworks by artists of different cultures and historical trends.
5PE
Investigate the influence of technology on visual art and its effects on their own works.
6PE
Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.
1PR
Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
3PR
Solve visual art problems that demonstrate skill, imagination and observation.
4PR
Prepare artworks for display that demonstrate high levels of craftsmanship.
5PR
Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.
6PR
Expand visual literacy as a means to create images that advance individual expression and communication.
2RE
Practice self-assessment to understand their progress and prioritize steps for improvement.

Unit 2: October

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Moving onto additional topics that can be changed over time and year to year. This course is meant to allow students to take the course over and over again so the same thing is not taught every year.

Time

Pop & Oil

Sticky Note Project

It's All in your Head

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props
Students teach students

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning developing their personal skills learned from the previous year.

Learn how to take good photos at a higher level

Learn how to make a film at a higher level

Learn how to edit photos and be more creative in their designs

Learn how to add more difficult graphics to films and photos

Students will work together to help each other learn and grow as artists.

Unit 2: October

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Accelerated - Visual Arts (2012)
7RE
Investigate and plan strategies for lifelong involvement and advocacy in the arts.
6RE
Explain how a response to a work of art is affected by the context in which it is viewed.
1RE
Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.
6PR
Expand visual literacy as a means to create images that advance individual expression and communication.
4PR
Prepare artworks for display that demonstrate high levels of craftsmanship.
2PR
Make informed choices in the selection of materials and techniques that relate to solving a visual problem.
3PE
Compare and contrast the styles in artworks by artists of different cultures and historical trends.
E.

Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

Unit 3: November

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Guru Shots

Digital Painting

Movie Trailer

Acting Unit

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props
Students teach students

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning developing their personal skills learned from the previous year.

Learn how to take good photos at a higher level

Learn how to make a film at a higher level

Learn how to edit photos and be more creative in their designs

Learn how to add more difficult graphics to films and photos

Students will work together to help each other learn and grow as artists.

Unit 3: November

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
1PE
Interpret social and cultural contexts to develop personal meaning in visual imagery.
3PE
Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.
4PE

Demonstrate the ability to form and defend judgments regarding the relationships between artists and culture.
3RE
Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.
Ohio - High School Accelerated - Visual Arts (2012)
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
6RE
Explain how a response to a work of art is affected by the context in which it is viewed.

Unit 4: December

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 5: January

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Art Speaks in Vermilion Magazine design & Building

Abstract Landscape Photography

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props
Students teach students

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning developing their personal skills learned from the previous year.

Learn how to take good photos at a higher level

Learn how to make a film at a higher level

Learn how to edit photos and be more creative in their designs

Learn how to add more difficult graphics to films and photos

Students will work together to help each other learn and grow as artists.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

Unit 5: January

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
7RE
Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.
4RE
Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.
5PR
Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.
3PR
Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems.
4PE
Demonstrate the ability to form and defend judgments regarding the relationships between artists and culture.
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.

Unit 6: February

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sound in Photos and Films

Emptiness

5 Senses

Childhood Nostalgia

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props
Students teach students

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning developing their personal skills learned from the previous year.

Learn how to take good photos at a higher level

Learn how to make a film at a higher level

Learn how to edit photos and be more creative in their designs

Learn how to add more difficult graphics to films and photos

Students will work together to help each other learn and grow as artists.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
3PE
Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.
2PR
Use criteria to revise works-in-progress and describe changes made and what was learned in the process.
1RE
Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.
4RE
Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.

Unit 7: March

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Color Photos

Unexpected

VLOG-a day in the life of…..

Dreams

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props
Students teach students

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning developing their personal skills learned from the previous year.

Learn how to take good photos at a higher level

Learn how to make a film at a higher level

Learn how to edit photos and be more creative in their designs

Learn how to add more difficult graphics to films and photos

Students will work together to help each other learn and grow as artists.

Unit 7: March

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
1PE
Interpret social and cultural contexts to develop personal meaning in visual imagery.
5PE
Envision and explain how technology can impact visual art and literacy.
5PR
Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.

Unit 8: April

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Keep it simple

Out of place

Can't live without

Post Secret

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props
Students teach students

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning developing their personal skills learned from the previous year.

Learn how to take good photos at a higher level

Learn how to make a film at a higher level

Learn how to edit photos and be more creative in their designs

Learn how to add more difficult graphics to films and photos

Students will work together to help each other learn and grow as artists.

Unit 8: April

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
2PE
Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.
6PE
Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.
6PR
Visually express complex concepts and meaning in their artworks.
4RE

Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.
7RE
Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.

Unit 9: May

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

6 Shots 6 Words Film

The small things

Who Inspires you?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props
Students teach students

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning developing their personal skills learned from the previous year.

Learn how to take good photos at a higher level

Learn how to make a film at a higher level

Learn how to edit photos and be more creative in their designs

Learn how to add more difficult graphics to films and photos

Students will work together to help each other learn and grow as artists.

Unit 9: May

Art - HS - Advanced Film and Photo - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
6RE
Engage in discourse and express a point of view about issues related to the public display of works of art.
5RE
Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.
2PR
Use criteria to revise works-in-progress and describe changes made and what was learned in the process.
4PR
Select, organize and prepare artworks for exhibition.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.

Art - HS - Art 1

Vermilion Local School District

UNITS (5/5 SELECTED)	SUGGESTED DURATION
Unit 1: Intro to Drawing and Creativity	*21 lessons*
Unit 2: Intro to Color: Colored Pencil and Perspective	*23 lessons*
Unit 3: Intro to Drawing Guides: Oil Pastel	*15 lessons*
Unit 4: Intro to Drawing People: Charcoal	*17 lessons*
Unit 5: Additional Content and Art Portfolios	*10 lessons*

Unit 1: Intro to Drawing and Creativity

Art - HS - Art 1 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Creativity challenge, How to photograph art, Sketchbooks/art books, daily drawing, composition, contour line drawing, upside down drawing, drawing from life, value scales, shading forms, still life drawing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides (Art book, toy photography and composition, contour line hands, mini personal still life), notes, reading article about the importance of a daily art practice, handouts, art book daily drawing, skill builders, in person demos, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT draw accurately from life using a variety of drawing techniques (contour line, drawing light, upside down drawing, drawing with value, etc.) in pencil
SWBAT use composition guidelines to create 5 photographs that illustrate 5 different composition type

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Art book symbols and line design handout

Art book final project checklist

Toy photography and Composition Google Doc

Final project contour line hand rubric

Personal Still Life final rubric (student self assessment and reflection questions based on artist statement components)

Critique and class discussion

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use

appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR
Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.
1RE
Explore various methods of art criticism in responding to artworks.
2RE
Identify assessment practices to manage, monitor and document their learning.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
5RE
Identify and explain one or more theories of aesthetics and visual culture.

A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
1PE
Examine and articulate the effects of context on visual imagery.
4PE
Identify the factors that influence the work of individual artists.
6PE
Describe the decisions made in the design of everyday objects.
7RE
Recognize and articulate the importance of lifelong involvement and advocacy in the arts.

Unit 2: Intro to Color: Colored Pencil and Perspective

Art - HS - Art 1 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Shading and layering colored pencil, atmospheric perspective, tempera painting, monochromatic value scales

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides (atmospheric perspective), notes, art book skill builders (monochromatic value scales), daily drawings, handouts, in person demos, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT layer and blend color pencils to create three-dimensional and realistic looking images
SWBAT use atmospheric perspective guide to create a monochromatic landscape that show use of atmospheric perspective

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Daily drawing review

Atmospheric perspective rubric

Final colored pencil project rubric (student self assessment and reflection questions based on artist statement components)

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and

environments.
1PE
Examine and articulate the effects of context on visual imagery.
2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
4PE
Identify the factors that influence the work of individual artists.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR
Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.
1RE
Explore various methods of art criticism in responding to artworks.
2RE
Identify assessment practices to manage, monitor and document their learning.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
A.

Understand and articulate the intrinsic worth and public value of arts and cultural participation.
3PE
Identify the relationship between community or cultural values and trends in visual art.

Unit 3: Intro to Drawing Guides: Oil Pastel

Art - HS - Art 1 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Drawing with a grid, blending and layering oil pastels, oil pastel techniques

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides, Handout practice (grid drawing basics), Oil pastel skill builders, daily drawings, in person demos, video demos, Hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT transfer a photographic image using the grid method
SWBAT to properly layer and blend oil pastels to create three-dimensional and realistic looking images

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Grid practice drawings

Oil pastel skill builder

Final oil pastel grid project
(student self assessment and reflection questions based on artist statement components)

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.

2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
4PE
Identify the factors that influence the work of individual artists.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR
Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
5PR
Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
1RE
Explore various methods of art criticism in responding to artworks.
2RE
Identify assessment practices to manage, monitor and document their learning.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media

including new technologies.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
1PE
Examine and articulate the effects of context on visual imagery.
5PE
Describe the role of technology as a visual art medium.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.
5RE
Identify and explain one or more theories of aesthetics and visual culture.
6RE
Identify various venues for viewing works of art.
7RE
Recognize and articulate the importance of lifelong involvement and advocacy in the arts.

Unit 4: Intro to Drawing People: Charcoal

Art - HS - Art 1 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Shading and blending with charcoal, portrait features, portrait drawing using facial proportion method, shading facial features, gesture drawing, figure drawing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Video demos about the anatomy of facial features and drawing facial features (Proko), in person demos, Proportion guide and proportion video, skill builders, daily drawings, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to draw all of the features on the face (eyes, nose, mouth, and ears) with accuracy and shading
SWBAT draw a portrait using knowledge about facial proportions and head proportions and how features relate to one another
SWBAT use gesture drawing techniques to capture the human figure in a variety of poses

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Art book guided drawings (eyes, nose, mouth, ears)

Proportion practice

Final portrait project Rubric
(student self assessment and reflection questions based on artist statement components)

Gesture drawing completion

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR
Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
2RE
Identify assessment practices to manage, monitor and document their learning.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

Unit 5: Additional Content and Art Portfolios

Art - HS - Art 1 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Scratchboard art, using texture to create shading and depth, creating a digital portfolio

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides, video demo, in person demo, skill builders, daily drawings, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to use texture to create depth and shading on a scratchboard
SWBAT create a google site portfolio of all the work they completed throughout the semester

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final scratch art checklist/rubric

Google Site Portfolio

Art 1 final exam (recreate 3 daily drawings)

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
1PE
Examine and articulate the effects of context on visual imagery.
2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

4PE
Identify the factors that influence the work of individual artists.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR
Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.
2RE
Identify assessment practices to manage, monitor and document their learning.
6RE
Identify various venues for viewing works of art.
7RE
Recognize and articulate the importance of lifelong involvement and advocacy in the arts.
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
F.

Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
5PE
Describe the role of technology as a visual art medium.
6PE
Describe the decisions made in the design of everyday objects.
5PR
Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
1RE
Explore various methods of art criticism in responding to artworks.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
4RE
Investigate the role of innovative technologies in the creation and composition of new media imagery.
5RE
Identify and explain one or more theories of aesthetics and visual culture.
3PE
Identify the relationship between community or cultural values and trends in visual art.

Art - HS - Art 2

Vermilion Local School District

UNITS (5/5 SELECTED)	SUGGESTED DURATION
Unit 1: September	*26 lessons*
Unit 2: October	*20 lessons*
Unit 3: November	*20 lessons*
Unit 4: December	*10 lessons*
Unit 5: January	*17 lessons*

Unit 1: September

Art - HS - Art 2 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Watercolor paints
Acrylic paints

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google classroom lessons layed out, examples, video tutorials, whole class demo's, one on one instruction daily

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Show daily sketches with improvement in skills, create practice pieces and full artworks that show their art in the styles they have been taught.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
2PE
Describe sources visual artists use to generate ideas for artworks.
1PR
Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.
3PR

Generate a variety of solutions to visual arts problems through preparatory work.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
1RE
Apply methods of art criticism when discussing selected works of art.
7RE
Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

Unit 2: October

Art - HS - Art 2 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Acrylic paints cont.
Fall Landscapes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google classroom lessons layed out, examples, video tutorials, whole class demo's, one on one instruction daily

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Show daily sketches with improvement in skills, create practice pieces and full artworks that show their art in the styles they have been taught.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
1PE
Examine and articulate the effects of context on visual imagery.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
5RE
Identify and explain one or more theories of aesthetics and visual culture.
6RE

Identify various venues for viewing works of art.

Unit 3: November

Art - HS - Art 2 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

B&W Reverse drawing on Black Paper
Start of Portrait Unit

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google classroom lessons layed out, examples, video tutorials, whole class demo's, one on one instruction daily

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Show daily sketches with improvement in skills, create practice pieces and full artworks that show their art in the styles they have been taught.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
1PE
Examine and articulate the effects of context on visual imagery.
4PE
Identify the factors that influence the work of individual artists.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
1RE
Explore various methods of art criticism in responding to artworks.
2RE

Identify assessment practices to manage, monitor and document their learning.

Unit 4: December

Art - HS - Art 2 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Portrait Unit

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google classroom lessons layed out, examples, video tutorials, whole class demo's, one on one instruction daily

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Show daily sketches with improvement in skills, create practice pieces and full artworks that show their art in the styles they have been taught.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
2PE
Describe sources visual artists use to generate ideas for artworks.
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
3PR

Generate a variety of solutions to visual arts problems through preparatory work.
1RE
Apply methods of art criticism when discussing selected works of art.
5RE
Compare and contrast various theories of aesthetics and visual culture.
7RE
Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

Unit 5: January

Art - HS - Art 2 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Community Postcard project
Final-Tryptic (3 panel series)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google classroom lessons layed out, examples, video tutorials, whole class demo's, one on one instruction daily

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Show daily sketches with improvement in skills, create practice pieces and full artworks that show their art in the styles they have been taught.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
4PE
Analyze the work of individual artists and explain how they are influenced by cultural factors.

6PE
Connect processes and decisions made in the design of everyday objects, environments, and communications
1PR
Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

Art - HS - Art 3/4

Vermilion Local School District

UNITS (5/5 SELECTED)	SUGGESTED DURATION
Unit 1: September	*20 lessons*
Unit 2: October	*20 lessons*
Unit 3: November	*20 lessons*
Unit 4: December	*20 lessons*
Unit 5: January	*20 lessons*

Unit 1: September

Art - HS - Art 3/4 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

This course is a choice based course and is centered around the students needs and abilities. Students are given topics as listed below to guide them, but receive one on one instruction and use prior based knowledge to further their skills.

Reflection

Scholastic

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

One on one instruction
Small group Demo's
Video's
Self guided resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

tudents will be able to future their skills based on what they have learned. The more you do the better you get and the more you will learn. Art is an experimental practice that takes practice and guidance. Final outcomes will show progression and skills they are personally working on from assignment to assignment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
1PE
Interpret social and cultural contexts to develop personal meaning in visual imagery.
2PE
Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.

1PR
Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Use criteria to revise works-in-progress and describe changes made and what was learned in the process.
2RE
Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.
3RE
Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.

Unit 2: October

Art - HS - Art 3/4 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Portrait (meaning behind it)

Today's society is…….

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

One on one instruction
Small group Demo's
Video's
Self guided resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to future their skills based on what they have learned. The more you do the better you get and the more you will learn. Art is an experimental practice that takes practice and guidance. Final outcomes will show progression and skills they are personally working on from assignment to assignment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Accelerated - Visual Arts (2012)
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
3PE
Compare and contrast the styles in artworks by artists of different cultures and historical trends.
4PE
Explain how individual artists impact cultural developments.
3PR

Solve visual art problems that demonstrate skill, imagination and observation.
4PR
Prepare artworks for display that demonstrate high levels of craftsmanship.
5RE
Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.
6RE
Explain how a response to a work of art is affected by the context in which it is viewed.

Unit 3: November

Art - HS - Art 3/4 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A Dream I had

Hidden Secrets

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

One on one instruction
Small group Demo's
Video's
Self guided resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to future their skills based on what they have learned. The more you do the better you get and the more you will learn. Art is an experimental practice that takes practice and guidance. Final outcomes will show progression and skills they are personally working on from assignment to assignment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
1PE
Interpret social and cultural contexts to develop personal meaning in visual imagery.
3PE
Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.
2PR

Use criteria to revise works-in-progress and describe changes made and what was learned in the process.
1RE
Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.
3RE
Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.

Unit 4: December

Art - HS - Art 3/4 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Postcards (community based piece)

Best Photo as an Artwork

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

One on one instruction
Small group Demo's
Video's
Self guided resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to future their skills based on what they have learned. The more you do the better you get and the more you will learn. Art is an experimental practice that takes practice and guidance. Final outcomes will show progression and skills they are personally working on from assignment to assignment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
3PE
Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.
1PR
Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.

6PE
Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.
5PR
Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.
3RE
Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.

Unit 5: January

Art - HS - Art 3/4 - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Choice based Final Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

One on one instruction
Small group Demo's
Video's
Self guided resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to future their skills based on what they have learned. The more you do the better you get and the more you will learn. Art is an experimental practice that takes practice and guidance. Final outcomes will show progression and skills they are personally working on from assignment to assignment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final project

Written/oral assessments

Google Forms

STANDARDS

Ohio - High School Advanced - Visual Arts (2012)
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
3PE
Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.

5PE
Envision and explain how technology can impact visual art and literacy.
6PR
Visually express complex concepts and meaning in their artworks.
5PR
Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.
4RE
Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.
5RE
Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.
6RE
Engage in discourse and express a point of view about issues related to the public display of works of art.
7RE
Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.

Art - HS - Introduction to Film

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
Unit 1: September	*26 lessons*
Unit 2: October	*20 lessons*
Unit 3: November	*20 lessons*
Unit 4: December	*10 lessons*
Unit 5: January	*17 lessons*
Unit 6: February	*20 lessons*
Unit 7: March	*21 lessons*
Unit 8: April	*14 lessons*
Unit 9: May	*24 lessons*

Unit 1: September

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Still Life Photography

Storyboarding

Stop Motion Films

Malley's Poster Design

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning from the bottom up building on their skills.

Learn how to take good photos

Learn how to make a film

Learn how to edit photos

Learn how to make designs

Learn how to create unique stories

Learn how to add graphics to films and photos

Unit 1: September

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
5PE
Describe the role of technology as a visual art medium.
6PE
Describe the decisions made in the design of everyday objects.
1RE
Explore various methods of art criticism in responding to artworks.

Unit 2: October

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Portrait Photography

Acting Unit

Copy a Master Film

Fall Photography

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning from the bottom up building on their skills.

Learn how to take good photos

Learn how to make a film

Learn how to create unique stories

Learn how to edit photos

Learn how to make designs

Unit 2: October

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
3PE
Identify the relationship between community or cultural values and trends in visual art.
5PE
Describe the role of technology as a visual art medium.
5PR
Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.

3PR
Explore multiple solutions to visual art problems through preparatory work.
4RE
Investigate the role of innovative technologies in the creation and composition of new media imagery.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

Unit 3: November

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Fall Photography cont.

Drawing on a Photo

Children's Book Film

Changes over time Photos

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning from the bottom up building on their skills.

Learn how to take good photos

Learn how to make a film

Learn how to create unique stories

Learn how to edit photos

Learn how to make designs

Learn how to add graphics to films and photos

Unit 3: November

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
4PE
Identify the factors that influence the work of individual artists.
6PE
Describe the decisions made in the design of everyday objects.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
5PR
Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
7RE
Recognize and articulate the importance of lifelong involvement and advocacy in the arts.

5RE
Identify and explain one or more theories of aesthetics and visual culture.

Unit 4: December

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Name Art

Music Video

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning from the bottom up building on their skills.

Learn how to take good photos

Learn how to make a film

Learn how to create unique stories

Learn how to edit photos

Learn how to make designs

Learn how to add graphics to films and photos

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

Unit 4: December

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
6RE
Identify various venues for viewing works of art.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
3PR
Explore multiple solutions to visual art problems through preparatory work.
3PE
Identify the relationship between community or cultural values and trends in visual art.
F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.

Unit 5: January

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Mid Year Website design and creation (online Portfolio)

After Effects Intro's

Digital Postcard Painting

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning from the bottom up building on their skills.

Learn how to take good photos

Learn how to make a film

Learn how to create unique stories

Learn how to edit photos

Learn how to make designs

Learn how to add graphics to films and photos

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

Unit 5: January

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
4PE
Identify the factors that influence the work of individual artists.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
3PR
Explore multiple solutions to visual art problems through preparatory work.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
5RE
Identify and explain one or more theories of aesthetics and visual culture.
4RE
Investigate the role of innovative technologies in the creation and composition of new media imagery.

Unit 6: February

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Photo A Day Contest

Film Noir (choice of Film or Photography)

Character Design

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning from the bottom up building on their skills.

Learn how to take good photos

Learn how to make a film

Learn how to create unique stories

Learn how to edit photos

Learn how to make designs

Learn how to add graphics to films and photos

Unit 6: February

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
1PE
Examine the context details of visual imagery and explain the social and cultural influences on the images.
6PE
Connect processes and decisions made in the design of everyday objects, environments, and communications
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
3PR
Generate a variety of solutions to visual arts problems through preparatory work.
7RE
Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

Unit 7: March

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Poem Film

Sci-Fi Film

Players cards

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning from the bottom up building on their skills.

Learn how to take good photos

Learn how to make a film

Learn how to create unique stories

Learn how to edit photos

Learn how to make designs

Learn how to add graphics to films and photos

Unit 7: March

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
2PE
Describe sources visual artists use to generate ideas for artworks.
5PE
Explore the application of technology to the production of visual artworks.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
3PR
Generate a variety of solutions to visual arts problems through preparatory work.
4RE
Explain the role of innovative technologies in the creation and composition of new media imagery.

Unit 8: April

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Choice based unit based on where they are and their current abilities

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning from the bottom up building on their skills.

Learn how to take good photos

Learn how to make a film

Learn how to create unique stories

Learn how to edit photos

Learn how to make designs

Learn how to add graphics to films and photos

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
2PE
Describe sources visual artists use to generate ideas for artworks.
5PE
Explore the application of technology to the production of visual artworks.
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
3PR
Generate a variety of solutions to visual arts problems through preparatory work.
3RE
Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

Unit 9: May

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Choice based unit based on where they are and their current abilities cont.

Final Website

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google Classroom
Videos
Hands on demos
Adobe Photoshop
iMovie
Adobe Premiere Pro
After Effects
Cameras
Tripods
Props

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to take photos and create films learning from the bottom up building on their skills.

Learn how to take good photos

Learn how to make a film

Learn how to create unique stories

Learn how to edit photos

Learn how to make designs

Learn how to add graphics to films and photos

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides

Presentations

One on one meetings

Peer partner assessments

Sticky note assessments

Exit cards

Unit 9: May

Art - HS - Introduction to Film - *Last Updated on June 22, 2023*

STANDARDS

Ohio - High School Intermediate - Visual Arts (2012)
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
1PE
Examine the context details of visual imagery and explain the social and cultural influences on the images.
5PE
Explore the application of technology to the production of visual artworks.
3PR
Generate a variety of solutions to visual arts problems through preparatory work.
2PR
Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.
4PR
Establish and apply appropriate levels of craftsmanship to complete artworks.
6RE
Identify the challenges various venues present to the creation of works of art.

Art - HS - Mixed Media

Vermilion Local School District

UNITS (6/6 SELECTED)	SUGGESTED DURATION
Unit 1: Basic Media Exploration	*7 lessons*
Unit 2: Printmaking	*15 lessons*
Unit 3: Collage: Physical and Digital Media Methods	*20 lessons*
Unit 4: Plaster Masks	*10 lessons*
Unit 5: Cyanotypes and Embroidery	*20 lessons*
Unit 6: Needle Felting/Weaving	*15 lessons*

Unit 1: Basic Media Exploration

Art - HS - Mixed Media - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

How to photograph art, shadow boxes, basic media exploration

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In person demos, reviewing and critiquing past examples, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to create a 3-D shadow box that represents who they are as artist and people
SWBAT use basic media (paper, pen, pencil, paint, etc. to create personal elements for their shadow box)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Shadow box mapping/brainstorming handout

Shadow box rubric

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
1PE
Examine and articulate the effects of context on visual imagery.
4PE
Identify the factors that influence the work of individual artists.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
3PR

Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.
1RE
Explore various methods of art criticism in responding to artworks.

Unit 2: Printmaking

Art - HS - Mixed Media - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Experimental printmaking, monoprinting, relief printing, art and social issues, book binding (pamphlet/ sketchbook), finding good quality sources

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Artist spotlights, Exploration of new media/experiments, in person demos, video demos, Social issue print project planning packet, sketching, skill builders, reviewing and critiquing past examples, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to experiment with printmaking media and discover methods of creating new prints through layering
SWBAT to create a sketchbook using a favorite print and a basic pamphlet stitch
SWBAT create a relief print that positively reflects/represents a social issue that they are passionate about

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Experimental printing completion checklist

Sketchbook

Social Issue Print Planning Packet

Final rubric for social Issue print (student self assessment and reflection questions based on artist statement components)

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.

E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
1PE
Examine and articulate the effects of context on visual imagery.
2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
3PE
Identify the relationship between community or cultural values and trends in visual art.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR
Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.

1RE
Explore various methods of art criticism in responding to artworks.
2RE
Identify assessment practices to manage, monitor and document their learning.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
7RE
Recognize and articulate the importance of lifelong involvement and advocacy in the arts.
6RE
Identify various venues for viewing works of art.

Unit 3: Collage: Physical and Digital Media Methods

Art - HS - Mixed Media - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Collage techniques, image transfers (packing tape and solvent transfers), surrealism, creating unusual juxtapositions

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides, Collage handout, Artist Spotlights, Exploration of new media/experiments, in person demos, video demos, sketching, reviewing and critiquing past examples, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to create a surrealist collage to represent a dream landscape of their choosing
SWBAT to use Adobe Photoshop to manipulate and arrange images into personal and expressive compositions
SWBAT to create packing tape transfers and incorporate them as a collage element

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final Collage (self portrait) rubric/checklist
Final collage (surrealist dream landscape) rubric/checklist
Critique and class discussion
Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
1PE
Examine and articulate the effects of context on visual imagery.
2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
3PE
Identify the relationship between community or cultural values and trends in visual art.
4PE
Identify the factors that influence the work of individual artists.
5PE
Describe the role of technology as a visual art medium.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR
Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
5PR

Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.
1RE
Explore various methods of art criticism in responding to artworks.
2RE
Identify assessment practices to manage, monitor and document their learning.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
4RE
Investigate the role of innovative technologies in the creation and composition of new media imagery.
6RE
Identify various venues for viewing works of art.

Unit 4: Plaster Masks

Art - HS - Mixed Media - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

plaster casting, creating an armature for a mask

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides, Artist Spotlights, Exploration of new media/experiments, in person demos, video demos, sketching, reviewing and critiquing past examples, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to alter a mask armature to create a plaster mask

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final rubric for Plaster masks
Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
2PE

Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
3PE
Identify the relationship between community or cultural values and trends in visual art.
6PE
Describe the decisions made in the design of everyday objects.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR
Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.
1RE
Explore various methods of art criticism in responding to artworks.
2RE
Identify assessment practices to manage, monitor and document their learning.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

Unit 5: Cyanotypes and Embroidery

Art - HS - Mixed Media - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Creating cyanotypes, creating a negative in photoshop, beginner and intermediate embroidery stitches, embroidering on photographs

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Artist spotlight: Victoria Villasanna and others, Slides, embroidery practice skill builder, new media exploration, in person demos, video demos, reviewing and critiquing past examples, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to create a negative of a photo in photoshop to use for cyanotype printing
SWBAT complete at least 5 beginner embroidery stitches
SWBAT augment a photo by embroidering on top of the image in an interesting and unique way

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Cyanotype practice

Embroidery project sketch and planning

Final embroidery project rubric (student self assessment and reflection questions based on artist statement components)

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
A.
Understand and articulate the intrinsic worth and public value of arts and cultural participation.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
D.
Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal

issues.
E.
Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
F.
Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
H.
Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.
1PE
Examine and articulate the effects of context on visual imagery.
2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
4PE
Identify the factors that influence the work of individual artists.
5PE
Describe the role of technology as a visual art medium.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR

Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
5PR
Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.
2RE
Identify assessment practices to manage, monitor and document their learning.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
4RE
Investigate the role of innovative technologies in the creation and composition of new media imagery.
5RE
Identify and explain one or more theories of aesthetics and visual culture.
7RE
Recognize and articulate the importance of lifelong involvement and advocacy in the arts.

Unit 6: Needle Felting/Weaving

Art - HS - Mixed Media - *Last Updated on June 22, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Creating an armature for needle felting, needle felting techniques, creating detail in needle felting, setting up a loom for weaving, weaving stitches and patterns, taking a weaving off a loom

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Slides, Needle felting handout, in person demos, video demos, new media exploration, sketching, reviewing and critiquing past examples, hands on practice and art creation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SWBAT to create a 3-D sculpture using wool and needle felting techniques
SWBAT warp a loom and complete beginner weaving patterns and stitches

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Needle felting project sketch

Final needle felting project rubric

Weaving experiment completion of basic stitches

Critique and class discussion

Art Show participation

STANDARDS

Ohio - High School Beginning - Visual Arts (2012)
B.
Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C.
Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
G.
Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
2PE
Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
6PE

Describe the decisions made in the design of everyday objects.
1PR
Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
2PR
Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
3PR
Explore multiple solutions to visual art problems through preparatory work.
4PR
Establish the appropriate levels of craftsmanship when completing artworks.
6PR
Identify and apply visual literacy as a means to create images that are personally expressive.
2RE
Identify assessment practices to manage, monitor and document their learning.
3RE
Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
5RE
Identify and explain one or more theories of aesthetics and visual culture.
6RE
Identify various venues for viewing works of art.
7RE
Recognize and articulate the importance of lifelong involvement and advocacy in the arts.