

Art.



2020-2021
Curriculum

School District of Holmen
Holmen, WI

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Purpose and Introduction

Effective improvements happen when one looks at results from internal and external measures. This Self-Study will:

- Identify key elements of a successful program.
- Analyze the status of the present School District of Holmen's Art Curriculum in relation to these elements of success.
- Take action by identifying strengths and opportunities for improvement (plus/delta) prior to updating the Art Curriculum in 2020-2021.



District Information

SCHOOL BOARD POLICY
School District of Holmen

FILE: 330
INSTRUCTION

CURRICULUM DEVELOPMENT AND ADOPTION

The Curriculum is the common body of knowledge that is the basis for the instructional program in the District. The School District of Holmen recognizes that written curriculum plans are an essential element in the education of all children. The School Board has a responsibility for maintaining a minimum program of instruction guaranteed by the state statutes and for initiating improvements beyond that minimum.

A written, sequential curriculum plan shall exist for the following:

- A sequential curriculum plan exists in each of the following areas: reading/language arts, mathematics, science, social studies, health, physical education, art, music, world language, guidance and counseling, career and technical education (agriculture, business education, marketing education, family and consumer education, and technology education), library media, computer literacy, and environmental education.
- The curriculum plan identifies how mandated statutes are addressed and included in the curriculum.
- The curriculum plan identifies how infused or integrated areas are addressed and included in the curriculum.
- The curriculum plan identifies course competencies, learning expectations, linked standards, and assessment methods/strategies. The course components are monitored continuously and revised as appropriate.

The professional staff, under the direction and supervision of the Superintendent of Schools and the Director of Curriculum and Instruction, shall be responsible for proposing, developing, implementing and evaluating PK-12 curriculum that reflects the best of current educational research and practice. The curriculum shall support the District's mission, goals and adopted academic standards and be in line with legal requirements. Communication and coordination among grade level and content area teachers shall be emphasized whenever curriculum is developed. Each content area shall follow an established curriculum revision cycle. Minor changes may be made as needed.

All content offerings and any additions or deletions to the curriculum shall be reviewed and recommended by the Curriculum Council and Board of Education Committee, and approved by the School Board before they are initiated or dropped from the existing program of instruction.

Legal Ref.: WI Statutes 118.01, 118.015, 118.30, 120.12, 120.13, 121.02 (1)(k) and (l)
WI Admin. Code PI 8.01 (2) (k) and (l)
Every Student Succeeds Act (ESSA) of 2015

Cross Ref.: Assessment of Student Achievement, 345
Equal Education Opportunities, 411
Grade Advancement Policy, 345.4
Grading Systems, 345.1
High School Graduation, 345.6
Reading Instruction, 341.1

Approved: March 29, 2005
Revised: October 10, 2012
Approved: November 26, 2012
Revised: April 10, 2018
Approved: May 14, 2018

District Vision Statement

Belong. Serve. Succeed.

District Mission Statement

Preparing students for tomorrow through an engaging and inclusive educational community today.

Focus Areas

- | | |
|----------------------|---|
| Focus Area #1 | Student Learning: Provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future. |
| Focus Area #2 | Fiscal: Provide and sustain the highest level of student learning in a fiscally responsible manner. |
| Focus Area #3 | Workforce: A workforce capable of consistently providing service aligned with achieving the District's Vision and Mission. |
| Focus Area #4 | Customer Stakeholder Engagement: Engage customers in the Vision and Mission by listening to their voice, building relationships, and valuing their input to identify opportunities for improvement. |
| Focus Area #5 | Health & Safety: Foster physical safety, wellness and mental health for District staff and students. Prevent and prepare for crisis situations |

Learner Goals

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL:**

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, health, language arts, mathematics, reading, science, social studies, physical education, and career and technical education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE

Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and then provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner. (See Appendix A for Wisconsin Academic Standards.)

School District of Holmen 2019-2020

SCHOOL BOARD OF EDUCATION MEMBERS

Cheryl Hancock, President
Rebecca Rieber, Vice President
Gary Dunlap, Treasurer
Anita Jagodzinski, Clerk
Barb Wettstein, Member
Brian Wopat, Member
Chris Lau, Member
Trenton Davig-Huesmann, Student Representative

ADMINISTRATION

Dr. Kristin Mueller, District Administrator
Julie Holman, Director of Finance and Operations
Jill Mason, Director of Student Services
Kimberly Edwards, Director of Instructional Services
Greg Krueger, Director of Information and Technology Services
Lacey Sinn, Instructional Services Supervisor
Matt Meyer, Student Services Supervisor
Wayne Sackett, High School Principal
Benjamin Johrendt, High School Associate Principal
Nick Bakke, High School Associate Principal
Ryan Vogler, Middle School School Principal
Britni Walz, Middle School Associate Principal
Nick Weber, Prairie View Elementary Principal
Natalie Morgan, Sand Lake Elementary Principal
Bonnie Striegel, Viking Elementary Principal
Rachel Fawver, Evergreen Elementary Principal
Sue Eitland, Associate Principal, 4K and Early Childhood
Mark Englerth, Activities / Athletic Director



School District of Holmen

Department Vision Statement

Enriching a child's education through a comprehensive visual arts experience

Mission Statement

In order to achieve our vision, our Department will:

- Provide a continuous and sequential study of various aspects of the art field.
- Provide students with various opportunities to learn and experience the various media, techniques, subjects, and processes of art production.
- Teach art history through exposing students to various artists, cultures, styles, and vocabulary related to art.
- Develop students' art criticism and critical, analytical, and creative thinking skills through teaching them to reflect, analyze, and understand the meanings and influences of art.
- Encourage aesthetic valuing and good craftsmanship to help students reach their potential.
- Assist students in developing individual expression in their art and provide opportunities for the communication of their own work and work of others.
- Create community partnerships which enhance and support art education, and make connections between visual arts and other disciplines.
- Create life-long interest and appreciation of art, which enriches life.

Art Curriculum Staff

Matthew Langreck—Middle School

Amanda Kerrigan—Middle School

Christine Michels—High School

Mark Lee—High School

Amy Wink—Prairie View

Jennifer Grass—Evergreen

Jennie Staige—Sand Lake

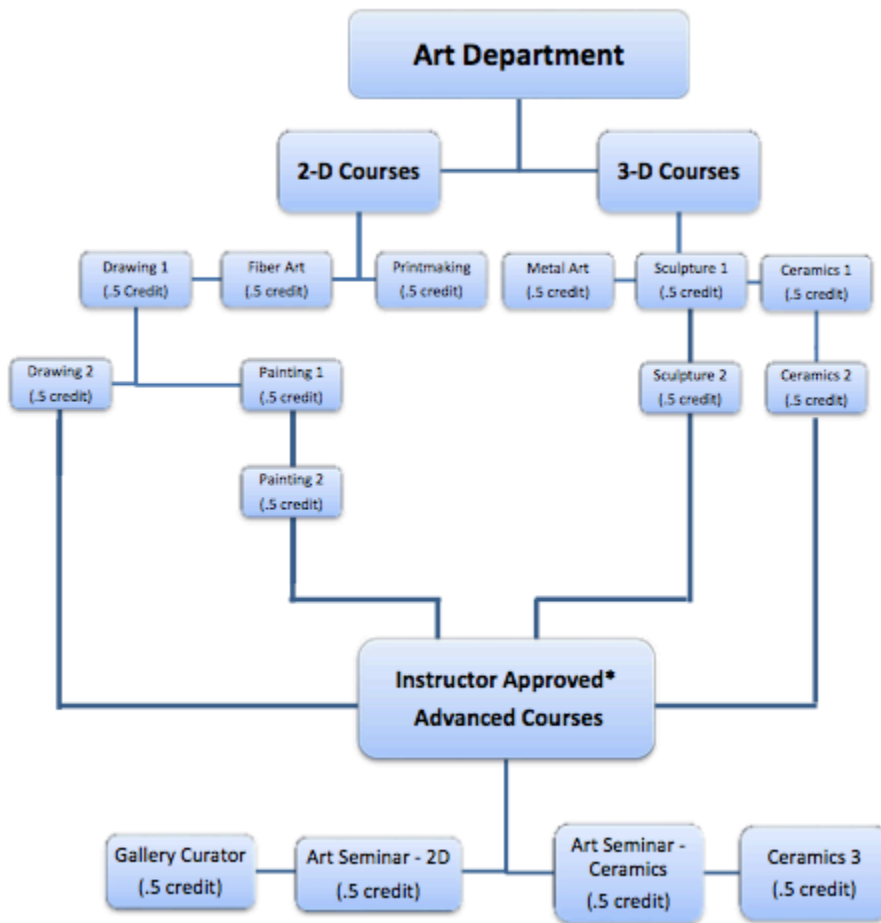
John Boland—Viking

Katie Breidel—Travels to all Elementary Schools

Administrator & Instructional Services Liaisons:

Kimberly Edwards, Director of Instructional Services

Lacey Sinn, Instructional Services Supervisor



A full description of each course may be found in the HHS Course Description Guide.

Kindergarten

Unit: Elements of Art	Duration: School Year
Unit Objectives (overarching objectives): The students will be able to identify and incorporate the elements of art.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	Learning Targets: I can select and utilize the elements and principles of design in my artwork (texture, value, line, form, color, shape, and space). I can... <ul style="list-style-type: none">• Demonstrate various lines.• Identify and create basic geometric and organic shapes.• Identify the primary colors, and are able to mix the secondary colors.• Depict space.• Explore and define texture.• Recognize the difference between 2D and 3D art forms.• Demonstrate use of pattern.
Supporting Standards: Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	

Kindergarten

Unit: 2D	Duration: School Year
Unit Objectives (overarching objectives): The students will be able to develop and demonstrate an understanding of 2D art.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Develop drawing skills using various drawing media, techniques, and processes.• Explore and improve painting processes using various media, techniques, and processes.• Create collages using various media.• Experience various printmaking techniques, such as gadgets or monoprints.• Use technology as a visual resource and inspiration. I understand: <ul style="list-style-type: none">• How artists use various 2D media in their artwork.
Supporting Standards: Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning.	

Kindergarten

Unit: 3-D	Duration: School Year
Unit Objectives (overarching objectives): The students will be able to develop and demonstrate an understanding of 3-D art.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Create a basic form in clay (such as a pinch pot) using various hand-building techniques.• Explore working with and creating 3D forms, using paper or other media.
Supporting Standards: Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning.	

Kindergarten

Unit: Artists, Styles, Cultures, Careers	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to demonstrate basic knowledge and awareness of artists, styles, cultures, and careers.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Present: Develop Meaning (A.A.Pr.1.e) Explore and develop meaning by viewing personal, historical, and contemporary art. Respond: Inquire (A.A.R.4.e) Determine the artist's intent by identifying the details and subject matter. Connect: Interdisciplinary (A.A.Cn.1.e) Recognize and demonstrate relationships between art and design, and other disciplines. Connect: Career Connections (A.A.Cn.2.e) Recognize art and design careers. Connect: Cultural, Social, and Historical Awareness (A.A.Cn.3.e) Understand that people from different times and places have made art and design for a variety of reasons.	Learning Targets: I can... <ul style="list-style-type: none">• Explore and discuss the purposes and functions of art.• Use appropriate art vocabulary related to elements/principles of design, media and processes/tools being taught, and art history concepts.• Use artists, cultures, and styles of art as inspiration for artwork.
Supporting Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design.	

Kindergarten

Unit: Ideas and concepts	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to independently use their learning to express ideas and concepts in their own work and in the work of others.	
Priority Standards: Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Present: Share (A.A.Pr.3.e) Share artwork through a presentation or exhibit. Respond: Analyze (A.A.R.2.e) Distinguish between reality and imaginary when describing a work of art. Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning. Respond: Evaluate (A.A.R.5.e) Use learned art and design vocabulary to express individual opinions of a work.	Learning Targets: I can... <ul style="list-style-type: none">• Communicate and express ideas through creation of their own artwork.• Share artwork with others.• Express ideas and feelings relating to art work of others through discussion/critique.
Supporting Standards: Respond: Inquire (A.A.R.4.e) Determine the artist's intent by identifying the details and subject matter.	

Kindergarten

Unit: Quality Works of Art	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to create quality works of art inspired by memory, observation, and imagination.	
Priority Standards: Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Respond: Analyze (A.A.R.2.e) Distinguish between reality and imaginary when describing a work of art. Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning.	Learning Targets: I can... <ul style="list-style-type: none">• Complete artwork demonstrating best craftsmanship/effort of ability and age level.• Create works of art inspired by memory (such as a family portrait, their house, etc.).• Use and improve observation skills to create a work of art (still life, self portraits using a mirror).• Develop creative thinking using the imagination as a subject for art.
Supporting Standards: Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	

1st Grade

Unit: Elements and Principles of Art	Duration: School Year
Unit Objectives (overarching objectives): The students will be able to identify and incorporate the elements and principles of art.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	Learning Targets: I can select and utilize the elements and principles of design in my artwork (texture, value, line, form, color, shape, and space). I can... <ul style="list-style-type: none">• Identify and use various lines in my art, creating shapes.• Identify and create basic geometric and organic shapes.• Mix the secondary colors, and tints/shades of a color.• Depict space in a composition (near and far).• Identify and create visual and actual texture in artwork.• Use/create various forms in sculptural artwork.• Demonstrate understanding and use of pattern in artwork.
Supporting Standards: Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	

1st Grade

Unit: 2D	Duration: School Year
Unit Objectives (overarching objectives): The students will continue working with various 2D art media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Develop drawing skills using various drawing media, techniques, and processes.• Explore, practice, and improve painting processes using various media, techniques, and processes.• Create a collage using paper and various media.• Experience and explore various printmaking techniques, such as gadgets.• Use technology as a visual resource and inspiration.• Understand how artists use various 2D media in their artwork.
Supporting Standards: Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning.	

1st Grade

Unit: 3-D	Duration: School Year
Unit Objectives (overarching objectives): The students will continue working with various 3D art media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Create a hand built clay form using skills demonstrated (such as a sculpture).• Demonstrate a variety of ways to create 3D forms in a sculpture using paper and/or other mixed media.
Supporting Standards: Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning.	

1st Grade

Unit: Artists, Styles, Cultures, Careers	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to demonstrate knowledge of vocabulary, career in arts, history, cultures, artists, and styles of art.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Present: Develop Meaning (A.A.Pr.1.e) Explore and develop meaning by viewing personal, historical, and contemporary art. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Inquire (A.A.R.4.e) Determine the artist's intent by identifying the details and subject matter. Connect: Interdisciplinary (A.A.Cn.1.e) Recognize and demonstrate relationships between art and design, and other disciplines. Connect: Career Connections (A.A.Cn.2.e) Recognize art and design careers. Connect: Cultural, Social, and Historical Awareness (A.A.Cn.3.e) Understand that people from different times and places have made art and design for a variety of reasons.	Learning Targets: I can... <ul style="list-style-type: none">• Use appropriate art vocabulary related to elements/principles of design, media and processes/tools being taught, and art history terms and concepts.• Use artist works, art styles, careers, and cultures learned as inspiration for your artwork.• Describe characteristics of artists, styles, careers, and cultures.• Recognize differences in art styles.• Can identify various artists (Henri Matisse, Wassily Kandinskiy, Hans Hoffman, etc.).
Supporting Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design.	

1st Grade

Unit: Ideas and concepts	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to express ideas and concepts in their own work and in the work of others.	
Priority Standards: Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Present: Share (A.A.Pr.3.e) Share artwork through a presentation or exhibit. Respond: Analyze (A.A.R.2.e) Distinguish between reality and imaginary when describing a work of art. Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning. Respond: Evaluate (A.A.R.5.e) Use learned art and design vocabulary to express individual opinions of a work.	Learning Targets: I can... <ul style="list-style-type: none">• Communicate and express ideas through creation of their own art work.• Share your own artwork with others.• Express ideas and feelings relating to art work of others through discussion/ critique.
Supporting Standards: Respond: Inquire (A.A.R.4.e) Determine the artist's intent by identifying the details and subject matter.	

1st Grade

Unit: Quality Works of Art	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to create quality works of art inspired by memory, observation, and imagination.	
Priority Standards: Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Respond: Analyze (A.A.R.2.e) Distinguish between reality and imaginary when describing a work of art. Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning.	Learning Targets: I can... <ul style="list-style-type: none">• Complete their artwork demonstrating best craftsmanship/effort of ability and age level.• Create works of art inspired by memory.• Use and improve observation skills to create a work of art.• Continue to develop creative thinking skills through using their imagination as a subject for art.
Supporting Standards: Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	

2nd Grade

Unit: Elements and Principles of Art	Duration: School Year
Unit Objectives (overarching objectives): The students will be able to identify and incorporate the elements and principles of art.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	Learning Targets: I can select and utilize the elements and principles of design in my artwork (texture, value, line, form, color, shape, and space). I can... <ul style="list-style-type: none">• Show improving control of line in their art. Use line for details.• Demonstrate ability to break down complex images into simple shapes.• Identify warm, cool, and complementary colors. Be able to mix and coordinate colors for their artwork. Depict mood through use of color.• Be able to identify and depict foreground, middle ground, and background in artwork to show space.• Can depict texture in artwork.• Use patterns within artwork as design.• Create a variety of forms in a 3D artwork, such as a cylinder, cone, and/or cube.• Use positive and negative space to balance the elements within an art composition.• Create unity in overall art composition.
Supporting Standards: Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	

2nd Grade

Unit: 2D	Duration: School Year
Unit Objectives (overarching objectives): The students will continue working with various 2D art media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Develop and demonstrate proper drawing skills using various drawing media, techniques, and processes. Media included are pencil, crayon, markers, colored pencil, chalk, and craypas.• Practice and demonstrate proper painting skills and techniques through working with tempera and watercolor paints.• Create a paper collage using materials and processes demonstrated.• Use various fibers/mixed media to produce an artwork.• Demonstrate proper printmaking skills and techniques to create a relief print.
Supporting Standards: Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning.	

2nd Grade

Unit: 3D	Duration: School Year
Unit Objectives (overarching objectives): The students will continue working with various 3D art media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Create a relief clay sculpture, demonstrating proper clay processes.• Demonstrate ability to produce 3D forms to create a paper sculpture (including geometric).• Create an artwork using paper mache processes.
Supporting Standards: Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning	

2nd Grade

Unit: Artists, Styles, Cultures, Careers	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to demonstrate knowledge of vocabulary, career in arts, history, cultures, artists, and styles of art.	
Priority Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design. Present: Develop Meaning (A.A.Pr.1.e) Explore and develop meaning by viewing personal, historical, and contemporary art. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Respond: Inquire (A.A.R.4.e) Determine the artist's intent by identifying the details and subject matter. Connect: Interdisciplinary (A.A.Cn.1.e) Recognize and demonstrate relationships between art and design, and other disciplines. Connect: Career Connections (A.A.Cn.2.e) Recognize art and design careers. Connect: Cultural, Social, and Historical Awareness (A.A.Cn.3.e) Understand that people from different times and places have made art and design for a variety of reasons.	Learning Targets: I can... <ul style="list-style-type: none">• Use appropriate art vocabulary related to elements and principles of design, media and processes/tools being taught, and art history terms and concepts.• Know the careers of a painter and a printmaker.• Use art history as an inspiration for your artwork.• Identify at least two well known artists (George Seurat, Vincent Van Gogh, Paul Klee, Claude Monet, Henry Moore, etc.).• Describe differences in art styles (Impressionism, Contemporary, etc.).• Know artworks from different regions of the world (American, Mexican...etc.).
Supporting Standards: Create: Investigate (A.A.Cr.1.e) Explore studio skills, techniques, materials, tools, and elements and principles of art and design.	

2nd Grade

Unit: Ideas and concepts	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to express ideas and concepts in their own work and in the work of others.	
Priority Standards: Create: Plan (A.A.Cr.2.e) Describe process and choices while creating art. Present: Communicate (A.A.Pr.2.e) Explain artwork through verbal and/or written descriptions using art and design vocabulary. Present: Share (A.A.Pr.3.e) Share artwork through a presentation or exhibit. Respond: Analyze (A.A.R.2.e) Distinguish between reality and imaginary when describing a work of art. Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning. Respond: Evaluate (A.A.R.5.e) Use learned art and design vocabulary to express individual opinions of a work.	Learning Targets: I can... <ul style="list-style-type: none">• Communicate and express ideas visually through creation of own artwork.• Share your own artwork with others (written or verbal).• Express ideas, feelings, and/or thoughts relating to artwork of others through discussion/critique.
Supporting Standards: Respond: Inquire (A.A.R.4.e) Determine the artist's intent by identifying the details and subject matter.	

2nd Grade

Unit: Quality Works of Art	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to create quality works of art inspired by memory, observation, and imagination.	
Priority Standards: Create: Make (A.A.Cr.3.e) Create works of art that introduce students to media, care of tools, and basic craftsmanship skills. Respond: Analyze (A.A.R.2.e) Distinguish between reality and imaginary when describing a work of art. Respond: Interpret (A.A.R.3.e) Use details and subject matter to interpret an artwork's mood or meaning.	Learning Targets: I can... <ul style="list-style-type: none">• Demonstrate best effort and craftsmanship of ability and age level in producing art.• Create works of art inspired by memory.• Practice and improve observation skills producing a work of art.• Develop creative thinking to create art from imagination.
Supporting Standards: Respond: Describe (A.A.R.1.e) Identify details, basic elements, and subject matter of an artwork.	

3rd Grade

Unit: Elements and Principles of art	Duration: School Year
Unit Objectives (overarching objectives): Students will continue to identify and incorporate the elements and principles of design in Art.	
Priority Standards: Create: Investigate (A.A.Cr.4.i) Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Show controlled use of line, and use line for creating details.• Use simple geometric and organic shapes to create a more complex image.• Identify color families, mix and coordinate colors, and use color to depict mood in art warm, cool, neutral, and complementary).• Describe and create a variety of 3D forms in artwork, such as cones, cylinders, and cubes.• Use space to show depth by using overlapping, sizing, and placement (foreground, middle ground, and background).• Create and use patterns within artwork as part of the design of a composition.• Depict actual and visual texture through the use of the elements of design.• Create visual balance in my artwork through the use of the elements of art, and use positive and negative space to create balance in a composition.• Create unity in my artwork, a cohesive quality in overall composition.
Supporting Standards: Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem.	

3rd Grade

Unit: 2D	Duration: School Year
Unit Objectives (overarching objectives): Students will use their learning to continue working on 2D art media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.4.i) Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice. Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Develop and demonstrate proper drawing skills using various drawing media, techniques, and processes.• Practice, demonstrate and improve painting skills and techniques.• Create a collage using various materials.• Experiment with fibers, and demonstrate a variety of stitches and collage techniques.• Demonstrate and improve various printmaking techniques, such as creating a stencil print.
Supporting Standards: Respond: Analyze (A.A.R.7.i) Compare and contrast how the use of media can influence ideas.	

3rd Grade

Unit: 3D	Duration: School Year
Unit Objectives (overarching objectives): The students will continue working to expand 3D art skills using various media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.4.i) Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice. Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Create a clay pottery or handbuilt form using a variety of handbuilding techniques (coil, texturing, attaching, carving, etc.).• Create a 3D sculpture or mobile through using a variety of mixed media, forms, and techniques.
Supporting Standards: Respond: Analyze (A.A.R.7.i) Compare and contrast how the use of media can influence ideas.	

3rd Grade

Unit: Vocabulary, Careers, Artists, Styles and Cultures	Duration: School Year
Unit Objectives (overarching objectives): Students will demonstrate knowledge of art vocabulary, careers in art, history, cultures, artists, and styles of art.	
Priority Standards: Present: Develop Meaning (A.A.Pr.4.i) Explore and make connections through comparison of artwork from personal, historical, and contemporary artists. Present: Communicate (A.A.Pr.5.i) Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork. Respond: Inquire (A.A.R.9.i) Determine an artist's intent by identifying the details, subject matter, and context of an artwork. Connect: Career Connections (A.A.Cn.5.i) Identify art and design processes in a variety of careers. Connect: Cultural, Social, and Historical Awareness (A.A.Cn.6.i) Explain how art and design are used to communicate ideas, beliefs, and values of groups and individuals.	Learning Targets: I can... <ul style="list-style-type: none">• Understand vocabulary in order to communicate and create art.• Create art in the style of famous artists (Alexander Calder, Rene Magritte, Joan Miro, Salvador Dali, Edvard Munch).• Create art using different styles (Surrealism, Expressionism and/or Modern Art).• Make art influenced by various cultures (Aboriginal and Native American).• Recognize various careers in art (Ceramist and Illustrator).
Supporting Standards: Connect: Interdisciplinary (A.A.Cn.4.i) Describe and demonstrate relationships between art and design, and their learning in other disciplines.	

3rd Grade

Unit: Ideas, Feelings, and Concepts	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to express ideas and concepts in their own work and in the work of others.	
Priority Standards: Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Present: Communicate (A.A.Pr.5.i) Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions. Present: Share (A.A.Pr.6.i) Create, share, and exhibit pieces from an ongoing artistic portfolio. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork. Respond: Evaluate (A.A.R.10.i) Determine and apply criteria for evaluating artworks and practice constructive feedback.	Learning Targets: I can... <ul style="list-style-type: none">• Communicate and express ideas visually through creation of artwork.• Share artwork with others (written or verbal).• Express ideas, feelings, and/or thoughts relating to artwork of others through discussion/critique.
Supporting Standards: Respond: Interpret (A.A.R.8.i) Use details, subject matter, and context to interpret an artwork's mood or meaning.	

3rd Grade

Unit: Create quality works of art	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to independently use their learning to create quality works of art inspired by memory, observation and imagination.	
Priority Standards: Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Present: Communicate (A.A.Pr.5.i) Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions.	Learning Targets: I can... <ul style="list-style-type: none">• Demonstrate best effort and craftsmanship of ability and age level in producing art.• Create works of art inspired by use of memory.• Practice and improve observation skills in producing a work of art.• Develop creative thinking skills to create a work of art from imagination.
Supporting Standards: Respond: Interpret (A.A.R.8.i) Use details, subject matter, and context to interpret an artwork's mood or meaning.	

4th Grade

Unit: Elements and Principles of Design	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to identify and incorporate the elements and principles of design in art.	
Priority Standards: Create: Investigate (A.A.Cr.4.i) Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Show controlled use of line, and use line for creating details.• Use simple geometric and organic shapes to create a more complex image.• Identify color families, (warm, cool, neutral, and complementary). Mix and coordinate colors, and use color to depict mood in art.• Describe and create a variety of 3D forms in artwork such as cones, cylinders, and cubes.• Demonstrate value in artwork, by creating a variety of tints and shades of a color.• Use space to show depth (foreground, middle ground, and background) by using overlapping, sizing, and placement.• Depict actual and visual texture through the use of the elements of design.• Create and use patterns within artwork as part of the design of a composition, and use the elements for planned or random repetitions to create visual excitement in art.• Create visual balance in artwork through the use of the elements of art, and use positive and negative space to create balance in a composition (symmetrical or asymmetrical).• Create visual interest in artwork by showing differences or contrast of the elements.• Demonstrate repetition of visual movement to create rhythm.• Identify or create visual movement in artwork.• Use emphasis to create a center of interest in artwork.• Create unity in artwork, a cohesive quality in overall composition.
Supporting Standards: Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem.	

4th Grade

Unit: 2D	Duration: School Year
Unit Objectives (overarching objectives): Students will use their learning to continue working on 2D art media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.4.i) Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice. Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Demonstrate proper drawing skills using various drawing media, techniques, and processes (pencil, ebony pencil, blending stump, colored pencil, chalk and oil pastels).• Demonstrate and improve painting skills and techniques through tempera and watercolor.• Demonstrate proper printmaking techniques/ processes to create various prints (relief print, overprint).• Create a collage using various materials (fibers, mixed media, paper, yarn painting, etc.).
Supporting Standards: Respond: Analyze (A.A.R.7.i) Compare and contrast how the use of media can influence ideas.	

4th Grade

Unit: 3D	Duration: School Year
Unit Objectives (overarching objectives): The students will continue working to expand 3D art skills using various media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.4.i) Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice. Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Create a handbuilt clay form (using slab, coil, additive/decorative processes).• Demonstrate a variety of ways to create 3D forms, sculptures or models using mixed media (paper mache, plaster, etc.).
Supporting Standards: Respond: Analyze (A.A.R.7.i) Compare and contrast how the use of media can influence ideas.	

4th Grade

Unit: Vocabulary, Careers, Artists, Styles and Cultures	Duration: School Year
Unit Objectives (overarching objectives): Students will demonstrate knowledge of art vocabulary, careers in art, history, cultures, artists, and styles of art.	
Priority Standards: Present: Develop Meaning (A.A.Pr.4.i) Explore and make connections through comparison of artwork from personal, historical, and contemporary artists. Present: Communicate (A.A.Pr.5.i) Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork. Respond: Inquire (A.A.R.9.i) Determine an artist's intent by identifying the details, subject matter, and context of an artwork. Connect: Career Connections (A.A.Cn.5.i) Identify art and design processes in a variety of careers. Connect: Cultural, Social, and Historical Awareness (A.A.Cn.6.i) Explain how art and design are used to communicate ideas, beliefs, and values of groups and individuals.	Learning Targets: I can... <ul style="list-style-type: none">• Use appropriate vocabulary related to the elements and principles of design, media and processes/tools being taught, and art history terms/concepts.• Use art history as an inspiration for your own artwork.• Identify and demonstrate knowledge of two well known artists (Leonardo DaVinci, Vincent Van Gogh, Georgia O'Keeffe, Pablo Picasso, Marcel Duchamp, etc.).• Can describe two art styles of art (Realism, Cubism, etc.).• Make art influenced by various cultures (Aboriginal and Native American).• Recognizing various careers in art (ceramist, illustrator, architect, animator, photographer, and graphic design).
Supporting Standards: Connect: Interdisciplinary (A.A.Cn.4.i) Describe and demonstrate relationships between art and design, and their learning in other disciplines.	

4th Grade

Unit: Ideas, Feelings, and Concepts	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to express ideas and concepts in their own work and others.	
Priority Standards: Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea an expand knowledge of tools and techniques, with attention to craftsmanship. Present: Communicate (A.A.Pr.5.i) Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions. Present: Share (A.A.Pr.6.i) Create, share, and exhibit pieces from an ongoing artistic portfolio. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork. Respond: Evaluate (A.A.R.10.i) Determine and apply criteria for evaluating artworks and practice constructive feedback.	Learning Targets: I can... <ul style="list-style-type: none">• Communicate and express ideas visually through creation of artwork.• Share artwork with others (written or verbal).• Express ideas, feelings, and/or thoughts relating to artwork of others through discussion, critique, or writing.
Supporting Standards: Respond: Interpret (A.A.R.8.i) Use details, subject matter, and context to interpret an artwork’s mood or meaning.	

4th Grade

Unit: Create quality works of art	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to independently use their learning to create quality works of art inspired by memory, observation and imagination.	
Priority Standards: Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Present: Communicate (A.A.Pr.5.i) Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions.	Learning Targets: I can... <ul style="list-style-type: none">• Demonstrate best effort and craftsmanship of ability and age level in producing artwork.• Create works of art inspired by use of memory.• Practice and improve observation skills in producing a work of art.• Utilize creative thinking skills to create a work of art from imagination.• Use technology to research/enhance artwork..
Supporting Standards: Respond: Interpret (A.A.R.8.i) Use details, subject matter, and context to interpret an artwork's mood or meaning.	

5th Grade

Unit: Elements and Principles of Design	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to identify and incorporate the elements and principles of design in art.	
Priority Standards: Create: Investigate (A.A.Cr.4.i) Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Show controlled use of line, and use line for creating details.• Use simple geometric and organic shapes to create a more complex image.• Identify color families (warm, cool, neutral, and complementary). Mix and coordinate colors, and use color to depict mood in art .• Describe and create a variety of 3D forms in artwork such as cones, cylinders, and cubes.• Demonstrate value in artwork by creating a variety of tints and shades of a color.• Use space to show depth by using overlapping, sizing, and placement (foreground, middle ground, and background).• Depict actual and visual texture through the use of the elements of design.• Create and use patterns within artwork as part of the design of a composition, and use the elements for planned or random repetitions to create visual excitement in art.• Create visual balance in my artwork through the use of the elements of art, and use positive and negative space to create balance in a composition (symmetrical or asymmetrical).• Create visual interest in artwork by showing differences or contrast of the elements.• Demonstrate repetition of visual movement to create rhythm.• Identify or create visual movement in artwork.• Use emphasis to create a center of interest in artwork.• Create unity in artwork, a cohesive quality in overall composition.
Supporting Standards: Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem.	

5th Grade

Unit: 2D	Duration: School Year
Unit Objectives (overarching objectives): Students will use their learning to continue working on 2D art media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.4.i) Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice. Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Demonstrate proper drawing skills using various drawing media, techniques, and processes (pencil, ebony pencil and blending stump, colored pencil, chalk, oil pastels, etc.).• Demonstrates use of 1 pt. perspective drawing (architecture, landscape, lettering, .etc.).• Demonstrate and improve painting skills and techniques through tempera and watercolors.• Demonstrate proper printmaking techniques/processes to create various prints (relief print, overprint).• Create a collage using various materials (fibers, mixed media, paper, yarn painting, etc.).
Supporting Standards: Respond: Analyze (A.A.R.7.i) Compare and contrast how the use of media can influence ideas.	

5th Grade

Unit: 3D	Duration: School Year
Unit Objectives (overarching objectives): The students will continue working to expand 3D art skills using various media, techniques and processes.	
Priority Standards: Create: Investigate (A.A.Cr.4.i) Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice. Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork.	Learning Targets: I can... <ul style="list-style-type: none">• Demonstrate a variety of ways to create 3D forms, sculptures or models using mixed media (paper mache, plaster, etc.).• Use proper clay techniques and processes to create a clay form (gargoyle, animal, human, etc.).
Supporting Standards: Respond: Analyze (A.A.R.7.i) Compare and contrast how the use of media can influence ideas.	

5th Grade

Unit: Vocabulary, Careers, Artists, Styles and Cultures	Duration: School Year
Unit Objectives (overarching objectives): Students will demonstrate knowledge of art vocabulary, careers in art, history, cultures, artists, and styles of art.	
Priority Standards: Present: Develop Meaning (A.A.Pr.4.i) Explore and make connections through comparison of artwork from personal, historical, and contemporary artists. Present: Communicate (A.A.Pr.5.i) Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork. Respond: Inquire (A.A.R.9.i) Determine an artist's intent by identifying the details, subject matter, and context of an artwork. Connect: Career Connections (A.A.Cn.5.i) Identify art and design processes in a variety of careers. Connect: Cultural, Social, and Historical Awareness (A.A.Cn.6.i) Explain how art and design are used to communicate ideas, beliefs, and values of groups and individuals.	Learning Targets: I can... <ul style="list-style-type: none">• Use appropriate vocabulary related to the elements and principles of design, media and processes/tools being taught and art history terms and concepts.• Know careers in art (architect, painter, weaver, etc.).• Use art history as an inspiration for your own artwork.• Identify and demonstrate knowledge of two well known artists (Frank Lloyd Wright, Georgia O'Keeffe, John James Audubon, etc.).• Can describe two art styles of art (Realism, Medieval, etc.).• Make art influenced by various cultures (Aboriginal, Wisconsin, European and or other cultures).

Supporting Standards:

Connect: Interdisciplinary (A.A.Cn.4.i)

Describe and demonstrate relationships between art and design, and their learning in other disciplines.

5th Grade

Unit: Ideas, Feelings, and Concepts	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to express ideas and concepts in their own work and in the work of others.	
Priority Standards: Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Present: Communicate (A.A.Pr.5.i) Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions. Present: Share (A.A.Pr.6.i) Create, share, and exhibit pieces from an ongoing artistic portfolio. Respond: Describe (A.A.R.6.i) Describe details, subject matter, and the context of an artwork. Respond: Evaluate (A.A.R.10.i) Determine and apply criteria for evaluating artworks and practice constructive feedback.	Learning Targets: I can... <ul style="list-style-type: none">• Communicate and express ideas visually through creation of artwork.• Share artwork with others (written or verbal).• Express ideas, feelings, and/or thoughts relating to artwork of others through discussion, critique, or writing.
Supporting Standards: Respond: Interpret (A.A.R.8.i) Use details, subject matter, and context to interpret an artwork's mood or meaning.	

5th Grade

Unit: Create quality works of art	Duration: School Year
Unit Objectives (overarching objectives): Students will be able to independently use their learning to create quality works of art inspired by memory, observation and imagination.	
Priority Standards: Create: Plan (A.A.Cr.5.i) Brainstorm, discuss, and sketch ideas to solve an art problem. Create: Make (A.A.Cr.6.i) Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship. Present: Communicate (A.A.Pr.5.i) Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions.	Learning Targets: I can... <ul style="list-style-type: none">• Demonstrate best effort and craftsmanship of ability and age level in producing artwork.• Create works of art inspired by use of memory.• Practice and improve observation skills in producing a work of art, showing a great amount of detail.• Utilize creative thinking skills to create a work of art from imagination.• Use technology to research/enhance artwork.
Supporting Standards: Respond: Interpret (A.A.R.8.i) Use details, subject matter, and context to interpret an artwork's mood or meaning.	

6th Grade

Unit: Artists Observe	Duration: 1st unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">• The students will be able to understand observational art-making techniques, and be able to apply them in the creation of a work of art, using the creative process.• The students will be able to evaluate the importance of observation in the art making process.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.	Learning Targets: <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I understand what it means to observe, as well as the benefits and importance of observation in the artmaking process.• I can use and describe observational art-making techniques.
Supporting Standards: Respond: Describe (A.A.R.11.m) Describe details, subject matter, context, & the formal characteristics of an artwork using art & design vocabulary Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.	

6th Grade

Unit: Artists Understand Space	Duration: 2nd unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none">• The students will be able to develop and demonstrate an understanding of how space can be used to create and improve artwork.• The students will be able to use the creative process to develop ideas into artworks that illustrate new learning.	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I am able to understand the difference between two-dimensional and three-dimensional space.• I can explain what the element of space means in art.• I can create depth and distance in my artwork.
<p>Supporting Standards:</p> <p>Respond: Describe (A.A.R.11.m) Describe details, subject matter, context, & the formal characteristics of an artwork using art & design vocabulary</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p>	

6th Grade

Unit: Artists Apply Proportion	Duration: 3rd unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">• The students will be able to implement proportion and scale in their art.• The students will be able to utilize the creative process to generate ideas, plan, and create artwork.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.	Learning Targets: <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can define proportion and scale.• I can apply proportion and/or scale in my artwork.
Supporting Standards: Respond: Describe (A.A.R.11.m) Describe details, subject matter, context, & the formal characteristics of an artwork using art & design vocabulary Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.	

6th Grade

Unit: Artists Tell Stories	Duration: 4th unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">• The students will be able to use the creative process to produce artwork that conveys meaning through visual storytelling.• The students will be able to determine connections found between art and the world.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work. Connect: Interdisciplinary (A.A.Cn.7.m) Analyze works of art & design that illustrate interdisciplinary perspectives.	Learning Targets: <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can use color theory to express feeling in my art.• I can use expressive lines and/or brushstrokes in my art.• I can convey meaning through symbolism.• I can explain and recognize connections between art and the world.• I can tell stories through pictures.
Supporting Standards: Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.	

6th Grade

Unit: Artists Document and Record	Duration: 5th unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • The students will be able to exercise their knowledge of the creative process in order to document and record events through their art. • The students will be able to characterize how art is influenced and shaped by the times, places, traditions, and cultures that surround it. 	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p> <p>Connect: Cultural, Social, & Historical Awareness (A.A.Cn.9.m) Analyze how art & design, & viewers' responses to them, have been influenced by the times, places, traditions, & cultures.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern) • I can apply quality craftsmanship to my artwork. • I can demonstrate an understanding of various techniques used with different materials. • I can use the creative process to make meaningful art. • I can investigate and demonstrate knowledge of current events. • I can explain the components of culture. • I am aware of how art has documented events throughout time. • I can use symbolism to document events through my artwork. • I can explain how art is a reflection of time, place, tradition, and culture.
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p>	

6th Grade

Unit: Artists Share Themselves	Duration: 6th unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">The students will be able to express themselves in an original work of art, through the use of the creative process.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.	Learning Targets: <ul style="list-style-type: none">I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)I can apply quality craftsmanship to my artwork.I can demonstrate an understanding of various techniques used with different materials.I can use the creative process to make meaningful art.I can describe and create original art.
Supporting Standards: Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.	

7th Grade

Unit: Artists Communicate	Duration: 1st unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • The students will be able to apply knowledge of the creative process to develop and execute a work of art that communicates an idea. • The students will be able to investigate the human experience through the lens of identity to create personal, expressive works of art. 	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern) • I can apply quality craftsmanship to my artwork. • I can demonstrate an understanding of various techniques used with different materials. • I can use the creative process to make meaningful art. • I can identify and apply expressive qualities in art. • I can define and discuss concepts surrounding identity. • I can identify and use symbolism in my art. • I can create art as a way to communicate my ideas and beliefs.
<p>Supporting Standards:</p> <p>Present: Develop Meaning (A.A.Pr.7.m) Convey meaning & intent through the presentation of personal, historical, & contemporary work & formulation of exhibition narratives.</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p>	

7th Grade

Unit: Artists Solve Problems	Duration: 2nd unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">• The students will be able to explore various problem solving strategies.• The students will be able to implement the creative process to generate art with self-imposed limitations.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.	Learning Targets: <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can identify restrictions and limitations in artmaking.• I can figure out ways to work through restrictions and limitations in order to solve problems.
Supporting Standards: Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.	

7th Grade

Unit: Artists Think Globally	Duration: 3rd unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">The students will be able to engage in the creative process in order to develop ideas and produce art influenced by cultures and traditions.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.	Learning Targets: <ul style="list-style-type: none">I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)I can apply quality craftsmanship to my artwork.I can demonstrate an understanding of various techniques used with different materials.I can use the creative process to make meaningful art.I can identify how cultures and traditions shape artwork.I can use culture and traditions to influence and inspire my own artwork.I can explain what it means to be global.I can explain the difference between two-dimensional and three-dimensional art.
Supporting Standards: Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions. Connect: Cultural, Social, & Historical Awareness (A.A.Cn.9.m) Analyze how art & design, & viewers' responses to them, have been influenced by the times, places, traditions, & cultures.	

7th Grade

Unit: Artists Make The Viewer Think	Duration: 4th unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none">• The students will be able to use the creative process to create thought-provoking artwork.• The students will be able to present the meaning and intent of their personal artwork.	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Present: Develop Meaning (A.A.Pr.7.m) Convey meaning & intent through the presentation of personal, historical, & contemporary work & formulation of exhibition narratives.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can use symbolism and imagery in my art in order to make others stop and think.• I can apply what I have learned about how the brain interprets what we see.• I can create meaning in my artwork.• I can present my own artwork to others, as well as participate in respectful and meaningful critique.
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p>	

7th Grade

Unit: Artists Make A Difference	Duration: 5th unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none">• The students will be able to demonstrate a working knowledge of the creative process to produce a work of art with the intent to elicit change.• The students will be able to develop an understanding that art reflects a period in time and can be used as a catalyst for change.	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can understand that art is a tool to influence change.• I can identify that art reflects the time in which it was created, and art has been used throughout time to create change in the world.• I am aware of social issues and injustices that influence our society today.• I can use imagery to make a difference through my art.
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p>	

7th Grade

Unit: Artists Make Temporary Art	Duration: 6th unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">• The students will be able to design a temporary work of art using the creative process.• The students will be able to understand that not all artwork is meant to be permanent.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.	Learning Targets: <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can determine which mediums are best suited to creating temporary art.• I can explain the difference between temporary and permanent art.
Supporting Standards: Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.	

8th Grade-Discoveries in Art

Unit: Artists Steal	Duration: 1st unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> The students will be able to use the creative process to borrow ideas and techniques from other artists and incorporate them into their own work of art. 	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern) I can apply quality craftsmanship to my artwork. I can create visual interest through the use of dynamic composition. I can demonstrate an understanding of various techniques used with different materials. I can use the creative process to make meaningful art. I can understand how artists are influenced by one another. I can borrow ideas from other artists and incorporate them into my own art. I can explain what it means for an artist to “steal”.
<p>Supporting Standards:</p> <p>Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning.</p> <p>Connect: Career Connections (A.A.Cn.8.m) Analyze art & design processes in a variety of careers.</p>	

8th Grade

Unit: Artists Create Original Art	Duration: 2nd unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • The students will be able to create an original work of art utilizing the creative process. • The students will be able to generate a convincing argument critiquing an original work of art. 	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p> <p>Respond: Evaluate (A.A.R.15.m) Create a convincing argument critiquing artwork & design utilizing established criteria, considering style, process, media, & artistic goals.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern) • I can apply quality craftsmanship to my artwork. • I can create visual interest through the use of dynamic composition. • I can demonstrate an understanding of various techniques used with different materials. • I can use the creative process to make meaningful art. • I can differentiate between original and non-original art. • I am able to identify various ways to formulate ideas, and use this knowledge to create original art. • I can actively and respectfully participate in the critique process. • I can explain my artistic goals within my artwork.
<p>Supporting Standards:</p> <p>Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning.</p> <p>Connect: Career Connections (A.A.Cn.8.m) Analyze art & design processes in a variety of careers.</p>	

8th Grade

Unit: Artists Take a Stand	Duration: 3rd unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • The students will be able to select and investigate a current event or social issue they care about, then use the creative process to plan and produce artwork in response. • The students will be able to recognize and be able to analyze the intent of art based on established criteria. 	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p> <p>Respond: Inquire (A.A.R.14.m) Compare & contrast the intent of art based on an analysis of subject matter, details, media, & context.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern) • I can apply quality craftsmanship to my artwork. • I can create visual interest through the use of dynamic composition. • I can demonstrate an understanding of various techniques used with different materials. • I can use the creative process to make meaningful art. • I can explain what it means to take a stand. • I am aware of various social issues and current events, and can use them to create art with a purpose. • I can explain what stereotypes are. • I am aware of how art has been used throughout time to bring attention to social issues, events, and injustices. • I am able to apply symbolism, imagery, and color theory to my art in order to bring attention to my cause. • I can express intent through my art, as well as analyze the intent of other works of art. • I understand how text can be used to enhance instead of hinder my art. • I can actively and respectfully participate in the critique process.
Supporting Standards:	

Present: Share (A.A.Pr.9.m)

Curate & exhibit a portfolio of work to convey artistic importance or meaning.

Connect: Career Connections (A.A.Cn.8.m)Analyze art & design processes in a variety of careers.

Connect: Cultural, Social, & Historical Awareness (A.A.Cn.9.m)

Analyze how art & design, & viewers' responses to them, have been influenced by the times, places, traditions, & cultures.

8th Grade

Unit: Artists Collaborate	Duration: 4th unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none">• The students will be able to implement the creative process in a collaborative way to produce artwork with others.• The students will be able to exhibit and share collaborative works to convey artistic purpose.	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can create visual interest through the use of dynamic composition.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can explain and demonstrate the message, theme, and purpose in works of art.• I can define collaboration and work collaboratively with others to create art.• I can exhibit works of art with a purpose.
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p> <p>Connect: Career Connections (A.A.Cn.8.m) Analyze art & design processes in a variety of careers.</p>	

8th Grade

Unit: Artists Develop a Style	Duration: 5th unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none">• The students will be able to apply knowledge of the creative process to develop a personal working style.• The students will be able to compare and contrast various artistic styles and the purposes for choosing those styles.	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can create visual interest through the use of dynamic composition.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can identify characteristics that make up an artist's style.• I can recognize purpose, meaning, and intent in artwork.• I can compare and contrast artistic styles.
<p>Supporting Standards:</p> <p>Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning</p> <p>Connect: Career Connections (A.A.Cn.8.m) Analyze art & design processes in a variety of careers.</p>	

8th Grade

Unit: Artists Experiment	Duration: 6th unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">The students will be able to utilize the creative process to experiment with a new medium, technique, or art form in the creation of a work of art.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.	Learning Targets: <ul style="list-style-type: none">I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)I can apply quality craftsmanship to my artwork.I can create visual interest through the use of dynamic composition.I can demonstrate an understanding of various techniques used with different materials.I can use the creative process to make meaningful art.I can experiment with materials, techniques, and new art forms.I can challenge myself to take risks and/or think outside the box in my artwork.I can describe various ways to grow as an artist and implement some of these ways in my artwork.
Supporting Standards: Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions. Connect: Career Connections (A.A.Cn.8.m)Analyze art & design processes in a variety of careers.	

8th Grade - Explorations in Art

Unit: Artists Are Self-Learners	Duration: 1st unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">The students will be able to research new techniques and apply the newly acquired knowledge to their artwork through the creative process.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.	Learning Targets: <ul style="list-style-type: none">I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)I can apply quality craftsmanship to my artwork.I can create visual interest through the use of dynamic composition.I can demonstrate an understanding of various techniques used with different materials.I can use the creative process to make meaningful art.I can research and investigate new artistic techniques.I can challenge myself to learn something new.I can identify various resources that are available when learning new skills.
Supporting Standards: Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions. Connect: Career Connections (A.A.Cn.8.m)Analyze art & design processes in a variety of careers.	

8th Grade

<p>Unit: Artists Work With What They Have</p>	<p>Duration: 2nd unit of the semester</p>
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • The students will be able to use the creative process to transpose written statements into visual representations. • The students will be able to investigate portraiture from a non-representational perspective. 	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern) • I can apply quality craftsmanship to my artwork. • I can create visual interest through the use of dynamic composition. • I can demonstrate an understanding of various techniques used with different materials. • I can use the creative process to make meaningful art. • I can differentiate between representational and non-representational portraits. • I can interpret perspective in various ways. • I can identify and use symbolism, imagery, color theory, and visual representation in my artwork. • I can explain how text can be used to enhance instead of hinder my art. • I can transform words into images.
<p>Supporting Standards:</p> <p>Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p> <p>Connect: Career Connections (A.A.Cn.8.m) Analyze art & design processes in a variety of careers.</p>	

8th Grade

Unit: Artists Use Non-Traditional Materials	Duration: 3rd unit of the semester
Unit Objectives (overarching objectives): <ul style="list-style-type: none">• The students will be able to utilize non-traditional materials to create an original work of art through the creative process.• The students will be able to recognize the potential of non-traditional materials for creating art.	
Priority Standards: Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design. Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice. Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship. Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements. Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.	Learning Targets: <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can create visual interest through the use of dynamic composition.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can identify various non-traditional art materials.• I can differentiate between traditional and non-traditional art materials.• I can differentiate between two-dimensional and three-dimensional art.• I can think creatively.
Supporting Standards: Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions. Connect: Career Connections (A.A.Cn.8.m) Analyze art & design processes in a variety of careers.	

8th Grade

Unit: Artists Explore A Theme	Duration: 4th unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none">• The students will be able to implement the creative process in a collaborative way to produce artwork within a theme.• The students will be able to exhibit and share collaborative works of art to convey artistic purpose.	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can create visual interest through the use of dynamic composition.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can identify message, theme, and purpose in artwork.• I can work collaboratively with others.• I can exhibit works of art with a message, theme, and/or purpose.
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p> <p>Connect: Career Connections (A.A.Cn.8.m) Analyze art & design processes in a variety of careers.</p>	

8th Grade

Unit: Artists Question	Duration: 5th unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none">• The students will be able to employ the creative process to discover critical thinking skills by developing and responding to self-generated questions visually through their artwork.• The students will be able to interpret the intent of art and be able to critique the art based on established criteria.• The students will be able to recognize how art has been influenced by time, place, tradition, and culture.	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p> <p>Respond: Inquire (A.A.R.14.m) Compare & contrast the intent of art based on an analysis of subject matter, details, media, & context.</p> <p>Respond: Evaluate (A.A.R.15.m)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern)• I can apply quality craftsmanship to my artwork.• I can create visual interest through the use of dynamic composition.• I can demonstrate an understanding of various techniques used with different materials.• I can use the creative process to make meaningful art.• I can identify message, theme, and purpose in artwork.• I can work collaboratively with others.• I can exhibit works of art with a message, theme, and/or purpose.

Create a convincing argument critiquing artwork & design utilizing established criteria, considering style, process, media, & artistic goals.	
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Supporting Standards:

Present: Share (A.A.Pr.9.m)

Curate & exhibit a portfolio of work to convey artistic importance or meaning.

Connect: Career Connections (A.A.Cn.8.m) Analyze art & design processes in a variety of careers.

Connect: Cultural, Social, & Historical Awareness (A.A.Cn.9.m)

Analyze how art & design, & viewers' responses to them, have been influenced by the times, places, traditions, & cultures.

8th Grade

Unit: Artists Take Risks	Duration: 6th unit of the semester
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> The students will be able to utilize the creative process to take artistic risks with a new medium, technique, or art form. 	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.7.m) Investigate & expand knowledge of studio skills, techniques, materials, tools, and elements & principles of art & design.</p> <p>Create: Plan (A.A.Cr.8.m) Generate original solutions through exploration & practice.</p> <p>Create: Make (A.A.Cr.9.m) Engage in experimentation with the expressive qualities of media, tools, & techniques with refined craftsmanship.</p> <p>Present: Communicate (A.A.Pr.8.m) Communicate the contextual meaning of artwork in written & verbal statements.</p> <p>Respond: Interpret (A.A.R.13.m) Interpret the formal & expressive qualities in a work of art or design & integrate those qualities into their own work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can select and utilize two or more of the fourteen elements and principles of design in my artwork. (texture, value, line, form, color, shape, space, balance, emphasis, contrast, rhythm, unity, movement, pattern) I can apply quality craftsmanship to my artwork. I can create visual interest through the use of dynamic composition. I can demonstrate an understanding of various techniques used with different materials. I can use the creative process to make meaningful art. I can describe various ways to grow as an artist and implement some of these ways in my artwork. I can challenge myself to take risks and/or think outside the box in my artwork. I can experiment with materials, techniques, and new art forms.
<p>Supporting Standards:</p> <p>Present: Share (A.A.Pr.9.m) Curate & exhibit a portfolio of work to convey artistic importance or meaning.</p> <p>Respond: Analyze (A.A.R.12.m) Compare & contrast the use of media, design principles, & context to influence ideas, emotions, & actions.</p> <p>Connect: Career Connections (A.A.Cn.8.m) Analyze art & design processes in a variety of careers.</p>	

<p>Unit: Self Portrait</p>	<p>Duration: 1st and final unit of the term</p>
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • At the end of the term, students will be able to demonstrate their progress throughout the term by recreating their self portrait. • The students will be able to demonstrate a wide variety of drawing techniques through their drawings. • The students will be able to celebrate artistic accomplishments through creating and exhibiting displays of their work. 	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	<p>Learning Targets:</p> <p>Break down what you need</p> <ul style="list-style-type: none"> • At the start of the term, I can show what I know through a formative assessment of my drawing ability by creating a self portrait. • I can utilize the elements and principles of design in my artwork. • I can apply quality craftsmanship to my artwork. • I can demonstrate an understanding of various techniques used with different materials. • I can use the creative process to make meaningful art. • I can utilize space through an interesting composition • I can demonstrate how to draw accurately through observation • I can apply proportion to my drawings
<p>Supporting Standards</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p>	

Unit: Blind Contour	Duration: 2nd unit of term
<p>Unit Objectives (overarching objectives):</p> <p>The students will be able to utilize drawing and coordination techniques in order to create more accurate drawings.</p> <p>The students will be able to celebrate artistic accomplishments through creating and exhibiting displays of their work.</p>	
<p>Priority Standards:</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in my artwork. • I can apply quality craftsmanship to my artwork. • I can demonstrate an understanding of various techniques used with different materials. • I can use the creative process to make meaningful art. • I can utilize space through an interesting composition • I can demonstrate how to draw accurately through observation • I can apply proportion to my drawings
<p>Supporting Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p>	

Unit: Perspective Drawing	Duration: Third unit of term
<p>Unit Objectives (overarching objectives): Students will demonstrate different viewpoints and diverse perspectives in their work.</p> <p>Students will be able to add depth and dimension to flat images.</p> <p>Students will be able to define single point and two point perspective</p> <p>Students will be able to draw parallel lines, horizontal lines and plot a vanishing point</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can demonstrate different viewpoints and diverse perspectives in my work • I can plot a vanishing point where all lines meet located on the horizon line • I can apply my knowledge of the Elements and Principles of Design when creating depth or dimension in perspective drawings • I can define and utilize horizontal, vertical, orthogonal and diagonal lines • I can properly use tools of measurement to plot and score lines
<p>Supporting Standards:</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p>	

Unit: No. 2 Pencil Drawing	Duration: Fourth unit of semester
<p>Unit Objectives (overarching objectives):</p> <p>The students will be able to utilize drawing and coordination techniques in order to create more accurate contour drawings.</p> <p>Students will be able to conceptualize the interior space filled with pencil images condensed to fill their contour outline drawing.</p> <p>Students will be able to curve or otherwise transforme the drawing of their pencil to follow the appropriate flow of the contour outline.</p> <p>Students will be able to demonstrate or create depth/dimension using color through value, shading and shadows.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in my artwork. • I can apply perspective • I can demonstrate an understanding of scale • I can use blending to accurately portray specific colors • I can utilize space through an interesting composition • I can demonstrate how to draw accurately repeatedly • I can apply proportion to my drawing • I can practice line techniques using parallel and converging lines
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p>	

High School | Drawing 2

Unit: Caricature	Duration: First unit of term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to demonstrate various caricature techniques such as distortion, flattening, bloating and emphasizing facial features while maintaining recognition of the subjects characteristics.</p> <p>Students will be able to use their knowledge of how to create tone and mood to enhance the caricatures presence.</p> <p>Students will be able to challenge their drawing skills by putting aside what they've learned in Drawing 1 class and NOT draw what they see but using their artistic skills to step outside their knowledge of how to draw and exaggerate and distort while not losing their chosen identity.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can manipulate shapes using a variety of techniques without losing the characters identifying features • I can alter the background to enhance the image or the identity of the portrait character • I can utilize space through an interesting composition • I can apply proportion to my drawing • I can use elements and principles of design • I can apply color, emphasizing hue saturation
<p>Supporting Standards:</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p>	

Unit: Charcoal	Duration: 2nd Unit of the Term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to distinguish and apply size and space relationships.</p> <p>The students will be able to utilize drawing and coordination techniques in order to create more accurate contour drawing.</p> <p>Students will be able to use the value scales in charcoal pencils for various effects</p> <p>Students will demonstrate different viewpoints and diverse perspectives in their work. Students will be able to apply their knowledge of the technical aspects of drawing simple forms and irregular objects in perspective.</p> <p>Students will be able to add depth and dimension to flat images.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can demonstrate an understanding of scale and perspective • I can use blending to accurately portray dimension, shadow and shape • I can utilize space through an interesting composition • I can demonstrate how to use a prop to make an interesting composition • I can apply proportion to my drawing • I can utilize the elements and principles of design in my artwork.
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p>	

Unit: Scratchboard	Duration: Third Unit of the Term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to creatively explore a relatively new (1980) and unique artistic medium of leaving a mark on a paper by scratching or engraving on paper using a specific sharp tool.</p> <p>Students will be able to demonstrate an understanding of negative space.</p> <p>Students will be able to identify and define etching vocabulary as it relates to their artwork.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can use the Seven Elements of Design in the layout and etching of my scratch art. • I can use specific lengths and spacing of marks to create lights and darks • I can work in reverse to create negative art space • I can demonstrate how to properly and safely use etching tools
<p>Supporting Standards:</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p>	

Unit: Op Art	Duration: Fourth Unit of the Term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to discover and apply the techniques of creating optical illusions.</p> <p>Students will study the history of Op Art through the work of Escher, Vasserelli and others.</p> <p>Students will be able to understand visual perception and how we perceive our visual world.</p> <p>Students will learn how to fool the eye and learn the applications of this in art, business and media.</p> <p>Students will integrate science and mathematics into the art of optical illusions.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in my artwork. • I can understand optical illusions and Op Art patterns. • I can understand the theory and mathematics of how human vision is affected and how to fool the eye • I can create optical illusions and the practical applications of optical illusions in art and design • I can use line and geometry to create my own original illusions in art
<p>Supporting Standards:</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	

High School | Painting I

Unit: Watercolor Landscape	Duration: First Unit of the Term
Unit Objectives (overarching objectives): Students will be able to demonstrate artistic techniques and materials through the use of watercolor media. Students will be able to develop a personal style after learning and practicing a variety of watercolor styles.	
Priority Standards: Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes. Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision. Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.	Learning Targets: <ul style="list-style-type: none">• I can utilize the elements and principles of design in my artwork.• I can demonstrate an increasing competency of media knowledge and skills as an artist• I can demonstrate a developing sense of artistic self-identity and style• I can express emotions through various techniques of watercolor painting• I can articulate the mood of the landscape through the choices I make of painting application and technique• I can utilize various brush types and techniques of watercolor effects and use appropriate vocabulary
Supporting Standards: Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.	

Unit: Watercolor - Student's Choice	Duration: Second Unit of Semester
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to demonstrate an increasing competency of media knowledge and skills</p> <p>Students will be able to see, respond and think of themselves as an artist with a developing sense of artistic self-identity</p> <p>Students will be able to communicate their ideas verbally and aesthetically</p> <p>Students will be able to organize a composition of their choosing with the goal to elicit a connection with the viewer</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in my artwork. • I can demonstrate technical and creative skills in this medium • I can demonstrate an understanding of emotion or connection with the viewer using various techniques • I can utilize space through an interesting composition • I can identify watercolor techniques and tools
<p>Supporting Standards:</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	

Unit: Acrylic - Pop Art	Duration: Third Unit of Term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to demonstrate elements of art and principles of design</p> <p>Students will be able to recognize and identify Pop Art from other artforms and various themes Pop artists explore</p> <p>Students will be able to comprehend and evaluate contemporary Pop artists and make a valid assessment about their use of design, line, color and application</p> <p>Students will develop an understanding of the impact of Pop Art on the culture of that time</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in my artwork. • I can demonstrate an understanding of Pop Art and it's cultural significance • I can demonstrate proper use of acrylic paint and tools • I can create artwork that demonstrates a purposeful use of the elements and principles of Pop Art • I can create 2D images that explore abstraction of ideas and representations • I can evaluate my artwork and recognize the various elements of design artists use in Pop art.
<p>Supporting Standards:</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p>	

High School | Painting 2

Unit: Acrylic - Choice	Duration: Fourth Unit of the Term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to use elements of design and the principles of art, as well as their own developing style, in creating their own artwork that conveys meaning and emotion</p> <p>Students will be able to use reasonable choices of materials, tools and techniques to achieve their desired effects for their specific painting</p> <p>Students will be able to demonstrate a mastery of their chosen tools and techniques in one medium</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can utilize the elements and principles of design in my artwork.• I can convey a meaning or emotion using color, technique and style• I can use blending to accurately portray specific colors• I can utilize space to create interesting composition• I can apply proportion to my drawing• I can practice texture using organic matter or paint application for a desired effect
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p>	

Unit: Acrylic on Alternative Substrate	Duration: First Unit of the Term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to apply the style of a chosen artist on an alternative canvas such as shoes, eggs, bottles, barn boards, jeans or any other surface that accepts paint</p> <p>Students will be able to adjust their subject matter to conform to the constraints of the particular surface and shape they chose.</p> <p>Students will be able to apply knowledge of their surface to the techniques needed to apply the acrylic paint</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in my artwork. • I can demonstrate technical and creative skills in this medium • I can demonstrate an understanding of emotion or connection with the viewer using various techniques • I can utilize space through an interesting composition on a unique form that will accept paint in a unique manner • I can identify painting techniques and tools • I can apply my particular style to my chosen alternative canvas that speaks to who I am and the message I am conveying
<p>Supporting Standards:</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	

Unit: Abstract Painting	Duration: Second Unit of the Term
<p>Students will be able to show an awareness of the elements and principles of design space effectively and apply that awareness to their painting</p> <p>Students will be able to make connections to previous knowledge creating a meaningful and unique piece</p> <p>Students will be able to be sincerely aware of their own strengths and weaknesses and will use a variety of learned art skills and vocabulary to improve their work</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in my artwork. • I can utilize space through an interesting composition • I can demonstrate technical and creative skills in this medium • I can create emotion through my use of gestural marks, choice of color, texture and space • I can identify painting techniques and tools
<p>Supporting Standards: Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p>	

Unit: Watercolor Choice	Duration: Third Unit of the Term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to identify, integrate and evaluate Elements and Principles of Design</p> <p>Students will be able to demonstrate skilled painting techniques</p> <p>Students will be able to apply complexities of various techniques</p> <p>Students will be able to produce artistically pleasing watercolor paintings while developing their own artistic style and signature</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in my artwork. • I can demonstrate technical and creative skills in this medium • I can demonstrate an understanding of emotion or connection with the viewer using various techniques • I can utilize space through an interesting composition • I can identify watercolor techniques and tools
<p>Supporting Standards:</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p>	

High School | Printmaking

Unit: Printmaking	Duration: Term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to incorporate the Elements and Principles of Design in their artwork</p> <p>Students will be able to communicate an idea through the art of printmaking</p> <p>Students will be able to apply skills gained through multimedia studies of printmaking</p> <p>Students will be able to develop personal aesthetic criteria to communicate artistic choice and create their own style after learning various methods of making prints</p> <p>Students will be able to integrate what is learned in printmaking to learning in other discipline areas</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can utilize the elements and principles of design in my artwork.• I can demonstrate technical and creative skills in this medium• I can demonstrate an understanding of emotion or connection with the viewer using various techniques• I can utilize printed words or images in printmaking to convey my message• I can identify printmaking techniques• I can identify and safely use the various tools of printmaking
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p>	

High School | Gallery Curator

Unit: Gallery Curator	Duration: Term
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to recognize that there is an interaction between the viewer and the art piece itself.</p> <p>Students will be able to understand that the interaction varies with each viewer because of what life experiences and art knowledge the viewer brings with them</p> <p>Students will be able to appreciate the role art plays in society and in the world</p> <p>Students will be able to frame and hang artwork for display throughout the school</p>	
<p>Priority Standards:</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can demonstrate an understanding in the relationship between the artist and the viewer • I can interpret the artwork based upon my own evidence and applying my own experiences • I can apply my own world experiences and art knowledge to understand the connection between artist and viewer • I can identify techniques and tools the artist used in creating their artwork • I can gather information through the impression of the piece, the title of the work and any background information offered to gain knowledge of the artwork and the message the artist may be giving • I can come to an informed opinion or judgement about the artwork based on the information I gathered and on my interpretations
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p>	

High School | Ceramics 1

Unit: Construction Techniques	Duration: First unit of term
<p>Unit Objective:</p> <p>Students will be able to develop a comprehension of the construction techniques consisting of pinch, coil, and slab by completing a ceramic art piece created in each of said techniques; Three pieces in total.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none">• I can utilize the elements and principles of design in appreciating artwork.• I can utilize safe and proper techniques and procedures for ceramic production.• I can describe the terminology of ceramics.• I can recognize the forms and conventions of ceramic art.• I can appraise and critique works created by myself and my peers.
<p>Supporting Standards:</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	

Unit: Independent Project 1	Duration: 2nd Unit of Term
<p>Unit Objective:</p> <p>Students will be able to develop, create, and modify an individualized project by meeting predetermined targets through one of two methods: 1. Choosing from a list of pre conceptualized projects or 2. Creating their own project plan and meeting their preset targets.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can utilize safe and proper techniques and procedures for ceramic production. • I can recognize the forms and conventions of ceramic art. • I can visualize my end project by effectively planning the steps in my project plan. • I can describe the terminology of ceramics • I can apply appropriate and effective ceramic design • I can create a unique, personal communication and effectively use the ceramic medium of expression. • I can appraise and critique ceramic works created by myself and my peers. • I can manage my time effectively to meet project deadlines

Compare purposes of art in a variety of social, cultural, and historical contexts.	
<p>Supporting Standards:</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p>	

Unit: Independent Project 2	Duration: 3rd Unit of Term
<p>Unit Objective:</p> <p>Students will be able to develop, create, and modify an individualized project by meeting predetermined targets through one of two methods: 1. Choosing from a list of pre conceptualized projects or 2. Creating their own project plan and meeting their preset targets.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can utilize safe and proper techniques and procedures for ceramic production. • I can recognize the forms and conventions of ceramic art. • I can visualize my end project by effectively planning the steps in my project plan. • I can describe the terminology of ceramics • I can apply appropriate and effective ceramic design • I can create a unique, personal communication and effectively use the ceramic medium of expression. • I can appraise and critique ceramic works created by myself and my peers. • I can manage my time effectively to meet project deadlines

Compare purposes of art in a variety of social, cultural, and historical contexts.	
<p>Supporting Standards:</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p>	

Unit: Independent Project 3	Duration: 4th Unit of Term
<p>Unit Objective:</p> <p>Students will be able to develop, create, and modify an individualized project by meeting predetermined targets through one of two methods: 1. Choosing from a list of pre conceptualized projects or 2. Creating their own project plan and meeting their preset targets.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can utilize safe and proper techniques and procedures for ceramic production. • I can recognize the forms and conventions of ceramic art. • I can visualize my end project by effectively planning the steps in my project plan. • I can describe the terminology of ceramics • I can apply appropriate and effective ceramic design • I can create a unique, personal communication and effectively use the ceramic medium of expression. • I can appraise and critique ceramic works created by myself and my peers. • I can manage my time effectively to meet project deadlines

Compare purposes of art in a variety of social, cultural, and historical contexts.	
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Supporting Standards: Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.
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Unit: Independent Project 4	Duration: 5th Unit of Term
<p>Unit Objective:</p> <p>Students will be able to develop, create, and modify an individualized project by meeting predetermined targets through one of two methods: 1. Choosing from a list of pre conceptualized projects or 2. Creating their own project plan and meeting their preset targets.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can utilize safe and proper techniques and procedures for ceramic production. • I can recognize the forms and conventions of ceramic art. • I can visualize my end project by effectively planning the steps in my project plan. • I can describe the terminology of ceramics • I can apply appropriate and effective ceramic design • I can create a unique, personal communication and effectively use the ceramic medium of expression. • I can appraise and critique ceramic works created by myself and my peers. • I can manage my time effectively to meet project deadlines

Compare purposes of art in a variety of social, cultural, and historical contexts.	
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Supporting Standards: Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.
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Unit: Independent Project 5	Duration: 6th Unit of Term
<p>Unit Objective:</p> <p>Students will be able to develop, create, and modify an individualized project by meeting predetermined targets through one of two methods: 1. Choosing from a list of pre conceptualized projects or 2. Creating their own project plan and meeting their preset targets.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can utilize safe and proper techniques and procedures for ceramic production. • I can recognize the forms and conventions of ceramic art. • I can visualize my end project by effectively planning the steps in my project plan. • I can describe the terminology of ceramics • I can apply appropriate and effective ceramic design • I can create a unique, personal communication and effectively use the ceramic medium of expression. • I can appraise and critique ceramic works created by myself and my peers. • I can manage my time effectively to meet project deadlines

Compare purposes of art in a variety of social, cultural, and historical contexts.	
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Supporting Standards: Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.
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<p>Unit: Functional Ceramics</p>	<p>Duration: 1st unit of term</p>
<p>Unit Objective:</p> <p>Students will be able to develop a comprehension of the wheel throwing technique by completing functional ceramic art pieces with no added features; Twelve pieces in total.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize safe and proper techniques and procedures for ceramic production. • I can recognize the forms and conventions of ceramic art. • I can visualize my end project by effectively planning the steps in my project plan. • I can describe the terminology of ceramics • I can apply appropriate and effective ceramic design • I can create a unique, personal communication and effectively use the ceramic medium of expression. • I can appraise and critique ceramic works created by myself and my peers. • I can develop a working knowledge of design concepts including: form, structure, space, texture, color, proportion, composition and function. • I can manage my time effectively to meet project deadlines

Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Connect: Interdisciplinary (A.A.Cn.10.h)

Apply interdisciplinary perspectives in own artistic work.

Connect: Career Connections (A.A.Cn.11.h)

Research or experience options in art and design careers.

Supporting Standards:

Connect: Career Connections (A.A.Cn.11.h)

Research or experience options in art and design careers.

Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h)

Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit: Specialty Glazing Techniques	Duration: 2nd unit of term
Unit Objective: Students will be able to experiment with under glazing, layering, and other advanced glazing techniques utilizing test tiles and previously made pieces.	
Priority Standards: Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes. Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision. Create: Make (A.A.Cr.12.h) Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques. Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view. Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings. Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists. Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences. Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work. Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.	Learning Targets: <ul style="list-style-type: none"> • I can utilize safe and proper techniques and procedures for ceramic production. • I can recognize the forms and conventions of ceramic art. • I can visualize my end project by effectively planning the steps in my project plan. • I can describe the terminology of ceramics • I can apply appropriate and effective ceramic design • I can create a unique, personal communication and effectively use the ceramic medium of expression. • I can appraise and critique ceramic works created by myself and my peers. • I can develop a working knowledge of design concepts including: form, structure, space, texture, color, proportion, composition and function. • I can manage my time effectively to meet project deadlines

Supporting Standards:

Connect: Interdisciplinary (A.A.Cn.10.h)

Apply interdisciplinary perspectives in own artistic work.

Connect: Career Connections (A.A.Cn.11.h)

Research or experience options in art and design careers.

Unit: Functional ceramics with feature	Duration: 3rd unit of term
<p>Unit Objective:</p> <p>Students will be able to use advanced techniques of wheel throwing and hand building by completing functional combination ceramic art pieces with added features; Twelve pieces in total.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize safe and proper techniques and procedures for ceramic production. • I can recognize the forms and conventions of ceramic art. • I can visualize my end project by effectively planning the steps in my project plan. • I can describe the terminology of ceramics • I can apply appropriate and effective ceramic design • I can create a unique, personal communication and effectively use the ceramic medium of expression. • I can appraise and critique ceramic works created by myself and my peers. • I can develop a working knowledge of design concepts including: form, structure, space, texture, color, proportion, composition and function. • I can manage my time effectively to meet project deadlines

<p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	
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Supporting Standards:

Connect: Career Connections (A.A.Cn.11.h)
Research or experience options in art and design careers.

Unit: Wire	Duration: 1st unit of term
<p>Unit Objective:</p> <p>Students will be able to develop an understanding of the wire medium and it's characteristics by meeting the predetermined project targets of a unique wire sculpture.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists. .</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences. .</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can utilize safe and proper techniques and procedures for wire sculpture production. • I can demonstrate the techniques of wire wrapping • I can modify the wire from its original state • I can give the wire a finished look • I can describe the terminology of wire arts. • I can exercise safe usage of metal sculpting tools • I can appraise and critique works created by myself and my peers.
<p>Supporting Standards:</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	

Unit: Metal Embossing	Duration: 2nd unit of term
<p>Unit Objective:</p> <p>Students will be able to develop an understanding of metal embossing and it's characteristics by meeting the predetermined project targets of a unique concept.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can utilize safe and proper techniques and procedures with embossing tools. • I can describe the terminology of embossing. • I can appraise and critique works created by myself and my peers. • I can understand how my application of pressure affects perspective • I can understand how my work surface affects the texture of my embossed piece.
<p>Supporting Standards:</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	

Unit: Soldering	Duration: 3rd unit of term
<p>Unit Objective:</p> <p>Students will be able to develop an understanding of the soldering process by creating a sculptural piece consisting of a minimum of two soldered joints.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can utilize safe and proper techniques and procedures with soldering tools. • I can describe the terminology of soldering. • I can sufficiently prep the surface of the metal I am soldering so it creates a proper bond. • I can visually recognize when the metal is ready for solder application. • I can properly apply solder to form a strong bond. • I can appraise and critique works created by myself and my peers.
Supporting Standards:	

Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h)
Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit: Kinetic Sculpture	Duration: 4th unit of term
<p>Unit Objective:</p> <p>Students will be able to apply their existing comprehension of metal mediums taught in previous units, and how the mediums work together, by designing and creating a new mixed medium sculpture consisting of moving parts. Students will research the work of kinetic sculptor Alexander Calder as well as contemporary artists currently working within the Kinetic Art Movement.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in appreciating artwork. • I can utilize safe and proper techniques and procedures for metal sculpture production. • I can research contemporary artists working within the Kinetic Art Movement. • I can identify a Kinetic Sculpture. • I can understand the definition of Kinetic energy. • I can appraise and critique works created by myself and my peers. • I can visualize the final presentation of my sculpture to more effectively plan the steps in my project.

Compare purposes of art in a variety of social, cultural, and historical contexts.	
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Supporting Standards:

Present: Develop Meaning (A.A.Pr.10.h)

Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.

Connect: Career Connections (A.A.Cn.11.h)

Research or experience options in art and design careers.

High School | Sculpture 1

Unit: Earth Art	Duration: 1st unit of term
<p>Unit Objective:</p> <p>Students will be able to formulate and convert concrete concepts into abstract concepts by using found objects. They will collect natural objects from the environment around them and use principles of design to create a three dimensional site specific, composition.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can recognize what a natural object is in comparison to an artificial object. • I can utilize the elements and principles of design in creating and appreciating artwork as it applies to sculpture. • I can utilize safe and proper techniques and procedures for sculpture production. • I can construct a sculpture that has a direct relationship to the environment that it is constructed in. • I can appraise and critique works created by myself and my peers.
<p>Supporting Standards:</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p>	

Present: Communicate (A.A.Pr.11.h)

Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.

Unit: Functional Wire	Duration: 2nd unit of term
<p>Unit Objective:</p> <p>Students will be able to develop an understanding of the wire medium and it's characteristics by creating a sculpture that serves a specific function. The sculpture will also incorporate a partnering medium of the students choice.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify the difference between functional and nonfunctional art. • I can utilize the elements and principles of design in creating and appreciating artwork as it applies to sculpture. • I can utilize safe and proper techniques and procedures for wire sculpture production. • I can appraise and critique works created by myself and my peers. • I can demonstrate the techniques of wire wrapping. • I can modify the wire from its original state. • I can give the wire a finished look. • I can exercise safe usage of metal sculpting tools.
<p>Supporting Standards:</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p>	

Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit: 2D to 3D	Duration: 3rd unit of term
<p>Unit Objective:</p> <p>Students will be able to translate two dimensional sketches and plans into a three dimensional, free standing sculpture without the use of any adhesive.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can demonstrate 3D composition skills that take into account every angle of a work of art. • I can utilize the elements and principles of design in creating and appreciating artwork as it applies to sculpture. • I can visualize the final presentation of my sculpture to more effectively plan the steps in my project. • I can effectively plan the steps in my project taking into account not using adhesive to bind the elements of my final product. • I can appraise and critique works created by myself and my peers.

Supporting Standards:

Connect: Career Connections (A.A.Cn.11.h)

Research or experience options in art and design careers.

Unit: Animal Heads - plaster gauze	Duration: 4th unit of term
<p>Unit Objective:</p> <p>Students will be able to develop an understanding of the plaster gauze medium by creating an animal head sculpture mounted on a wood panel.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can demonstrate 3D composition skills that take into account every angle of a work of art. • I can utilize the elements and principles of design in creating and appreciating artwork as it applies to sculpture. • I can visualize the final presentation of my sculpture to more effectively plan the steps in my project. • I can appraise and critique works created by myself and my peers. • I can utilize safe and proper techniques and procedures for sculpture production. • I can understand the difference between traditional and contemporary taxidermy artists. • I can describe the terminology of plaster gauze.

Supporting Standards:

Respond: Interpret (A.A.R.18.h)

Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.

Respond: Inquire (A.A.R.19.h)

Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.

Unit: Hand Gestures - plaster molding	Duration: 5th unit of term
<p>Unit Objective:</p> <p>Students will be able to develop an understanding of the plaster medium and the molding substrate alginate by creating a mold and plaster sculpture of their hand.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can demonstrate 3D composition skills that take into account every angle of a work of art. • I can utilize the elements and principles of design in creating and appreciating artwork as it applies to sculpture. • I can visualize the final presentation of my sculpture to more effectively plan the steps in my project. • I can utilize safe and proper techniques and procedures for sculpture production. • I can describe the terminology of plaster molding. • I can appraise and critique works created by myself and my peers.

<p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	
<p>Supporting Standards:</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p>	

<p>Unit: Art of the knot</p>	<p>Duration: 1st unit of term</p>
<p>Unit Objective:</p> <p>Students will be able to develop an understanding of decorative knot tying techniques by creating embroidered bracelets: 5 pieces in total.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify and tie at least five decorative knots. • I can utilize the elements and principles of design in creating and appreciating artwork. • I can visualize my end project by effectively planning the steps in my project plan. • I can apply appropriate and effective fiber design terms.
<p>Supporting Standards:</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p>	

Unit: Macrame	Duration: 2nd unit of term
<p>Unit Objective:</p> <p>Students will be able to apply their knowledge of a variety of knot tying techniques to create unique macrame art works, one functional and one decorative: 2 pieces in total.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can describe the terminology of macrame. • I can identify and tie at least five decorative knots. • I can utilize the elements and principles of design in creating and appreciating artwork. • I can appraise and critique works created by myself and my peers. • I can visualize my end project by effectively planning the steps in my project plan. • I can apply appropriate and effective fiber design terms.

Supporting Standards:

Present: Develop Meaning (A.A.Pr.10.h)

Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.

Present: Communicate (A.A.Pr.11.h)

Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.

Unit: Hand Sewn Cards	Duration: 3rd unit of term
<p>Unit Objective:</p> <p>Students will be able to develop basic hand sewing skills by creating unique hand-sewn greeting cards which include at least two different stitches: 2 pieces in total.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can properly thread a sewing needle • I can utilize safe and proper techniques and procedures for hand sewing. • I can utilize the elements and principles of design in creating and appreciating artwork. • I can appraise and critique works created by myself and my peers. • I can visualize my end project by effectively planning the steps in my project plan while taking into account the recipients of the card.. • I can describe the terminology of hand sewing. • I can identify and execute at least three stitches.

Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.	
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Supporting Standards:

Respond: Describe (A.A.R.16.h)

Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Connect: Career Connections (A.A.Cn.11.h)

Research or experience options in art and design careers.

Unit: Book Binding	Duration: 4th unit of term
<p>Unit Objective:</p> <p>Students will be able to properly bind a unique sketchbook while taking into account the aesthetic and functional properties in relation to the individualized intent.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Respond: Interpret (A.A.R.18.h) Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.</p> <p>Respond: Inquire (A.A.R.19.h) Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in creating and appreciating artwork. • I can appraise and critique works created by myself and my peers. • I can utilize safe and proper techniques and procedures for book binding. • I can visualize my end project by effectively planning the steps in my project plan.. • I can describe the terminology of basic book binding. • I can apply the proper amount of adhesive. • I can choose a fiber fitting to the intent of my book.
<p>Supporting Standards:</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p>	

Unit: Felting - Wet and Dry	Duration: 5th unit of term
<p>Unit Objective:</p> <p>Students will be able to understand the process of using wool fibers in both wet and dry felting techniques by creating a fiber arts project using each method: two projects in total.</p>	
<p>Priority Standards:</p> <p>Create: Investigate (A.A.Cr.10.h) Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</p> <p>Create: Plan (A.A.Cr.11.h) Formulate original concepts by practice, experimentation, and revision.</p> <p>Create: Make (A.A.Cr.12.h) Develop unique, well- crafted works of art utilizing deliberate choice of media, tools, and techniques.</p> <p>Present: Develop Meaning (A.A.Pr.10.h) Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.</p> <p>Present: Communicate (A.A.Pr.11.h) Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.</p> <p>Present: Share (A.A.Pr.12.h) Curate and exhibit artwork for presentation, portfolio development, and/or preservation.</p> <p>Respond: Describe (A.A.R.16.h) Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Respond: Evaluate (A.A.R.20.h) Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <p>Connect: Interdisciplinary (A.A.Cn.10.h) Apply interdisciplinary perspectives in own artistic work.</p> <p>Connect: Cultural, Social, and Historical Awareness (A.A.Cn.12.h) Compare purposes of art in a variety of social, cultural, and historical contexts.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can utilize the elements and principles of design in creating and appreciating artwork.. • I can visualize my end project by effectively planning the steps in my project plan.. • I can appraise and critique works created by myself and my peers. • I can describe the terminology of felting. • I can utilize safe and proper techniques and procedures for felting. • I can properly layer wool to achieve the necessary density for a sturdy piece.
<p>Supporting Standards:</p> <p>Respond: Analyze (A.A.R.17.h) Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.</p> <p>Connect: Career Connections (A.A.Cn.11.h) Research or experience options in art and design careers.</p>	

School District of Holmen Holmen, WI Appendices

Contents

[Appendix A-Standards](#)

Appendix A-Standards

STANDARDS FOR ART

Standards can be viewed at:

<http://www.dpi.state.wi.us/standards/pdf/bused.pdf>