

## First Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary artists/artworks
  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of art on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about lines in artworks
  - 2. Make personal choices and explain preferences relating to the use of lines in artworks
- C. Critique Process
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feeling, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

### II. PRODUCING ART – LINE

- A. Line Recognition
  - 1. Name types of lines (long, short, thick, thin, curved, zigzag, wavy)
  - 2. Identify and explore tools that make lines (pencils, crayons, markers, paint brushes)
  - 3. Close a line to make a shape
- B. Line Use
  - 1. Paint on the sidewalk with water to demonstrate how brush strokes can show emotions
  - 2. Draw a self -portrait using different lines to show facial features, e.g. Hair, eyes, lashes, noses
  - 3. Illustrate a family in a portrait illustrating members in the right size relationships
- C. Feelings and Moods
  - 1. Use lines to show emotions: happy, sad, angry, surprise
  - 2. Draw lines to the music to indicate emotions

## Second Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary artists/artworks
  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of art on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about how shapes are used in artworks
  - 2. Make personal choices and explain preferences relating to shapes in artworks
- C. Critique Process:
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feeling, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

## Second Six Weeks

### II. PRODUCING ART – SHAPE

- A. Line closure
  - 1. Identify simple geometric shapes in simple objects
  - 2. Draw simple objects from circle shapes and objects
  - 3. Draw freeform shapes
  - 4. Create simple object drawings from the square/rectangle shape
  - 5. Draw simple triangle shaped objects
  - 6. Draw oval shaped objects
- B. Objects/Shapes
  - 1. Draw objects from basic shapes demonstrating shape-to-form understanding
    - a. teepee/triangle
    - b. apple/circle
    - c. house/square
    - d. face/oval
  - 2. Identify shapes in objects and illustrate in a drawing

## Third Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary artists/artworks
  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of art on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about textures in artworks
  - 2. Make personal choices and explain preferences relating to texture in artworks
- C. Critique Process
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feeling, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

### II. PRODUCING ART – Texture

- A. Tactile Qualities
  - 1. Describe textural surfaces by feeling and seeing (rough, smooth, soft, hard, etc.)
  - 2. Identify textures in the classroom by making crayon rubbings of surfaces
  - 3. Cut and make a collage of the textures to show variety
- B. Textures in the Environment
  - 1. Identify textures in nature (plant and animal life)
- C. Pattern
  - 1. Identify ordered/random patterns in selected fabrics, wallpaper or wrapping paper designs
  - 2. Collage shapes (motifs) into an organized/random pattern
  - 3. Create an original wallpaper pattern by stamping a pattern

## Fourth Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary artists/artworks
  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of art on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about color in artworks
  - 2. Make personal choices and explain preferences relating to color in artworks
- C. Critique Process:
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feeling, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

### II. PRODUCING ART – COLOR

- A. Primary Colors
  - 1. Identify objects in the environment that are red, yellow or blue
    - a. paint objects that are red
    - b. paint objects that are blue
    - c. paint objects that are yellow
- B. Secondary Colors
  - 1. Explore what happens when red is mixed with yellow
  - 2. Discover what happens when red is mixed with blue
  - 3. Discover what happens when yellow is mixed with blue
  - 4. Create an original rainbow by mixing primary colors to yield secondary colors
- C. Tints and Shades
  - 1. Mix white with a color to create a tint
  - 2. Paint a flower garden with the created tints
  - 3. Mix black to a color to create a shade of a color
  - 4. Create a painting of a storm with the created shades

## Fifth Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary artists/artworks
  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of art on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about how space is used in artworks
  - 2. Make personal choices and explain preferences relating to the use of spatial relationships in artworks
- C. Critique Process:
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feeling, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

## Fifth Six Weeks

### II. PRODUCING ART – SPACE

- A. Spatial Relationships
  - 1. Examine how objects are arranged in space
    - a. in-front-of/in-back-of
    - b. near/far
    - c. between/below/above
  - 2. Demonstrate understanding of empty/full space
- B. Placement of Objects
  - 1. Create artworks showing in-front-of /in-back-of by overlapping
  - 2. Recognize foreground and background in 2-D composition and create an artwork illustrating understanding
  - 3. Use a horizon line to indicate near and far drawings

## Sixth Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary artists/artworks
  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of art on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about 3-dimensional artworks
  - 2. Make personal choices and explain preferences relating to 3-dimensional art forms
- C. Critique Process:
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feeling, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

### II. PRODUCING ART – FORM

- A. Form Recognition
  - 1. Observe sculptures and discuss basic shapes and concept of “in-the-round”
  - 2. Discuss differences in 2-D shapes and 3-D forms
    - a. cube/square
    - b. cone/triangle
    - c. sphere/circle
    - d. cylinder/rectangle
  - 3. Model a human figure/animal from clay by pulling out and pinching the clay
- B. 3-D Forms
  - 1. Assemble 3-D forms to create an original neighborhood/environment (milk cartons, paper tubes, paper cups, etc.)
  - 2. Create a paper plate mask by gluing-on paper shapes