

Middle School Art Curriculum

2000 - 2001

Board Page

FOREWORD

Through sequenced instruction in art, Wicomico County hopes to instill in students both knowledge of art skills and the appreciation of art as it affects the students' daily living. Because of the nature of the content, instruction in art classrooms should rely heavily upon student participation.

Wicomico County's curriculum guide will provide guidance for teachers, for it includes in this document the parameters for the local art program. This guide includes the local philosophy, course outcomes as well as scope and sequence, and descriptions of successful instructional strategies. In addition, the guide contains descriptions of activities that apply to each strategy. Finally, it provides sample assessments that go beyond traditional objective testing to performance assessment. Thus, this guide describes what should be taught and provides an introduction to performance assessment.

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HOW TO USE THIS GUIDE

This guide has been structured so as to guide the classroom teacher in developing lessons which:

- Address the Maryland State Outcomes/Indicators
- Utilize the Middle School Program Objectives
- Incorporate MSPAP strategies
- Follow Dimensions of Learning strategies for acquiring, integrating, extending, refining and using knowledge in meaningful ways

This guide is organized by grade levels, following the four program objectives for Middle School:

- Drawing
- Painting
- Graphics
- Three Dimensional Art Forms

Model units have been developed for each grade level and program objective so that teachers can peruse a method for unit planning that addresses the components listed above. Sample strategies for incorporating reading and writing into the daily lesson have also been included. It is not the intention of the curriculum committee to inhibit a teacher's creativity by suggesting that these model units be taught as written. Rather it is hoped that they will serve as a guide for what should be included as each teacher develops his own plans.

PHILOSOPHY

Art is a visual form of communication that is essential in providing opportunities for students to understand and participate in the world around them. This middle school guide provides a framework that enables students to engage in activities that will encourage criticism and creative thinking to develop productive artistic behaviors.

Victor Lowenfeld spoke of Art Education as embracing “the understanding of serial, intellectual, emotional, and psychological changes, and the creative needs of a child.” Our curriculum goal objective is to provide the middle school student with the skills to promote independent thinking, self-regulation, and self-expression that will impact positively on self-esteem.

The goals of Art Education are to develop an understanding in these following four content areas:

Outcome I: Perceiving and responding – Aesthetic Education

The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment.

Outcome II: Historical, Cultural, and Social Contexts

The student will demonstrate an understanding of the visual arts as a basic aspect of history and human experience.

Outcome III: Creative Expression and Production

The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Outcome IV: Aesthetic Criteria

The students will demonstrate the ability to identify, analyze, and apply criteria for making visual judgements.

VISUAL ARTS COURSE SEQUENCE

GRADES PRE K – 3

- art elements
- drawing/ painting/ 3 dimensional design/ graphics
- art history
- art criticism

GRADES 4 – 6

- art elements
- art principles
- drawing/ painting/ 3 dimensional design/ graphics

GRADES 7 – 8

- art elements
- art principles
- drawing/ painting/ 3 dimensional design/ graphics

GRADES 9 – 12

- Art I – ½ year (introduction of Art)
- Art II – 1 year (foundation of Art)
- drawing/ painting – ½ year
- 3 dimensional design/ crafts – ½ year
- graphics – ½ year
- art appreciation – ½ year
- photography I – ½ year
- photography II – ½ year

The goals of Fine Arts Education are not hierarchical; they cannot be ordered and prioritized. The goals are interdependent and mutually supportive. A comprehensive Fine Arts Education program selects an array of outcomes, indicators, and activities from each program area and provides students a balanced, total immersion in Art.

VISUAL ARTS ESSENTIAL LEARNER OUTCOMES

OUTCOME 1: PERCEIVING AND RESPONDING – AESTHETIC EDUCATION

The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment.

OUT COME 2: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

OUTCOME 3: CREATIVE EXPRESSION AND PRODUCTION

The student will demonstrate the ability to organize knowledge and ideas for the expression in the production of art.

OUTCOME 4: AESTHETIC CRITERIA

The student will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

**VISUAL ARTS SCOPE AND SEQUENCE
OUTCOMES AND INDICATORS**

OUTCOME 1: PERCEIVING AND RESPONDING – AESTHETIC EDUCATION							
<i>Expectation A: The student will identify and describe observed form</i>							
INDI CATOR	GRADE						
	LEVEL						
			1	2	3	4	5
1.1A Identify and describe symbols and images in art.	X	X	X	X	X	X	X
1.2A Identify and describe natural and human made form.	X	X	X	X	X	X	X
1.3A Observe and describe how the environment effects art.	X	X	X	X	X	X	X
1.4A Examine and describe the compositional organization of natural and human made form.	X	X	X	X	X	X	X
1.5A Identify and describe art elements as they relate to natural and human made form.					X	X	X
1.6A Discuss the purposes and uses of symbolism in art and interpret the meaning of art images and forms					X	X	X

<i>Expectation B: The student will identify and compare ways in which selected art works represent what people see, feel, and imagine.</i>							
1.1B Identify, describe and compare how artists represent people, places, things, and ideas.	X	X	X	X	X	X	X
1.2B Identify and describe ways in which one's personal artwork represents what one sees, feels, knows, and imagines.	X		X	X	X	X	X
INDI CATO RS	GRADE LEVEL						
	Pre K	K	1	2	3	4	5
1.3B Compare ways in which artists use basic elements and design principles to create their work.		X	X	X	X	X	X
1.4B Identify different art works and defend observations and responses.		X	X	X	X	X	X
<i>Expectation C: The student will discover a variety of ways that artists organize art elements in responding to what they see.</i>							
1.1C Identify and describe ways artists represent symbols and images.	X	X	X	X	X	X	X
1.2C Identify and describe ways artists create compositions.		X	X	X	X	X	X
1.3C Describe different ways that artists organize art elements in compositions					X	X	X
1.4C Draw conclusions about ways that artists create emphasis, unity, and balance in compositions.					X	X	X

**OUTCOME 2: HISTORICAL, CULTURAL, AND SOCIAL
CONTEXTS**

Expectation A: The student will determine ways in which art works express ideas about self, other people, places, and events.

INDI CATOR S	GRADE						
	LEVEL						
	Pre K	K	1	2	3	4	5
2.1A Identify the subject in a work of art.	X	X	X	X	X	X	
2.2A Interpret ways people use art for communication.	X	X	X	X	X	X	X
2.3A Identify artwork from other times and places.	X	X	X	X	X	X	X
2.4A Compare and contrast the styles of a variety of artists.	X	X	X	X	X	X	X
2.5A Identify and interpret the subject in a work of art.					X	X	X
2.6A Identify ways in which people use art for communication.	X	X	X	X	X	X	X
2.7A Identify and interpret art from other times and places.					X	X	X
<i>Expectation B; The student will classify reasons why people create and use art by studying art works and other sources of information.</i>							
2.1B Identify ways in which different artists treat the same subject.	X	X	X	X	X	X	X
2.2B Identify ways that artists record history and ideas.	X	X	X	X	X	X	X
2.3B Identify ways in which different cultures use art to express ideas.	X	X	X	X	X	X	X

INDICATORS	GRADE LEVEL						
	Pre K	K	1	2	3	4	5
2.4B Identify and describe ways in which different artists treat the same subject matter.					X	X	X
2.5B Identify and compare ways that artists record history and ideas.					X	X	X
2.6B Identify and compare ways in which different cultures use art to express ideas.					X	X	X
<i>Expectation C: The student will differentiate among the works of different artists and describe their unique and forms of expression.</i>							
2.1C Identify the qualities of selected art works.	X	X	X	X	X	X	X
2.2C Compare and contrast the styles of a variety of artists.					X	X	X
<i>Expectation D: The student will verify similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines.</i>							
2.1D Apply problem-solving strategies used in art to solve problems in other disciplines.	X	X	X	X	X	X	X
2.2D Use content from other disciplines as subject matter for artistic expression.	X	X	X	X	X	X	X

OUTCOME 3: CREATIVE EXPRESSION AND PRODUCTION							
<i>Expectation A: The student will use a variety of art media, processes, and techniques to express thoughts and ideas.</i>							
INDICATORS	GRADE						
	LEVEL						
	Pre K	K	1	2	3	4	5
3.1A Develop an understanding of health and safety rules in the art classroom.	X	X	X	X	X	X	X
3.2A Develop coordination and skills for using art tools, materials, and techniques.	X	X	X	X	X	X	X
3.3A Use a variety of art media and techniques to create visual expressions.	X	X	X	X	X	X	X
<i>Expectation B: The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</i>							
3.1B Organize knowledge and skills to record ideas visually.	X	X	X	X	X	X	X
3.2B Use problem-solving processes to express ideas in the visual arts and other disciplines.	X	X	X	X	X	X	X
3.3B Create visual images using personal feelings and experiences.	X	X	X	X	X	X	X
3.4B Identify, describe, and apply ways in which the environment affects art or personal expression.	X	X	X	X	X	X	X
<i>Expectation C: The student will use design concepts to organize personally meaningful compositions.</i>							
3.1C Identify and use art elements to create compositions.	X	X	X	X	X	X	X
3.2C Identify and apply art elements and design principles to create compositions.					X	X	X

OUTCOME 4: AESTHETIC CRITERIA							
<i>Expectation A: The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment.</i>							
INDICATORS	GRADE LEVEL						
	Pre K	K	1	2	3	4	5
4.1A Identify ways a work of art communicates.	X	X	X	X	X	X	X
4.2A Use verbal and/or written critiques to defend criticisms of artists' work.	X	X	X	X	X	X	X
4.3A Critique artwork from various sources to determine how effectively the artwork communicates.					X	X	X
4.4A Defend criteria that supports judgments about the visual environment.					X	X	X
<i>Expectation B: The student will evaluate personally created artwork and the work of others.</i>							
4.1B Analyze and assess one's own artwork using the vocabulary of art.	X	X	X	X	X	X	X
4.2B Assess and evaluate one's own artwork and the works of others to improve ways of art production.	X	X	X	X	X	X	X
4.3B Analyze, assess, and defend one's own artwork using the vocabulary of art in verbal and written critiques.					X	X	X

VISUAL ARTS SCOPE AND SEQUENCE OUTCOMES AND INDICATORS

OUTCOME I: PERCIEVING AND RESPONDING – AESTHETIC EDUCATION

The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment through the visual arts.

Expectation A: The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through the visual arts.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
I.A1 Creative Expression: Perceive and record visual form including likeness, spatial relationships, details of subject matter.	X		
I.A2 Critical Response: Examine artworks to describe and analyze how artists represent likeness, spatial relationships, and details of subject matter.	X		

Expectation B: The student will interpret the meaning of art works.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
I.B1 Creative Expression: Create artworks from observation, memory, and experience showing setting, characters and action, using point of view, sequence and choice of narrative format.		X	
I.B2 Critical Response: Describe and analyze how artist show setting, characters, action, point of view, sequence and use of different narrative formats in works of art.		X	

Expectation C: The student will compare the use of elements of art and principals of design in selected works of art and demonstrate their application by executing expressive compositions.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
I.C1 Creative Expression: Choose ways to enhance expression by using art elements and/or principles of design.			X
I.C2 Critical Response: Use art vocabulary to describe how design concepts and organization help enhance thought and feelings. .			X

OUTCOME II: Historical, Cultural and Social Context

The student will describe how art expresses ideas, events and universal themes by comparing art works from various cultures.

Expectation A: The student will describe how art expresses ideas, events and universal themes by comparing artworks from various cultures.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
II.A1 Critical Response: Study selected artworks to describe/analyze how cultural groups use art to express ideas, events and universal themes.	X	X	
II.A2 Creative Expression: Create images and forms that explore universal themes to human experiences.	X		

Expectation B: The student will determine how specific societies are reflected by works of art by studying artworks and other sources of information.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
II.B1 Critical Response: Using description and analysis study selected artworks to identify reasons why the art was created, cultural connections and application to current times.		X	
II.B2 Creative Expression: Create a personal artwork that fulfills a special need (inspired by similar art forms in different times and cultures).	X		

Expectation C: The student will classify artworks by selected factors, including subject, style, content and technique.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
II.C1 Critical Response: Compare similarities/differences in style/technique among schools of art and periods in art history.		X	
II.C2 Creative Expression: Create expressive works of art based on the subjects and themes of different artist (inspired by their unique styles and forms).			X

Expectation D: The student will explain connections among the arts, humanities and science by distinguishing commonalities and differences in their content and processes.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
II.D1 Critical response: Compare problem solving strategies related to content/processes in the arts to those in other disciplines.			X
II.D2 Creative Expression: Apply skill and knowledge from other disciplines to solve problems in creating an artwork.			X

OUTCOME III: Creative Expression and Production

The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art

Expectation A: The student will apply appropriate tools, materials, processes and techniques to create personal artwork.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
III.A1 Creative Expression: Experiment with media, processes, and techniques using representational skills to communicate ideas and/or personal meanings.	X	X	
III.A2 Critical Response: Discuss an artwork, identifying how the use of media, processes, and techniques helps communicate ideas and feelings.			X

Expectation B: The student will create visual images from observation and imagination that reflect ideas from various subject matter.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
III.B1 Creative Expression: Draw upon individual experience to generate ideas for personal artwork. Solve representational problems through research, visual resources and/or practicing different strategies. Create a quality product that exhibits a high degree of craftsmanship.		X	
III.B2 Critical Response: Using personal artwork the student will describe the research for, method to generate ideas, how representational problems were solved, the visual references/ information used and the process from beginning to completion.		X	

Expectation C: The student will apply and analyze the use of design in solving specific art problems.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
III.C1 Creative Expression: Use design concepts to solve a problem based on observation and perceptions of life experiences.		X	
III.C2 Critical Response: Describe and analyze how artists use design concepts to solve a given problem.			X

OUTCOME IV: Aesthetic Criticism

The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgments.

Expectation A: The students will construct and apply differing sets of criteria for making visual judgments.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
IV.A1 Critical Response: Construct and apply different criteria to personal artwork and that of others (after examining variety of art forms/materials/periods/ and cultures).	X	X	
IV.A2 Creative Expression: Create an artwork based on a personal theme and context applying criteria selected from the study of diverse works of art.		X	

Expectation B: The students will determine the functions and aesthetic qualities of art from various sources.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
IV.B1 Critical Response: Use a variety of sources to apply selected set of criteria to real or virtual museum or gallery collections.		X	
IV.B2 Creative Expression: Create works of art using personal criteria drawn from the study of how art works from differing cultures/periods explore a similar themes and events.		X	

Expectation C: The student will formulate, apply and communicate criteria for making aesthetic judgments about personally created art works and the work of others.

INDI CATO R	GRADE 6	GRADE 7	GRADE 8
IV.C1 Critical Response: Arrange an exhibition of artwork that demonstrates criteria centered on an artist, a theme, a class project or a social cause, using diverse resources.			X
IV.C2 Creative Expression: Create an artwork that exemplifies personal critical choices/placed in an exhibit with commentary.			X

STRATEGIES FOR TEACHING ART

This section offers a collection of teaching strategies designed to help teachers engage students in the process of learning. These strategies help meet the needs of students with different learning styles, varied ability levels, and different interests. When planning instruction, teachers should consider the ways students learn and select a variety of these strategies to stimulate critical thinking and to help students organize ideas and extend meaning.

ACTIVE LISTENING

- Active listening enables students to become engaged with information rather than to receive information passively.
- Active listening requires students to think about, reflect upon, and act upon the information presented in class.

BRAINSTORMING

Brainstorming is a means of doing exploratory thinking about a given topic in a group setting. Students are free to generate many ideas without criticism, and to build on the ideas of others. By sharing and building upon one's ideas, students can develop more creative ideas and solutions.

Teachers should first explain the rules for brainstorming – use imagination, accept all ideas without criticism, and build on the ideas of others. Then the teacher should introduce a specific problem or ask an open – minded question. Next, the teacher should allow free flowing discussion and exchange of ideas before finally having students volunteer their ideas orally.

CONCEPT ATTAINMENT

Concept attainment enables students to discover concepts based on information provided. It enables students to take an active role in learning rather than a passive role.

In implementing concept attainment, the teacher should follow these steps:

- Collect several examples of your concept. These might be pictures, objects, sentence strips, or drawings. Collect the same number of related things that are not examples of your concept.

- Explain what you are going to do. Inform your students that you have an idea that you want them to figure out, and inform them that you are going to use a technique called “concept attainment.” Inform them that this technique will help them figure out the idea.
- Have the students keep their guesses to themselves until invited to share with the class.
- Explain the “yes” and “no” categories. Inform the students that as examples are presented they will be categorized as “yes” or “no.” Explain that “yes” examples have one or more characteristics in common which are all of the essential characteristics of the concept or idea, and that the “no” examples may not have anything in common other than having no correlation with the concept. Sometimes the “no” examples do share characteristics.
- Focus students’ thinking on the appropriate characteristics.
- Inform students that you will begin with your best “yes.” Show the example, give the students time to study it, and leave it on display. Proceed with your best “no.”
- As you present alternating “yes” and “no” examples, continually ask the students to compare the “yes” examples, and contrast them with the “no” examples. The students should attempt to form hypotheses about your concept. Remind students not to call out their answers. For upper grades or complex concepts, you might have students write their guesses.

COOPERATIVE LEARNING

Cooperative learning refers to a set of instructional strategies which include cooperative student – student interaction over subject matter as an integral part of the learning process. These strategies promote active learning, promote positive academic and social gains, reduce student apprehension, and add variety to instruction, relieving the teacher from constant lecturing and directing. Cooperative learning activities involve two or more students working together toward the same goal. A shared objective and positive interdependence are characteristics of cooperative learning.

Studies show that cooperative learning has significant strategy advantages for cognitive and affective development. Benefits of cooperative learning include higher achievement, enjoyable learning, practice in leadership and groups skills, growth of self esteem, and a sense of belonging or community.

Some ideas for using cooperative learning follow:

- Turn to your neighbor – Ask students to turn to a neighbor and share information. This activity can be used before, during, and/ or after a lesson.
- Think – Pair – Share - Have students listen while you ask a question. Give students time to think of a response. Have students then pair with another student to discuss their responses. Invite students to share their responses with the entire class.

- Focus Trios – Before a lesson have three students summarize together what they already know about the subject and come up with questions they have about the subject. Afterwards, have the trios answer questions, discuss new information, and formulate of new questions about the subject.
- Reading Groups – Within an established group, one student serves as the reader, one serves as the recorder, and a third student serves as the taskmaster. The reader reads the material. The recorder records the group responses to the material. The taskmaster makes certain everyone stays on task, and understands and agrees with the groups responses or answers.
- Jigsaw – Each person on a team specializes in one part a selected subject and then teaches what he/she has learned to the other members of the team. Ultimately all team members are responsible for all parts of the selected subject.
- Roundtable – Ask a question with many possible answers. Have students, working in small groups, make a list on one piece of paper, each student writing one possible answer to the question and then passing the paper to the student on his/her left.

DEMONSTRATIONS

Demonstration is a method of visually explaining the processes used in the creation of art work. Students are introduced to media, tools, and information through “hands on” explanation by the teacher. The following will be explained by demonstration:

Safe use of materials and tools.

Environmental hazards/ toxicity

Troubleshooting

Cross reference supplemental materials

Clean – up/ storage

DIMENSIONS OF LEARNING

The teaching strategies in this section take into account the ways learning takes place and incorporates the framework presented in Dimensions of Learning Teacher’s Manual which can be found, along with supplementary materials, in each school’s professional library. A brief explanation of each dimension follows:

Dimension 1: Attitudes and Perceptions

In all strategies teachers use, they must ensure that they are developing positive attitudes and perceptions about learning in order for learning to occur.

Dimension 2: Acquire and Integrate Knowledge

Teachers must guide students in relating new knowledge to what they already know, and in organizing and internalizing the new knowledge.

Dimension 3: Extend and Refine Knowledge

Teachers must guide students in analyzing the knowledge in more depth.

Dimension 4: Use Knowledge Meaningfully

Teachers must provide students with the opportunity to apply what they have learned.

Dimension 5: Habits of the Mind

Teachers must encourage students to become aware of their own thinking, to think critically, and to think creatively.

FIELD TRIPS, VISITING ARTISTS, DEMONSTRATORS

The addition of extracurricular activities like field trips, visiting professionals, or demonstrators is a valuable component to the classroom. Students will gain valuable insight through different settings, information, and hands-on experiences. These activities are beneficial supplements to the classroom curriculum.

GRAPHIC ORGANIZERS

Graphic organizers are diagrammatic shapes which are used to generate and/or organize thought by making the invisible process of thinking visible to both students and teacher.

Graphic organizers offer the following advantages:

- organize different visual themes quickly.
- serve as useful pre-composition tools.
- allow students to see that a thought has shape and form.

NOTE TAKING

Note taking is a strategy whereby students learn to take notes from written, spoken, or viewed materials. The most important thing to know about note taking is that it is not simply writing down what one reads or hears: it is listening, thinking, questioning, summarizing, organizing, listing, illustrating, and writing.

Note taking enables students to remember information. Note taking improves understanding, and can become a life long learning tool.

ORAL PRESENTATION

In order for students to prepare oral presentations, the teacher should guide them to focus on the purpose, topic, audience, and form of the presentation or speech.

Teachers should lead students to consider the key parts as they develop the content of the presentation:

1. The controlling statement provides topic, purpose, and limits of the oral presentation.
2. The introduction begins an oral presentation by capturing the listeners' attention and establishing the central idea.
3. The body is the main portion of the presentation in which the topic is explained and described.
4. The conclusion refocuses the listeners' attention on the central idea.

QUESTIONING FOR QUALITY THINKING

Questions frequently determine the quality of both the mental and oral presentation. The Maryland State Department of Education has developed a series of "frame" questions which teachers may use in eliciting thoughtful responses. These frames follow:

Recalling

Who, What, When, Where, How _____?

Comparing

How is _____ similar to/ different from _____?

Identifying the Elements and Principles of Design

What are the elements and principles present in this work of art?

Classifying

In what style/school of art does this artist's work belong?

What evidence supports this?

Representing

In what other way has this same subject been treated by other artists?

Give another example of _____ style/school.

Summarizing

Can you summarize

_____?

Establishing Criteria

What criteria would you use to judge/evaluate

_____?

Elaborating

Why do you think the artist used _____ to create the work of art instead of _____?

RESEARCH/ REPORT PREPARATION

Report preparation is a strategy whereby students learn to prepare, research, and present a written or oral report.

Preparing a report enables students to practice and refine research skills, share information, learn more about a topic, and gain skill in preparing a formal paper.

The teacher should instruct students to follow these steps:

1. Choose a topic.
2. Narrow the topic.
3. Plan research.
 - a. Set purposes.
 - b. State questions.
 - c. Determine audience (peers).
 - d. Determine appropriate primary and secondary sources.
4. Locate information.
5. Read, listen, and/or view sources.
6. Take notes
7. Prepare draft copy of the report.
8. Form response groups and ask peers to praise, question, and suggest ways to refine.
9. Make revisions as necessary.
10. Edit and proofread. Make corrections.
11. Add illustrations, graphs, maps, etc. to provide more interest.
12. Combine written report with the showing of findings in another manner such as models, videos, puppetry, or dramatization.

SKETCHBOOKS

Sketchbooks and portfolios provide a non-threatening place for learners to describe, explain, react, question, imagine, and develop their thoughts. Students draw freely, exploring ideas, feelings, images, and conventions.

Sketchbooks are used to facilitate and enhance the learning process. They are a source book of ideas, thoughts, opinions and drafts which can be revised when desired.

VISUALIZATION

Visualization is a strategy for helping students understand what they are seeing in works of art. It involves helping children draw on their own experiences to visualize people, events, places, or things.

This technique helps students understand the importance of background knowledge when evaluating art works.

A teacher should follow these steps in using visualization:

1. Stage 1 – Give students opportunities to visualize and produce concrete objects and reinforce the understanding that there are no wrong or right responses.
2. Stage 2 – Have students visualize and describe familiar objects, scenes, or past experiences. For example, “Close your eyes and picture your room. Look around the room...” Use visualization as a preparation for creating works of art, keying the images to important elements.
3. Stage 3 – Have students critique a work of art from questions that focus their attention on certain details.

CONCLUSION

This chapter has briefly described strategies appropriate for use in art instruction. Many of these strategies mirror those used in other content areas, for they focus upon gaining declarative knowledge. Others such as cooperative learning provide opportunities for practicing process.

Other strategies form vital functions for art instruction, demonstration, sketchbooks, and the observation of successful practitioners. Art teachers should master these strategies and select appropriate ones as they plan effective lessons.

ADVANCE ORGANIZER

I. Course Description

Middle school art education offers an additional way for students to communicate other than by using written or spoken language. Art education also fosters invention and creativity. Studying art provides students with a strong foundation for skill acquisition and awareness of historical and cultural diversity. The units of study for middle school art education build upon the units studied in elementary art education.

The art program's objectives specify a variety of learning opportunities that stimulate the development of critical and creative thinking skills, fine motor skills, and the ability to make connections with other subject areas through interdisciplinary learning. The experience of art education helps move the student from an egocentric environment to responsible integration within the community.

II. Unit Descriptions for Grade 6

A. Unit 1: Drawing

This unit involves experiences in contour line drawing from observation and imagination. Students will be introduced to the concept of drawing on personal experience in working from their imagination and visualizing spatial relationships when working from observation.

B. Unit 2: Painting

In this unit student will learn to identify, use, and interpret the use of color / value in their paintings and the paintings of others.

C. Unit 3: Graphics

In this unit students will learn to identify, use, and interpret the use of repetition to create rhythm in their graphics/prints and the graphics/prints of others.

D. Unit 4: Three-Dimensional Art Forms

This unit involves experiences in using the elements of art to create crafts/sculptures. Students will learn to arrange the principles of design as they apply to three- dimensional art forms.

III. Unit Description for Grade 7

A. Unit 1: Drawing

This unit extends the drawing skills and concepts introduced in Grade 6. The concepts regarding the illusion of form and the illusion of depth are introduced. Students will begin to analyze ways in which artists' use drawing techniques for specific purposes.

B. Unit 2: Painting

This unit extends the painting skills and concepts introduced in Grade 6. The concepts regarding the use of color/value to create the illusion of form and illusion of depth are explored.

C. Unit 3: Graphics

In this unit students will learn to identify, use, and describe variety, emphasis and unity in their graphics and the graphics of others.

D. Unit 4: Three-Dimensional Art Forms

This unit involves experiences in using the art elements relating to three-dimensional art forms; form, space, shape, and texture. Students will learn to expand their knowledge to create three-dimensional art forms using the principles of design.

IV. Unit Description for Grade 8

A. Unit 1: Drawing

This unit extends the drawing skills and concepts introduced in Grade 6/7. The concepts regarding the illusion of form and the illusion of depth are reviewed. Students will begin to analyze ways in which artists' use the expressive qualities of drawing to problem- solve.

B. Unit 2: Painting

This unit extends the painting skills and concepts introduced in Grade 6/7. The concepts regarding the use of color/value to express personal meaning and communicate ideas will be explored.

C. Unit 3: Graphics

In this unit students will learn to extend prior knowledge of the principles of design and explore technology to communicate ideas or express personal meaning.

D. Unit 4: Three-Dimensional Art Forms

This unit involves experiences in using the art elements relating to three-dimensional art forms; form, space, shape, and texture. Students will learn to expand their knowledge to create freestanding three-dimensional art forms using the principles of design.

V. Entering Skills

All students entering sixth grade will participate in the visual arts program. There are no prerequisite skills. Students in seventh and eighth grade can select visual arts as an elective.

VI. Unit Objectives for Grade 6

A. Unit I: Drawing

At the end of this unit, students will be able to:

1. Use line to make contour drawing(I.A1)
2. Describe drawings from other cultures and time periods (II.A1, II.B2).
3. Experience a variety of drawing materials (III.A1).
4. Understand the expressive qualities of drawing in their artwork and the artwork of others (IV.A1).
5. Students will explore career choices in the visual arts. (Outcome II)

B. Unit II: Painting

At the end of this unit students will be able to:

1. Learn about the properties of color and explore various color schemes. (I.A1)
2. Describe paintings from other cultures and time periods.(II.A1, II.B2)
3. Experience a variety of painting materials. (III.A1)

4. Understand the expressive qualities of painting in their artwork and the artwork of others. (IV.A1)
5. Students will explore career choices in the visual arts. (Outcome II)

C. Unit 3: Graphics

At the end of this unit student will be able to:

1. Explore the art elements: line, color, and shape in the creation of a graphic design. (I.B1)
2. Describe graphics/prints from other cultures and time periods. (IIA.1)
3. Experience a variety of materials in the creation of graphics/prints. (III.A1)
4. Understand the expressive qualities of graphics/prints in their artwork and the artwork of others. (IV.A1)
5. Students will explore career choices in the visual arts. (Outcome II)

D. Unit 4: Three-Dimensional Art Forms

At the end of this unit students will be able to:

1. Use the elements of art and principles of design in the creation of a craft/sculpture. (I.B1)
2. Describe three-dimensional art forms from other cultures and time periods. (II.A1)
3. Express ideas using various materials. (III.C1)
4. Understand the unique qualities of crafts/sculptures in their artwork and the artwork of others. (IV. B2)
5. Students will explore career choices in the visual arts. (Outcome II)

VII. Unit Objectives for Grade 7

A. Unit 1: Drawing

At the end of this unit students will be able to:

1. Work from observation, imagination or personal experience create drawings that illustrate spatial relationships, interpret form, record ideas and illustrate a personal narrative. (I.B1)
2. Compare and contrast the drawings of artists from a variety of different time periods and cultures. (II.B1)
3. Use a variety of drawing media and techniques to illustrate an artwork that communicates ideas and feelings. (III.A1, III.B1)
4. Analyze, assess and defend choices artists make in the creation of an artwork. (IV.A2)
5. Students will be able to identify career choices and skills necessary for careers in the visual arts. (Outcome II)

B. Unit 2: Painting

At the end of this unit students will be able to:

1. Working from observation, imagination, or personal experience, create paintings that illustrate spatial relationships, interpret form, and record ideas or illustrate a personal narrative. (I.B1)
2. Compare and contrast the paintings of different artists from a variety of time periods and cultures. (II.B1)
3. Use a variety of painting media and techniques to illustrate an artwork that communicates ideas and feelings. (III.A1, III.B1)
4. Analyze, assess and defend choices artists make in the creation of artwork. (IV.A2)
5. Students will be able to identify career choices and skills necessary for careers in the visual arts. (Outcome II)

C. Unit 3: Graphics

At the end of this unit students will be able to:

1. Identify and apply ways artists have used graphics arts processes in their work. (I.B2)
2. Compare and contrast ways graphic images communicate specific ideas. (II.A1, II.B1)

3. Employ critical thinking skills to select appropriate techniques to make graphic images. (III.C1, III.B1)
4. Investigate ways artists have used technology in the production of graphic images. (IV.B1)
5. Students will be able to identify career choices and skills necessary for careers in the graphic arts. (Outcome II)

D. Unit 4: Three-Dimensional Art Forms

At the end of this unit students will be able to:

1. Utilize a variety of tools and media in the production of three-dimensional art forms. (III.A1)
2. Analyze, assess and defend artistic choices made in the production of three-dimensional art forms. (III.B2)
3. Identify and use techniques for sculpture (assembling, modeling, casting) in the creation of three-dimensional art forms. (III.B1)
4. Compare and contrast ways in which different artists use three-dimensional from a variety of time periods and cultures. (IIB.1)
5. Describe and discuss how artists represent spacial relationships using form, space, shape, and texture in three-dimensional art forms. (IA.2)
6. Students will be able to identify career choices and skills necessary for careers in the visual arts. (Outcome II)

VIII. Unit Objectives for Grade 8

A. Unit 1: Drawing

At the end of this unit students will be able to:

1. Choose ways to enhance or heighten expression by using specific elements of art or principles of design in their drawings. (I.C1)
2. Compare and contrast the drawings of artists from a variety of different time periods and cultures to respond to their artwork and explore cultural heritage through their art. (II.B1)

3. Use a variety of drawing media and techniques to manipulate realistic subject matter in the creation of an abstract composition. (III.C2)
4. Analyze, assess and defend choices artists make in the creation of their artwork. (IV.C)
5. Students will investigate career options related to the visual arts. (Outcome II)

B. Unit 2: Painting

At the end of this unit students will be able to:

1. Choose ways to enhance or heighten expression by using specific elements of art or principles of design in their paintings. (I.C1)
2. Compare and contrast the paintings of artists from a variety of different time periods and cultures to respond to their artwork and explore cultural heritage through their art. (II.B1)
3. Use a variety of painting media and techniques to manipulate realistic subject matter in the creation of an abstract composition. (III.C2)
4. Analyze, assess and defend choices artists make in the creation of their artwork. (IV.C)
5. Students will investigate career options related to the visual arts. (Outcome II)

C. Unit 3: Graphics

At the end of the unit students will be able to:

1. Compare the use of art elements and principles in selected graphic images. (I.C1)
2. Compare similarities and differences in style, media, and techniques among schools, cultures and periods of art history using a variety of sources. (II.C1)
3. Describe/analyze how artists use technological resources to solve design problems. (III.C2)
4. Create and exhibit graphic images that exemplify personal critical choices. (IV.C2)

5. Students will investigate career options related to the visual arts. (Outcome II)

D. Unit 4: Three-Dimensional Art Forms

At the end of this unit students will be able to:

1. Utilize a variety of tools and media in the production of three-dimensional art forms. (III.A1)
2. Analyze, assess and defend artistic choices made in the production of three-dimensional art forms. (III.B2)
3. Identify and use techniques for sculpture (assembling, modeling, casting) in the creation of three-dimensional art forms. (III.B1)
4. Compare and contrast ways in which different artists use three-dimensional from a variety of time periods and cultures. (IIB.1)
5. Describe and discuss how artists represent spacial relationships using form, space, shape, and texture in three-dimensional art forms. (IA.2)
6. Students will investigate career options related to the visual arts. (Outcome II)

IX. Time Frame

Grade 6

Students meet five times per week for six consecutive weeks, a total of thirty class periods. The following course content combines with creative expression, critical response and assessment to provide a framework for planning units and daily lessons.

Grade 6 – 30 class periods, 45 minutes per scheduled class

Unit I – Drawing

Unit II – Painting

Unit III – Graphics

Unit IV – Three-Dimensional Art Forms

Grade 7

Students meet alternate days for one semester, a total of approximately 45 classes. Each class meets for 45 minutes. The following course content combines with creative expression, critical response and assessment to provide a framework for planning unit and lesson plans.

Grade 7 – 45 class periods, 45 minutes per scheduled class

Unit I – Drawing
Unit II – Painting
Unit III – Graphics
Unit IV – Three-Dimensional Art Forms

Grade 8

Students meet alternate days for the entire school year, a total of approximately 90 Classes. Each class meets for 45 minutes. The following course content combines with creative expression, critical response and assessment to provide a framework for planning unit and daily lesson plans.

Grade 8 – 90 class periods, 45 minutes per scheduled class

Unit I – Drawing
Unit II – Painting
Unit III – Graphics
Unit IV – Three-Dimensional Art Forms

GRADE 6

Students meet five times per week for six consecutive weeks, a total of thirty class periods. The following course content combines with creative expression, critical response and assessment to provide a framework for planning units and daily lessons.

The elements of art and the principles of design will be explored with emphasis on:

- Spatial relationships of perspective, overlapping and scale
- Observational contour line drawing
- Painting techniques and color mixing
- Mono or stamp printmaking
- Design problem involving logos, posters, lettering
- Balancing compositions
- Observing and describing the works of individual artists and cultures
- Producing a three-dimensional form expressing movement using line and shape

GRADE 7

Students meet alternate days for one semester, a total of approximately 45 classes. Each class meets for 45 minutes. The following course content combines with creative expression, critical response and assessment to provide a framework for planning unit and lesson plans.

The elements of art and the principles of design will be explored with an emphasis on:

- Representational drawing with an emphasis on proportion
- Producing value using shading techniques
- Designing compositions focusing on emphasis including the use of focal point, contrast and dominance
- Identify, analyze and use exaggeration and distortion in creating an artwork demonstrating personal expression
- Recognize and use color properties of value, intensity in a monochromatic color scheme
- Identify the use of pattern in other subject areas and incorporate the use of pattern in an artwork.
- Produce a relief sculpture
- Experiment with multiples using the technique of block printing
- Identify, analyze and compose shapes in space identifying the special cues of overlapping, size, placement and detail
- Investigate, compare and contrast the works of other cultures and art movements
- Explore careers in art

GRADE 8

Students meet alternate days for the entire school year, a total of approximately 90 classes. Each class meets for 45 minutes. The following course content combines with creative expression, critical response and assessment to provide a framework for planning unit and daily lesson plans.

The elements of art and the principles of design will be explored with emphasis on:

- Manipulating realistic subject matter to create an abstract composition
- Experiment with point of view
- Designing compositions using problem solving skills to create personal artwork
- Identify, analyze and use unity and variety in creating an artwork demonstrating personal expression
- Recognize and use color theory with emphasis on the expressive use of color
- Produce a free-standing sculpture
- Experiment with multiples using the technique of wood block printing, photo montage, computer graphics
- Describe, analyze, interpret and evaluate their art work and the work of other artists and art movements

Explore careers in art

Insert where?

MIDDLE SCHOOL PROGRAM OBJECTIVES

PROGRAM OBJECTIVES FOR: DRAWING

-Identify and utilize a variety of tools and media to apply elements of art/principles of design in the production of drawings.

-Identify and apply ways artists have used drawing techniques in their works.

-Analyze, assess and defend choices artists make in their drawings and in the development of an artwork.

-Observe and respond to different artists interpretation of their world through drawing.

-Use drawing techniques and media to illustrate a personal narrative, record ideas, work from observation and interpret forms.

PROGRAM OBJECTIVES FOR: PAINTING

-Identify and utilize a variety of tools and media to apply elements of art/principles of design in the production of paintings.

-Identify and apply ways artists have used painting techniques in their works.

-Analyze, assess and defend choices artists make in their paintings to development of an artwork.

-Use specific painting techniques to demonstrate the style or genre used / attributed to master artists.

-Employ creative problem solving skills to evaluate and select appropriate painting media and techniques to express personal ideas, experiences and emotions.

PROGRAM OBJECTIVES FOR: GRAPHICS

-Identify and utilize a variety of tools and media to apply elements of art/principles of design in the production of graphic images

-Identify and apply ways artists have used graphic arts processes in their work.

-Analyze, assess and defend choices artists make in the production of graphic images and in the development of an artwork.

-Compare and contrast ways images communicate specific ideas.

-Employ critical thinking skills to evaluate and select appropriate techniques to make multiple images.

-Investigate ways artists have used technology in the production of graphic images.

PROGRAM OBJECTIVES FOR: 3-DIMENSIONAL ART FORMS

-Identify and evaluate a variety of tools and media to apply elements of art/principles of design in the production of three-dimensional art forms.

-Identify and apply ways artists use three-dimensional processes in their work.

-Analyze, assess and defend choices artists make in the production of non-functional and utilitarian objects.

-Identify and use techniques (relief, additive, subtractive) used to make non-functional and utilitarian objects.

-Use critical/creative thinking skills to plan, develop and solve three-dimensional problems.

**SCOPE AND SEQUENCE MATRIX
BASED ON STATE OUTCOMES AND INDICATORS**

**OUTCOME 1: PERCEIVING AND RESPONDING – AESTHETIC
EDUCATION**

**The student will demonstrate the ability to perceive, interpret, and
respond to ideas, experiences, and the environment.**

OUT COME 2: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS
**The student will demonstrate understanding of the visual arts as a basic
aspect of history and human experiences.**

OUTCOME 3: CREATIVE EXPRESSION AND PRODUCTION
**The student will demonstrate the ability to organize knowledge and
ideas for the expression in the production of art.**

OUTCOME III: ART PRODUCTION FOR DRAWING

	6	7	8
OB SE RV AT IO N	X	X	X
IMAGINATION	X	X	X
ART ELEMENTS			
LINE	X	X	X
SHAPE	X	X	X
COLOR			X
VALUE		X	X
TEXTURE			X
SPACE		X	X
ART PRINCIPLES			
U NI TY		X	X
VA RI ET Y		X	X
E M PA HS IS		X	X
BA LA NC E		X	X
PR OP OR TI O N		X	X

	PA TT ER N		X	X
	RH YT H M			X
MEDIA				
	PE NC IL		X	X
	CO LO R PE NC IL S		X	X
	W AT ER CO LO R PE NC IL S			X
	PA ST EL S			X
	M AR KE R/ BR US H		X	X
	PE N/I N K		X	X

	CH AR CO AL /C O NT E'			X
TECHNIQUE				
	CO NT O UR		X	X
	GE ST UR E		X	X
	VA LU E ST U DI ES		X	X
	CO LO R TH EO RY		X	X
	CO LO R MI XI NG		X	X

**SCOPE AND SEQUENCE MATRIX
BASED ON STATE OUTCOMES AND INDICATORS**

OUTCOME 4: AESTHETIC CRITERIA

**The student will demonstrate the ability to identify, analyze, and apply
criteria for making visual aesthetic judgments.**

(need to finish)



OUTCOME 1: PERCEIVING AND RESPONDING-AESTHETIC EDUCATION The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment.	OUTCOME 2: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.	OUTCOME 3: CREATIVE EXPRESSION AND PRODUCTION The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	OUTCOME 4: AESTHETIC CRITERIA The student will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgements.
<i>Expectation A: the student will identify and describe observed form.</i>	<i>Expectation A.: The student will determine ways in which works of art express ideas about self, other people, places, and events.</i>	<i>Expectation A: The student will use a variety of art media, processes, and techniques to express thoughts and ideas.</i>	<i>Expectation A: The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment.</i>
1.1A Observe and analyze the relationships among shapes, forms, patterns, and details.	2.1A Identify, analyze, and interpret the subject in a work of art.	3.1A Develop an understanding of health and safety rules in the art classroom.	4.1A Identify and interpret criteria that influence judgements in creating and evaluating artworks.
1.2A Observe and analyze the compositional organization of natural and human made forms.	2.2A Describe, analyze, and interpret artworks to identify ways in which people communicate their values and beliefs.	3.2A Identify, select, and use variety of materials, tools, techniques, and processes to create artistic compositions.	4.2A Use verbal and/or written critiques to defend their criticism of artists' works.
1.3A Discuss the purposes and uses of symbolism in art and interpret the meaning of art images and forms.	2.3A Describe, analyze and interpret artwork from other places and times.		4.3A Critique artwork from various sources to determine how effectively the works communicate.
1.4A Observe works of art and describe how artists use basic elements and principles of design to design their artwork.	2.4A Identify, analyze and interpret the styles of a variety of artists.		
<i>Expectation B: The student will identify and compare ways in which selected works of art represent what people see, feel, and imagine.</i>	<i>Expectation B: The student will classify reasons why people create and use art by studying artworks and other sources of information</i>	<i>Expectation B: The students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</i>	<i>Expectation B: The students will evaluate personally created artwork and the work of others.</i>

1.1B Identify, describe, and compare how artists represent people, places, things, and ideas.	2.1B Identify and describe ways that different artists treat the same subject.	3.1B Use problem solving processes to express ideas in the visual arts.	4.1B Analyze, assess, and defend their own works of art using the vocabulary of art in verbal and written critiques.
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OUTCOME 1: PERCEIVING AND RESPONDING-AESTHETIC EDUCATION The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment.	OUTCOME 2: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.	OUTCOME 3: CREATIVE EXPRESSION AND PRODUCTION The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	OUTCOME 4: AESTHETIC CRITERIA The student will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgements.
1.2B Identify and describe ways in which one's personal artwork represents what one sees, feels, knows, and imagines.	2.2B Study artworks to identify characteristics of various artists and art periods.	3.2B Organize art elements and organizational principles to create symbols and images that express thoughts and feelings	4.2B Use art terms to identify, discuss, and analyze craftsmanship, composition, and expressive qualities in their own artwork and the artwork of others.
1.3B Observe and compare ways in which artists use basic elements and design principles to design their artwork.	2.3B Identify, analyze, and interpret ways artists record history and ideas.	3.3B Identify, describe, and apply ways in which the environment affects art or personal expression.	4.3B Apply knowledge of art styles with personal preferences to develop criteria that influence an individual style.
1.4B Observe and respond to different works of art to identify ways artists interpret their world.	2.4B Identify, then compare and contrast the styles of a variety of artists.		
	<i>Expectation C: The students will differentiate among the works of different artists and describe their unique styles and forms of expression</i>	<i>Expectation C: The students will use design concepts to organize personally meaningful compositions.</i>	
	2.1C Identify and analyze the qualities of selected artwork.	3.1C Use appropriate sequences, procedures, and processes to plan, develop, and assess visual images.	
	2.2C Analyze artworks to identify influences of society and the environment on the artworks.		

OUTCOME 1: PERCEIVING AND RESPONDING-AESTHETIC EDUCATION The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment.	OUTCOME 2: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.	OUTCOME 3: CREATIVE EXPRESSION AND PRODUCTION The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	OUTCOME 4: AESTHETIC CRITERIA The student will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgements.
	<i>Expectation D: The student will verify similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines.</i>		
	2.1D Identify, analyze, and interpret the processes used by people to express their ideas.		

MIDDLE SCHOOL VISUAL ARTS OUTCOMES AND INDICATORS

Outcome I: Perceiving and Responding to Aesthetic Education	Outcome II: Historical, Cultural and Social Context	Outcome III: Creative Expression and Production	Outcome IV: Aesthetic Criticism
The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment through the visual arts.	The student will describe how art expressed ideas, events and universal themes by comparing art works from various cultures.	The students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgments.
EXPECTATION A	EXPECTATION A	EXPECTATION A	EXPECTATION A
<p>The student will identify, describe verbally and produce visual representations of the physical qualities of observed form.</p> <p style="text-align: center;"><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Creative Expression: To perceives and record visual form,. The student will draw a convincing likeness, showing spatial relationships, detail and specific features of subject matter. 2. Critical Response: The student will examine selected artworks to describe and analyze how artists represent spatial relationships, detail and specific features of subject matter. 	<p>The student will describe how art expresses ideas, events and universal themes by comparing artworks from various cultures.</p> <p style="text-align: center;"><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Critical Response: By studying selected artworks, the student will describe and analyze how cultural groups use art to express ideas, events and universal themes. 2. Creative Expression:: Inspired by selected art works from different times and places, the student will create images and forms that explore universal themes to human experience. 	<p>The student will apply appropriate tools, materials, processes and techniques to</p> <p style="text-align: center;"><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Creative Expression: The students will experiment with media, processes and techniques, combining them with representational skills to communicate ideas and personal meaning. 2. Critical Response: The students will discuss an artwork, identifying how the use of media, processes and techniques helps communicate ideas and feelings. 	<p>The students will construct and apply differing sets of criteria for making visual judgments.</p> <p style="text-align: center;"><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Critical response: By examining a variety of art forms and materials, periods and/or cultures, the student will construct and apply differing criteria to personal artwork and that of others. 2. Creative Expression: Based on a personal theme and context, the student will create a work of art, applying criteria selected from the study of diverse works of art.

Outcome I: Perceiving and Responding to Aesthetic Education	Outcome II: Historical, Cultural and Social Context	Outcome III: Creative Expression and Production	Outcome IV: Aesthetic Criticism
EXPECTATION B	EXPECTATION B	EXPECTATION B	EXPECTATION B
<p>The student will interpret the meaning of art works.</p> <p><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Creative Expression: Working from observation, memory and experience, the student will create art works showing setting, characters and action, using point of view, sequence and choice of narrative format. 2. Critical Response: The student will describe and analyze how artists show setting, characters, action, point of view and sequence and use different narrative formats in works of art. 	<p>The student will determine how specific societies are reflected by works of art by studying artworks and other sources of information.</p> <p><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Critical Response: By studying selected art works, the student will use description and analysis to identify probable reasons why the art was made, the ways it might have been used, connections to the culture from which it came, and what can be learned from it today. 2. Creative Expression: Inspired by creative ways people from different times and cultures have made art part of their daily lives, rituals and celebrations, the student will create a personal work that fulfills a special need. 	<p>The student will create visual images from observation and imagination that reflect ideas about various subject matter.</p> <p><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Creative Expression: The student will draw upon individual experience as the basis for personally meaningful images developed through a process that includes: <ul style="list-style-type: none"> • Using one or more strategies to generate ideas for personal art work. • Solving intermediate representational problems by doing research, using visual resources and/or using artist exemplars as a model and practicing different strategies. • Crafting a quality product demonstrating care, thought and skill in making. 2. Critical Response: The student will describe the source (s) drawn upon, the way ideas were generated, how representational problems were solved, the visual references and/or information 	<p>The students will determine the functions and aesthetic qualities of art from various sources.</p> <p><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Critical Response: Using a variety of sources, the student will apply a selected set of criteria to a real or virtual collection and/or museum/gallery exhibition. 2. Creative Expression: Using a variety of resources to discover how artworks from different cultures/periods explore a similar theme or event, the student will create a related art work, constructing personal criteria drawn from the examples studied.

Outcome I: Perceiving and Responding to Aesthetic Education	Outcome II: Historical, Cultural and Social Context	Outcome III: Creative Expression and Production	Outcome IV: Aesthetic Criticism
		used and how the work changed from beginning to completion.	

Outcome I: Perceiving and Responding to Aesthetic Education	Outcome II: Historical, Cultural and Social Context	Outcome III: Creative Expression and Production	Outcome IV: Aesthetic Criticism
EXPECTATION C	EXPECTATION C	EXPECTATION C	EXPECTATION C
<p>The student will compare the use of elements of art and principals of design in selected works of art and demonstrate their application by executing expressive compositions.</p> <p><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Creative Expression: The student will choose ways to enhance or heighten expression by using specific elements of art and/or principles of design. 2. Critical Response: The student will use art vocabulary to describe how design concepts and organization help enhance or heighten thoughts and feelings. 	<p>The student will classify artworks by selected factors, including subject, style, content and technique.</p> <p><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Critical Response: the students will compare similarities and differences in style and technique among schools of art and periods in art history, using information from a variety of sources. 2. Creative Expression: Inspired by the unique styles and forms of different artists, the student will create expressive works of art based on the same subject or theme. 	<p>The student will apply and analyze the use of design in solving specific art problems.</p> <p><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Creative Expression: The students will use design to solve a problem based on observations and perceptions of life experiences. 2. Critical Response: The student will describe and analyze how artists use design to solve a given problem. 	<p>The student will formulate, apply and communicate criteria for making aesthetic judgments about personally created art works and the work of others.</p> <p><u>Indicators of Learning</u></p> <ol style="list-style-type: none"> 1. Critical Response: The students will arrange an exhibit of art work that demonstrate criteria centered on an artist, a theme, a class project or social cause, using divers resources. 2. Creative Expression: Having studied the criteria used to find value in a divers set of artworks, the student will create a piece of art that exemplifies personal critical choices and place it in an exhibit with commentary concerning criteria and derivation.
	EXPECTATION D		
	<p>The student will explain connections among the arts, humanities and science by distinguishing commonalities and differences in their content and processes.</p> <p><u>Indicators of Learning</u></p>		

Outcome I: Perceiving and Responding to Aesthetic Education	Outcome II: Historical, Cultural and Social Context	Outcome III: Creative Expression and Production	Outcome IV: Aesthetic Criticism
	<ol style="list-style-type: none"> 1. Critical response: The student will compare problem solving strategies related to content and processes in the arts to those in other disciplines. 2. Creative Expression: Inspired by commonalities and difference between artistic behaviors and those of other disciplines, the student will apply the skill and knowledge from other disciplines to solving problems in creating their art. 		

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME 1: VISUAL ARTS

Maryland State Department of Education

Main Concept, Artistic References and Developmental Needs

Middle school students value drawings that reveal greater accuracy and realism. Depicting relationships among objects involves basic techniques for rendering the third dimension. Still lifes, portraits as well as interior and exterior views provide challenging subjects for drawings, paintings or sculpture. Observational artworks by such artists such as Albrecht Durer, Pablo Picasso, Charles White, Elizabeth Layton, Giorgio Morandi and Wayne Thiebaud depict spatial relationships, render three dimensional form, and provide students with examples for subject matter and themes for representational artwork as well as unique approaches to composition and point of view.

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the state d Expectation.

Sample Strategy for Indicator One (1)

Following instruction on ways of rendering three-dimensional forms using over-lapping, point of view, light and shade, the student will select and arrange a group of objects and illuminate them to show light and shadow. Objects could include shoes, musical instruments, food or toys. The student will compose and render the still life to show three-dimensional form, light and shadow, qualities of surface texture, detail and the relationship of objects to each other in the space they share.

Sample Strategy for Indicator Two (2)

Using a set of art images and/or personal artwork, the student will find examples of different descriptors and explain how visual and artistic choices lend feeling to the image. Descriptors might include: "Cast shadows indicate light source and form." "Foreground, middle ground and background show depth." "Overlapping reveals spatial relationships." "Detail describes texture, surface qualities and/or structure of objects." "Point of view emphasizes three-dimensionality of forms." "Cropping makes objects seem close." "Strong contrast dramatizes the composition." "Soft rendering conveys a quiet feeling." In conjunction with this exercise, students can evaluate their own work using the same descriptors.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME 1: VISUAL ARTS

Maryland State Department of Education

Main Concept, Artistic References and Developmental Needs

Art often tells a story and thus is narrative to varying degrees. Narrative artworks offer opportunities to identify and interpret components of visual narrative in art while considering the need and interest human beings have in telling stories visually. Examples include Hokusai's woodblock prints, miniature paintings from India or Persia, Hmong images in fabrics, children's book illustrations by Jerry Pinkney and Chris Van Allsburg and Jacob Lawrence's *Migration* series. Narrative formats and media include a wide variety of possibilities such as accordion books, flip books, sequential drawings, comic strips, storyboards, scrolls, postcards, claymation, computer animations, video presentations and tapestries. These conventions encourage middle school students to develop representational skills by combining observation with imagination to use characters, setting, action and plot to show cause and effect, conflict and resolution, transformation or metamorphosis. Expressive possibilities include narratives which reveal humor, empathic feelings, love of adventure, knowledge of conflict and/or creative imagination.

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

"A Day in the Life of My Backpack" is one of many thematic possibilities that invite a narrative response and combines working from memory, observation and imagination. After brainstorming ideas and preliminary sketches, the student will create a narrative sequence working from memory, observation and imagination, using narrative conventions and a selected format to tell a story about a humorous or sad event, cause and effect, conflict and resolution or change in state of being.

Sample Strategy for Indicator Two (2)

Following study of a number of diverse narrative works, the student will analyze one or more artworks to identify and analyze narrative conventions used to depict the story visually. The student will identify the nature of the narrative and explain how such conventions and formats serve the story told.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME 1: VISUAL ARTS

Maryland State Department of Education

Main Concept, Artistic References and Developmental Needs

Many artists including the Impressionist, Post-Impressionists, Cubists, German Expressionists and Surrealists work expressively to enhance and heighten meaning through color, form and composition. Artists such as Franz Marc, Edvard Munch, Wilhelm Lehmbruck and Frieda Kahlo altered realistic images through the specific use of form, color and/or compositional choices in order to make them more expressive. Middle schools students, increasingly aware of their feelings and emotions, are developmentally ready to consider ways to make their own images more expressive.

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

Beginning with analog drawings, the student will develop a series of non-objective students that reflect different feelings and emotions. Completing a questionnaire designed to identify inner and outer feelings, students will make associations with color and design that can be used to heighten and enhance the feeling in s self-portrait. The student will combine observational skills with expressive use of color and form in the self-portrait.

Sample Strategy for Indicator Two (2)

Beginning with an expressive work such as Munch's *The Scream*, the student will create a drawing illustrating "what happened next?" by using and adapting some of the visual form yet changing some of the narrative elements. In explaining the changes, the student will list qualities adapted from the original work and explain how these qualities communicate thoughts and feelings. After completing their own self-portrait, the student will complete a self-evaluation indicating how color, form and composition have been used to enhance or heighten certain feelings and emotions.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II: VISUAL ARTS

Maryland State Department of Education

Main Concepts, Artistic References and Developmental Needs

Middle school students readily explore themes of identity, rites of passage, change and transformation. Masks have been used worldwide to symbolize transforming moments for individuals and groups. Becoming anonymous, the wearer of the mask is free to experience new ways of moving or sounding. Masks project new identities and preserve ideas and values of individuals and groups of people, exemplified by the Kifwebe masks of Zaire, the funerary masks of Meso America and guardian dance masks of Tibetan culture. The formal design and formal appearance, inherent in the study of masks is the nature of their use.

Expectation A

The following are examples of classroom instructional strategies that a teacher might use help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategies for Indicator One (1)

Coming of age, seasonal, calendar, life-changing events and the transformation of death, are marked by the use of masks in many different world cultures. School sports events often involve a mascot form of masked identity. After study of a selection of masks, the student will present a moment in middle school life that could be significantly marked by a celebration involving a mask. Comparing student mask purposes to those of other cultures may involve a chart, organized timeline or map.

Sample Strategy of Indicator Two (2)

Inspired by the study of masks and the manner in which they are used in cultural frameworks around the world, the student will design and construct a mask to wear that marks a significant life event in middle school. Students will script and enact a celebratory wearing of masks. The performance could be documented in photographs or by video and covered by the school newspaper.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II: VISUAL ARTS

Maryland State Department of Education

Main Concepts, Artistic References and Developmental Needs

Artifacts and art objects provide a record of ideas and beliefs of cultures worldwide. An archaeological dig is one kind of authentic framework for looking at artifacts and interpreting them as a way of understanding another culture. If a dig cannot be accessed or authentically simulated, studying a collection published from an excavation in a catalog, at a museum or on the internet can provide access to cultural objects through its art. Mexico, Egypt, China and India are examples of civilizations that left fairly complete cultural records within archaeological remains that are accessible through publications.

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

The student, individually or as a member of a team, will examine a collection of artifacts from an archaeological dig. From modeled exemplars of field journals the student will make descriptive notes, maps and sketches about the material appearance and location of the artifacts in relation to each other and within the content of the site. Deductive reasoning, analysis and interpretation can be made of the artifacts to determine what for, by whom, where and how they might have been used. Student observations, questions and conclusions can be compared to the published information.

Sample Strategy for Indicator Two (2)

Informed by the examination of archaeological artifacts and after compiling “field notes” of description, analytical and interpretive drawings, the student will identify a thematic concept that is universal and applicable to modern cultural thought. For example, cycles as found in seasons, decay and renewal, could be a selected theme. Reflecting upon such a concept, the student will interpret, design and construct an artifact that reflects qualities of those studied. This may be a sculpture in clay, papier mache or mixed media.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II: VISUAL ARTS

Maryland State Department of Education

Main Concepts, Artistic References and Developmental Needs

Passage from one period of life to another, or one physical space to another often involves ornamental and symbolic gateways. Gateway, path, door and passage are a few among many landscape-oriented words that once described life-sustaining directions to food, water, safety and shelter. They have become embedded in our language of metaphor to mark physical and spiritual passage in life. In learning about diverse rites of passage throughout history and their symbolic significance in diverse cultures, middle school students can gain insights about the transitional nature and value of their own lives.

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

Architectural magazines and books, historical catalogs of castles, fortifications, sacred buildings and archaeological sites provide diverse examples of gateways and passages. Using a variety of resources the students will collect images and make sketches and drawings. From this material the students will sort and classify them for example: by historical period, geographic location, use, materials and style.

Sample Strategy for Indicator Two (2)

Inspired by diverse gateways, doorways and passages, the student will explore the concept of metaphor and identify metaphorical ideas in gateways of different artists, cultures and periods such as: Stonehenge, the Ishtar Gate, Babylon; Arche de Triomphe; Japanese shrines; Chartres cathedral; The St. Louis Arch. Choosing an idea about passage from middle to high school, the student will brainstorm and sketch metaphorical images before designing, constructing and embellishing a gateway as a personal metaphor for passage in middle school life. Small prototypes for a larger public sculpture can be made in clay, papier mache and mixed media.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II: VISUAL ARTS

Maryland State Department of Education

Main Concepts, Artistic References and Developmental Needs

Artists, architects, writers, musical composers and scientists can all be thought of as inventors. In going about their work, they play with ideas, explore many possible solutions and search for new ideas. Discoveries occur as a result of their explorations, investigations and experiments. Artists and other inventors such as Leonardo da Vinci, David MacCauley, Rube Glodberg and Buckminster Fuller used visual thinking in seeking creative solutions to problems. Middle school students can use visual thinking and graphic imagery to explore ideas and create unique “inventions” in both the arts and sciences.

Expectation D

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

The student will use a variety of sources such as journals, memoirs, biographies and interviews to identify ways in which artists, architects, writers, composers and scientists use visual thinking and graphic representation of information in solving problems. The students will reflect upon their own studies in other subjects such as math or science to identify examples of where visual imagery could be used to develop and express an idea or concept.

Sample Strategy for Indicator Two (2)

After studying the work of various artists and other inventors who have used visual thinking and graphic representation of information in their problem solving, the student will use visual thinking and graphic imagery in creating and presenting a model for a “new” machine, structure or environment.

SAMPLE INSTRUCTIONAL STRATEGIES OUTCOME III: VISUAL ARTS

Main Concept, Artistic References and Developmental Needs

By exploring media that involves multiple steps, processes and special techniques, artists develop their understanding of the expressive nature of visual qualities and how to match materials to ideas. Any of the art forms and materials – drawing, painting, clay, printmaking, paper sculpture, mixed media, or electronic arts – can be investigated and sometimes combined to express personal ideas. For example, contemporary artists such as Sam Gilliam, Juan Snachez, Joyces Scott and Robert Rauschenberg make monoprints by combining traditional printmaking methods with collage, drawing and painting. Structured problems which encourage and invite experimentation with media yet ensure a level of success allow middle school students to encounter a greater range of expressive possibilities and the ideas that comes with them.

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

Inspired by the work of printmakers as well as graphic designers, the student will create an image based on a personal theme. The initial image might be expressive self-portrait, a setting for a narrative or an ordinary object or still life that could be executed in linocut, collograph or screenprint. Unique, one-of-a-kind prints will be developed using different tools, processed and techniques such as printing with different colored inks, using different backgrounds or printing surfaces and elaborating them with mixed media such as collage, drawing, painting and other techniques so that each variation expresses different ideas, thoughts and feelings. The goal of the series is to search for new interpretations of ideas, thoughts and feelings made possible by expanding the expressive possibilities of media.

Sample Strategy for Indicator Two (2)

In reflecting on the completed work, the student will compare and contrast student monoprints and/or a variety of prints describing different processes and techniques (s) used with the media, making connections between the use of media, the visual qualities achieved and the feelings, ideas or meaning communicated.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III: VISUAL ARTS

Main Concept, Artistic References and Developmental Needs

Artists draw on different sources and generate ideas for new works through a variety of strategies including drawing, writing, reading and keeping a sketchbook. An artwork might be inspired by a line of poetry, a piece of marble, a news photo, the color and feel of clay, a musical phrase or the world observed and experiences everyday. Imaginative and humorous work such as Rube Goldberg's sketches and Red Groom's three-dimensional installations which comment on contemporary urban life requires brainstorming, references, research, planning and problem-solving. Middle school students are keen observers and participants in an enlarging world of experience. Often on the cusp of working realistically from observation, they enjoy opportunities to combine observation with imagination, express a wry sense of humor, reflect on their own experiences and collaborate with peers.

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

The student will collaborate with a peer group to develop ideas for a three dimensional model for a new school, neighborhood center, teen shopping mall, resort/recreation center or amusement park inspired by Red Grooms. With various requirements of the project divided among the group, the student will take responsibility for specific parts of the construction. Materials may include but should not be limited to: found objects, papier mache, cardboard, wire and clay. The model will be assembled as a finished unit and displayed with commentary concerning influences in the planning process.

Sample Strategy for Indicator Two (2)

The student will produce a drawing or schematic in the manner of Goldberg mapping the production process and noting sources for ideas, commentary about materials and processes and ideas for further enhancement.

SAMPLE INSTRUCTIONAL STRATEGIES OUTCOME III: VISUAL ARTS

Main Concepts, Artistic References and Developmental Needs

Opportunities to engage with product design or re-design challenge artists and designers to think creatively about the ways design can be used to enhance, improve and/or develop a product line. Simulations of the real world of work offer middle school students an opportunity to learn about careers in design and to practice taking on different roles in a group. Products such as shoes, skateboards, surfboards, snowboards and the like can capture the interest of middle school students. A process whereby students can propose creative ideas and make prototypes for production can be set into the context of design firm which hires employees who qualify by proposing creative ideas and rewards them for well developed prototypes. Such an experience can be extended to include interviews with the employer, package design and advertising design.

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

The student will develop a sketch for designing or re-designing a product such as a shoe, skateboard or surfboard. The sketch will show how design will be used to enhance, improve or develop the product. A prototype will be developed in an appropriate medium such as clay, cardboard or papier mache. Package design and/or advertising design may be included as an extension of the problem.

Sample Strategy for Indicator Two (2)

The student will identify the creative ideas and unique design features found in student design proposals and/or prototypes and products designed by professionals. Simulations from the real world for such presentations include a design show, a design jury or critique and advertisements.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV: VISUAL ARTS

Main Concepts, Artistic References and Developmental Needs

Using formal, objective approach to analyzing art provides the middle school student a structure to use in identifying criteria in evaluation and learning from their own artwork and the art of others. From artworks students can learn about ways in which artists from different times and places have used such things as cultural traditions and conventions, central themes, media, stylistic qualities and scale in expressing their ideas. Often artists may be grouped to contrast differences and highlight similarities. For example, Horace Pippin, Alice Neal, Nam June Paik, Romare Bearden and Robert Rauschenberg are artists with widely different approaches, styles and techniques, who may be grouped by the themes expressed in their work. Through a study of the different aesthetic theories pertaining to the understanding and production of art, middle school students can develop and broaden their perspectives in considering, analyzing and judging diverse artworks.

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

After studying theories of art that offers methods for interpretation and understanding, students will be asked to work in groups to categorize small prints or postcards based upon a formal, objective, critical approach. Students will conclude their studies with an informal display of prints arranged by identified commonalities. Each group presentation will be accompanied by written and/or oral commentary explaining reasons for the selections and groupings.

Sample Strategy for Indicator Two (2)

Having studied structured models of criticism and diverse artworks based on a central theme, the student will select criteria to produce an artwork that communicates a specific concept. For example, in exploring the theme “Americans at Home in a Global Society” the student might study paintings by Horace Pippin, and Alice Neal, installations by Nam June Paik and collages by Romare Bearden and Robert Rauschenberg. From any or several of the works, the student will select criteria to apply in an artwork expressing a personal point of view about a subject.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV: VISUAL ARTS

Main Concepts, Artistic References and Developmental Needs

People in all cultures use their art as part of ceremonies and celebrations that commemorate and document their beliefs and values. Inherent in the products of their artists are clues to identifying and understanding the aesthetic qualities that characterize the artworks of people in different times and places. Through the study of the artwork of different cultures, times and places, the middle school student can learn that understanding diverse artworks often requires supporting information regarding its purpose and function within the culture in which it was created. For example, the art and artifacts of some African, Native American and European cultures may be used for similar functions or purposes, but may be very different in aesthetic qualities and in the manner in which they are valued by the people who use them. Throughout time artists have used celebrations as the subject for their work. For more than a century photographers have provided us with abundant documentation of the similarities and differences in the ways in which cultures demonstrate their values and beliefs through their celebrations. Filmmakers and photographers including Walker Evans, James VanDerZee, Rosalyn Soloman, Graciela Iturbide and Martha Riahil have provided us with a wealth of imagery of different people, places and celebrations.

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategies for Indicator One (1)

Students will produce artworks for a mini-exhibit in conjunction with social studies. Using available media, they will study photographs of people, places and celebrations around the world as documentaries of culture. Studying the work of filmmakers and photographers such as those listed above, the student will determine the social and historical messages conveyed, decide upon purpose and function within the culture, and understand some of the aesthetic qualities of art and artifacts used in celebrations. Having studied several exemplars, the student will produce and display at least one photograph that shows an aspect of celebrations in contemporary culture. A statement should be included in the display explaining the ways in which art is used and how it is valued in this context.

Sample Strategies for Indicator Two (2)

After observing the differences and similarities in the artifacts used in ceremonial events, students will investigate the topic of celebrations and ceremonies in various cultures around the world. Students will form small study groups to research ceremonial artifacts from specific African cultures such as the Boule people, British coronation regalia and ritual objects such as Kachinas used by Native Americans in the Southwest. The students will design their own group celebration and produce appropriate artifacts for use in the event, which may center on end-of-year rituals or post graduation activities. The celebration will be documented, with commentary, on video, film or digital media.

SAMPLE INSTRUCTIONAL STRATEGIES OUTCOME VI: VISUAL ARTS

Main Concepts, Artistic References and Developmental Needs

Students and teachers can draw upon an abundance of stimulating art collections and exhibitions in and around Maryland. In addition to numerous private galleries, art institutions in the greater Baltimore Washington area including the Baltimore Museum of Art, the Walters Art Gallery, the Maryland Institute, College Art, the Corcoran Gallery of Art, The National Gallery of Art and the Smithsonian Museums have exhibitions and extensive collections representing some of the world's greatest art. Through the internet, students can access the collections of museums and galleries internationally. Learning about the considerations made by curators in selecting artworks for a collection and arranging them in exhibitions can reinforce the middle school student's understanding of ways in which criteria are applied to presenting an exhibit of artworks that share common themes, periods, styles or the development of a single artist over time. Knowledge gained in determining and using criteria in this way can help students in valuing the work of others and provide criteria for use in creating and reflecting on their own work.

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

Using museum or gallery exhibitions and guidebooks, films and/or resources the student will view exhibitions of artworks selected and arranged to express a theme or the developmental work of a single artist in order to determine and discuss the criteria used in selection and arranging the exhibition. Using criteria derived from viewing and discussing art exhibits, the student will arrange an exhibition of student artworks that includes explanatory text or a printed guide. The exhibition may take place in a school gallery or showcase or may be produced as a video or internet web site. Students can use works from these sources to determine criteria used in selecting and arranging specific exhibitions and as inspiration for personal work.

Sample Strategy for Indicator Two (2)

The student will analyze the criteria derived from the study of diverse artworks to determine those that they find inspiring and appropriate to apply in making decisions in their own artwork. Using the criteria in the development of an original artwork, the student will exhibit finished work with accompanying commentary that cites criteria used and relationship to the artworks studied.

WICOMICO COUNTY ART UNIT PLAN

**PROGRAM OBJECTIVE: DRAWING
UNIT PLAN
GRADE 6**

WICOMICO COUNTY ART UNIT PLAN

Program Objective: Identify and utilize a variety of tools and media to apply elements of art/principles of design in the production of drawing.

Grade Level: 6-8
Activity: Drawing

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION – The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator: 1.4 Observe works of art and describe how artists use basic elements and principles of design to design their artwork.

Indicator: 1.3 Observe and compare ways in which artists use basic elements and design principles to design their artwork.

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS - The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator: 2.1 B Identify and describe ways that different artists treat the same subject.

Indicator: 2.1 D Identify, analyze and interpret the processes used by people to express their ideas.

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION - The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicator: 3.2 A Identify, select and use variety of materials, tools, techniques and processes to create artistic compositions.

1. **Indicator:** 3.2 B Organize art elements and organizational principles to create symbols and images that express thoughts and feelings.

Outcome 4: AESTHETIC CRITERIA – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

Indicator: 4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critique.

Interdisciplinary Connection:

Math, Language Arts

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

Students will use creative problem solving skills when applying the basic elements and principles of design in the creation of an artistic composition.

WICOMICO COUNTY ART UNIT PLAN

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Composition #1

- Students will review the art elements and principles of design
- Students will choose 2 art elements and 2 principles of design to use in a composition based on their name and birthday
- Students will create a series of thumbnail sketches to explore variations of designs that utilize their chosen elements and principles
- Students will experiment with media and tools to extend the conception of their own thumbnail sketches.
- Students will choose their best thumbnail to expand into the final composition
- Students will assess their final product

Composition #2

- Students will review the art elements and principles of design
- Students will create a design/composition using their name or the word “art” incorporating the elements and principles of design
- Students will create a sketch (paper divided into 3 spaces of any size) to explore variations of design into a design image using their name and personal reflections
- Students will experiment with media and tools to extend their concepts on the thumbnail sketches
- Students will choose their best thumbnail sketch to expand into the final composition
- Students will use this final composition as the cover to their art folder
- Students will assess their final product

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Composition #3

- Student will review art elements and principles of design
- Students will be shown examples of contour line drawings and the definition will be given contour line: lines creating boundaries that separate one area from another. Contour lines define edges and surface ridges of objects and figures.
- Students will have the opportunity to bring in 3 objects they would like to draw
- Students will choose one object to make a contour line drawing of using only pencil – a teacher demonstration on a contour line drawing will accompany this process
- Students will then place a second object behind the first – a teacher explanation and demonstration of what happens when objects are behind or in front of other objects. Vocabulary: overlap.
- Students will make a contour-line drawing of the second object
- Students will then place the third object behind the other objects – once again students will make a contour line drawing of this object
- Students after completing the contour line drawing of all 3 objects will be allowed to go inside the objects and add details
- Chosen students will then contribute their works to the whole class for discussion and additions
- Students will then draw people engaged in activities in the 3 object contour line drawing – a teacher led discussion on how small people (like in Gulliver’s Travels video “Borrowers”) appear in the drawn objects (at least 30 people)
- Students will add color only to the people engaged in their activities – the contour line drawings will remain in pencil
- Students will then write a brief story about the people and their activities on the objects.

WICOMICO COUNTY ART UNIT PLAN

WICOMICO COUNTY ART UNIT PLAN

KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

DECLARATIVE: Concepts, Principles, etc.

PROCEDURAL: Skills, Processes, etc:

Composition #1 & Composition #2

- Art elements are visible in your environment
- Principles of design are visible in your environment
- Artists use many sources to generate ideas
- Artists identify, evaluate and refine information in each phase of problem-solving
- Specific terms are related to design principles and elements
- One or more design principles may be emphasized in a design/composition
- Artists use a variety of sources to generate ideas
- Artists reflect on the process of making art as well as the finished work

Composition #3

- Contour line defines edges and surfaces
- Artists reflect on the process of making art as well as the finished work
- Artists write to critique and explain their work
- Overlap is a considerations in contour line drawing
- Point of view and proportion are considerations in a work of art.
- Brainstorming techniques can be used to generate ideas for drawing and writing.

Composition #1 & Composition #2

- Selecting specific subject matter for a composition
- Adapting/modifying images & forms
- Using sketching to expand ideas
- Using design principles and elements to analyze the arrangement of images in a composition
- Arranging a composition
- Manipulating elements and principles of design to design a composition
- Identifying, using vocabulary related to art elements and design principles
- Using sketching/notation to extend plans and ideas

Composition #2

- Using correct spelling and grammar
- Identifying and using vocabulary related to design principles
- Writing to express processes and ideas
- Use the vocabulary of art while writing/speaking to inform/persuade

Composition #3

- Using contour line drawing techniques
- Arranging parts of a composition
- Adding details inside contour drawing
- Selecting and using tools for drawing
- Using design principles and elements in the arrangement of images in a composition
- Refining a composition
- Generating action verbs as source for action of figures.
- Use correct spelling and grammar
- Writing to express processes, ideas and action
- Use the vocabulary of art while writing/speaking to inform/persuade

WICOMICO COUNTY ART UNIT PLAN

THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
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<p>Comparing</p> <p style="text-align: center;">Classifying ▶</p> <p>To identify the art elements and principles of design for classification into respective categories to identify elements and principles of design to create a composition</p> <p style="text-align: center;">Inducing</p> <p>Deducing</p> <p>Analyzing errors</p> <p>Constructing support ▶</p> <p>To support decisions made in designing the composition</p> <p>Abstracting</p> <p>Analyzing perspectives</p>	<ul style="list-style-type: none"> • View examples of objects that show elements and principles of design • Teacher example • Teacher demonstrations • Peer evaluation • Group discussion • Creative writing
<p>Problem solving</p> <p>Decision making ▶</p> <p>To select design principles and elements for use in a composition</p> <p>Investigation</p> <p>Experimentation ▶</p> <p>To design a composition from words (birthday bubble & name design)</p> <p>Invention ▶</p> <p>Other</p>	<p>RESOURCES: Do these resources reflect diversity?</p> <p>Objects (ball, glass, cone, etc)</p> <p>Exemplars (elements/principles of design)</p>

VOCABULARY Art Elements: line, shape, form, space, value, color, texture Principles of Design: Rhythm, movement, balance, proportion, variety, emphasis, unity, gradation
MATERIALS Student worksheets, pencils/colored pencils/markers, 6 X 9 white paper, 12 X 18 white paper, rulers, 3” circle template, examples

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT – Composition #1	
<p>MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i></p> <p>1.4 A Observe works of art and describe how artists use basic elements and principles of design to design their artwork</p> <p>1.3 B Observe and compare ways in which artists use basic elements and design principles to design their artwork.</p>	<p>ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i></p> <ul style="list-style-type: none"> • The criteria used to assess the indicators will be from a discussion, review, notes and a subsequent worksheet • The scoring tool will be a rubric • The assessment will be formal
<p>OUTCOME 2: Historical, Social, and Cultural Contexts</p> <p>2.1 B Identify and describe ways that different artists treat the same subject</p> <p>2.1 D Identify, analyze and interpret the processes used by people to express their ideas</p>	<ul style="list-style-type: none"> • The criteria used to assess the indicators will be an informal discussion with exemplars • This will be an informal assessment
<p>OUTCOME 3: Creative Expression and Production</p> <p>3.2 A Identify, select and use a variety of materials, tools, techniques and processes to create artistic compositions</p> <p>3.2 B Organize art elements and organizational principles to create symbols and images that express thoughts and feelings</p>	<ul style="list-style-type: none"> • The criteria used to assess the indicators will be the production of the birthday bubble which emphasizes at least one element and 1 principle of design • The scoring tool will be a rubric • The assessment will be formal
<p>OUTCOME 4: Aesthetic Criticism</p> <p>4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques</p>	<ul style="list-style-type: none"> • The criteria used to assess the indicators will be an informal critique and self analysis. • The scoring tool will be informal • The assessment will be formal

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT – Composition #2	
<p>MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i></p> <p>1.4 A Observe works of art and describe how artists use basic elements and principles of design to design their artwork</p> <p>1.3 B Observe and compare ways in which artists use basic elements and design principles to design their artwork</p>	<p>ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i></p>
<p>OUTCOME 2: Historical, Social , and Cultural Contexts</p> <p>2.1 B Identify and describe ways that different artists treat the same subject</p> <p>2.1 D Identify, analyze and interpret the processes used by people to express their ideas</p>	
<p>OUTCOME 3: Creative Expression and Production</p> <p>3.2 A Identify, select and use a variety of materials, tools, techniques and processes to create artistic compositions.</p> <p>3.2 B Organize art elements and organizational principles to create symbols and images that express thoughts and feelings.</p>	
<p>OUTCOME 4: Aesthetic Criticism</p> <p>4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques.</p>	

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT – Composition #3	
<p>MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i></p> <p>1.4 A Observe works of art and describe how artists use basic elements and principles of design their artwork.</p> <p>1.3 B Observe and compare ways in which artists use basic elements and design principles to design their artwork.</p>	<p>ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i></p>
<p>OUTCOME 2: Historical, Social , and Cultural Contexts</p> <p>2.1 B Identify and describe ways that different artists treat the same subject.</p> <p>2.1 D Identify, analyze and interpret the processes used by people to express their ideas.</p>	
<p>OUTCOME 3: Creative Expression and Production</p> <p>3.2 A Identify, select and use a variety of materials, tools, techniques and processes to create artistic compositions.</p> <p>3.2 B Organize art elements and organizational principles to create symbols and images that express thoughts and feelings.</p>	
<p>OUTCOME 4: Aesthetic Criticism</p> <p>4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques.</p>	

WICOMICO COUNTY ART UNIT PLAN

**Drawing: Lesson Plans
For Bubble Design
Emphasizing Art Elements/Art Principles
With Verbal Critique**

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Performance-Based Instruction</i> Course/Grade Level 6		
Topic: Drawing – Birthday Bubble		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> • Art elements are visible in your environment • Principles of design are visible in your environment • Specific terms are related to design principles and elements • One or more design principles may be emphasized in a composition 	<p>Elements:</p> <ul style="list-style-type: none"> • Line • Shape • Form • Space • Color • Value • Texture <p>Principles:</p> <ul style="list-style-type: none"> • Rhythm • Movement • Balance • Proportion • Variety • Emphasis • Unity • Gradation • Harmony 	<ul style="list-style-type: none"> • Selecting specific subject matter for a composition. • Identifying, using vocabulary related to art elements and design principles.
MATERIALS		RESOURCES
<ul style="list-style-type: none"> • Notes/review on overhead • Examples of elements and principles 		<ul style="list-style-type: none"> • Teacher • Text examples

WICOMICO COUNTY ART UNIT PLAN

Indicator:

1.4 A Observe works of art and describe how artists use basic elements and principles of design in their artwork.

1.3 B Observe and compare ways in which artists use basic elements and design principles to design their artwork.

Lesson Objective Period _1_:

Identify the art elements and principles of design.

Introduction/ Motivation:

Discuss, review and define the art elements and principles of design.

Look at examples of artwork and discuss the use of the art elements and principles of design.

Activity:

Review the art elements and principles of design. This will be done through a discussion and specific examples from text, objects and students. The activity will involve the students in some note taking.

Summary/Assessment:

Informal assessment: question, answer, review of the art elements and principles of design.

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Sequential Integrated Art Activity</i> Course/Grade Level 6, 7, 8		
Topic: Drawing – Birthday Bubble		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> • Art elements and their use in the production of artwork • Principles of design and their use in the production of artwork 	<p>Elements:</p> <ul style="list-style-type: none"> • Line • Shape • Form • Space • Color • Value • Texture <p>Principles:</p> <ul style="list-style-type: none"> • Rhythm • Movement • Balance • Proportion • Variety • Emphasis • Unity • Gradation • Harmony 	<ul style="list-style-type: none"> • Selecting specific subject matter for a composition • Identifying, using vocabulary related to art elements and design principles
MATERIALS		RESOURCES
<ul style="list-style-type: none"> • Worksheet • Colored pencils • Rulers • Overhead 		<ul style="list-style-type: none"> • Teacher Examples

WICOMICO COUNTY ART UNIT PLAN

Indicator:

2.1 D Identify, analyze and interpret the processes used by people to express their ideas.

3.2 B Organize art elements and organizational principles to create symbols and images that express thoughts and feelings.

Lesson Objective Period _2_:

Introduction/ Motivation:

Discussion of the use of art elements and principles of design in artwork.

Look at completed examples of “Birthday Bubble” designs and discuss their use of the elements and principles of design in the artwork.

Activity:

After a brief review of the previous discussion of the art elements and principles of design, the students will be doing a worksheet. The worksheet will ask them to choose an element of art and a principles of design to emphasize in their design for their “Birthday Bubble.” They will be doing 3 sketches and will choose their best for the final piece of artwork.

Summary/Assessment:

Formal assessment: worksheet graded

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Sequential Integrated Art Activity</i> Course/Grade Level 6 , 7, 8		
Topic: Drawing – Birthday Bubble		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> • Art elements are visible in our environment and are utilized in creating artwork. • Artists use many sources to generate ideas. • Principles of design are visible in our environment and are utilized in creating artwork • One or more design principles may be emphasized in a composition 	<p>Elements:</p> <ul style="list-style-type: none"> • Line • Shape • Form • Space • Color • Value • Texture <p>Principles:</p> <ul style="list-style-type: none"> • Rhythm • Movement • Balance • Proportion • Variety • Emphasis • Unity • Gradation • Harmony 	<ul style="list-style-type: none"> • Selecting the best composition for a final artwork • Utilizing prior knowledge of vocabulary related to art elements and principles of design to choose the best sketch for the final production piece. • Adapting/modifying images and forms • Manipulating elements and principles to design a composition.
MATERIALS		RESOURCES
<ul style="list-style-type: none"> • 6” X 9” white drawing paper • Colored pencils • Rulers 		<ul style="list-style-type: none"> • Worksheet (completed by students) • Teacher Interaction
<p>Indicator: 3.2 B Organize art elements and organizational principles to create symbols and images that express thoughts and feelings</p> <p>Lesson Objective Period _3, 4_:</p> <p>Introduction/ Motivation: Review of the procedure for creating the “Birthday Bubble.” Student selection of best sketch to produce for completed artwork.</p> <p>Activity: After completing the worksheet, students will choose the “birthday bubble” design they like the best to draw for the final production piece.</p> <p>Summary/Assessment: Formal assessment: Graded “Birthday Bubble”</p>		

NAME _____



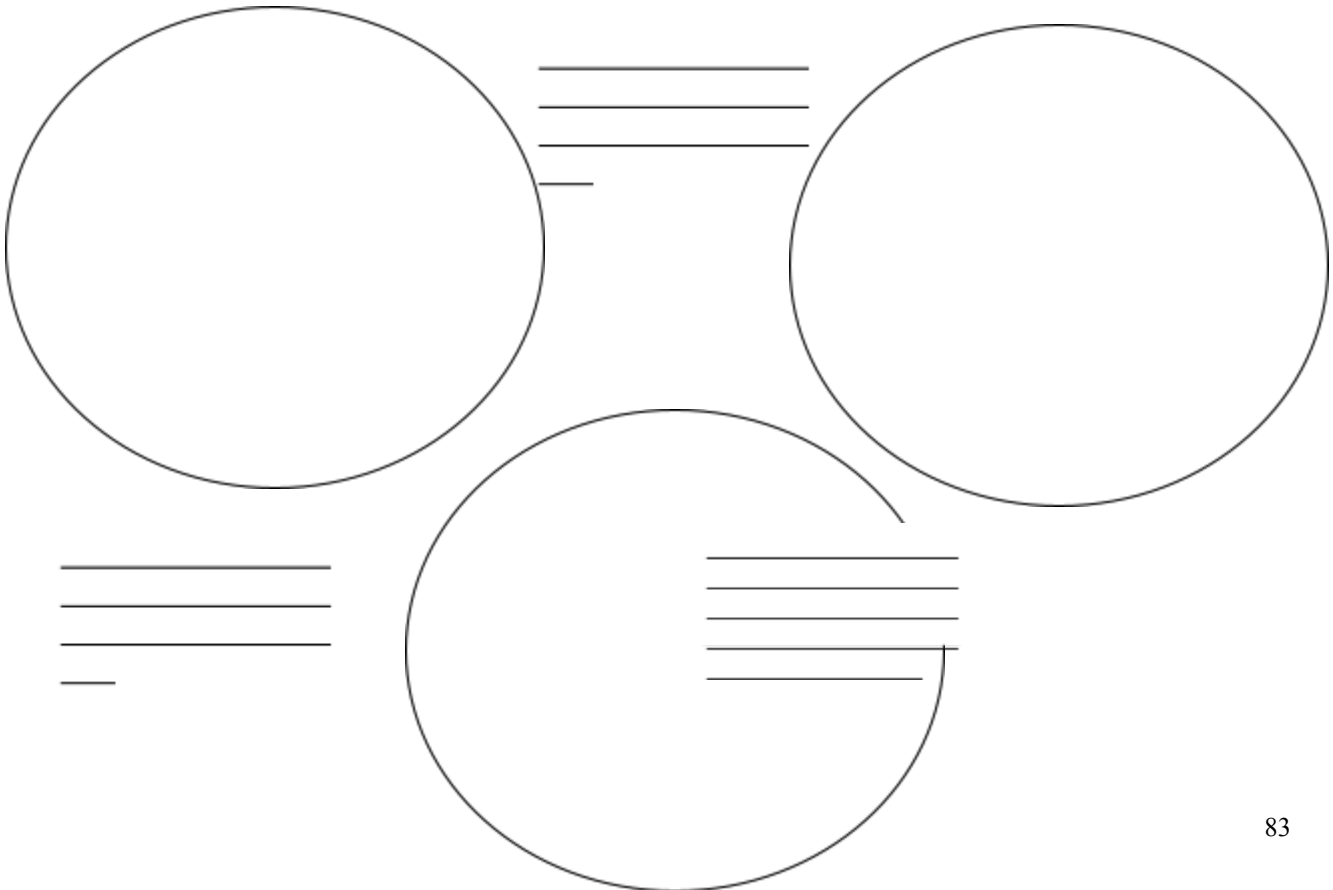
LIST THE ART ELEMENTS

- | | | | |
|----|-------|----|-------|
| 1. | _____ | 5. | _____ |
| 2. | _____ | 6. | _____ |
| 3. | _____ | 7. | _____ |
| 4. | _____ | | |

LIST THE PRINCIPLES OF DESIGN

- | | | | |
|----|-------|----|-------|
| 1. | _____ | 6. | _____ |
| 2. | _____ | 7. | _____ |
| 3. | _____ | 8. | _____ |
| 4. | _____ | 9. | _____ |
| 5. | _____ | | |

CHOOSE AT LEAST ONE ELEMENT AND ONE PRINCIPLE OF DESIGN TO EMPHASIZE IN YOUR SKETCHES BELOW:



WICOMICO COUNTY ART UNIT PLAN



WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Performance-Based Instruction</i> Course/Grade Level 6		
Topic: Drawing – Birthday Bubble		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> Artists reflect on the process of making art as well as the finished work. Specific terms are related to design principles and elements. 	<p>Elements:</p> <ul style="list-style-type: none"> Line Shape Form Space Color Value Texture <p>Principles:</p> <ul style="list-style-type: none"> Rhythm Movement Balance Proportion Variety Emphasis Unity Gradation Harmony 	<ul style="list-style-type: none"> Using vocabulary from prior knowledge of art elements and principles of design to critique all students’ “Birthday Bubbles.” Utilize verbal skills to discuss the final art projects (critique). Identifying using vocabulary related to art elements and principles of design.
MATERIALS		RESOURCES
<ul style="list-style-type: none"> 6” X 9 “ completed “Birthday Bubble” papers Completed “Birthday Bubble” worksheets 		<ul style="list-style-type: none"> Completed artwork Completed worksheet

WICOMICO COUNTY ART UNIT PLAN

Indicator:

4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques.

Lesson Objective Period _5_:

Identify the art elements and principles of design.

Introduction/ Motivation:

Explain about verbal critique

Show all students work for purpose of critique

Activity:

All students' completed projects will be shown to the class. In critique form students will use vocabulary from the elements of art and principles of design to explain the "Birthday Bubble" and the use of the elements and principles within the design.

Summary/Assessment:

Informal assessment: critique using verbal skills relating to elements of art and principles of design.

WICOMICO COUNTY ART UNIT PLAN

**DRAWING: ART FOLDER
LESSON PLANS
WITH WRITING TO INFORM LESSON**

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Sequential Integrated Art Activity</i> Course/Grade Level 6		
Topic: Drawing – Folder		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> One or more design principles may be emphasized in a design composition. Artists use a variety of sources to generate ideas. Art elements are visible in your environment. Principles of design are visible in your environment. 	<p>Elements:</p> <ul style="list-style-type: none"> Line Shape Form Space Color Value Texture <p>Principles:</p> <ul style="list-style-type: none"> Rhythm Movement Balance Proportion Variety Emphasis Unity Gradation Harmony 	<ul style="list-style-type: none"> Using sketching to expand ideas. Selecting specific subject matter for a composition. Using design principles and elements to analyze the arrangement of images in a composition
MATERIALS		RESOURCES
<ul style="list-style-type: none"> Art folder worksheet Colored pencils 		<ul style="list-style-type: none"> Teacher example Discussion of elements of art and principles of design.
<p>Indicator: 1.3 B Observe and compare ways in which artists use basic elements and design principles to design their artwork.</p> <p>Lesson Objective Period _1_:</p> <p>Introduction/ Motivation: Review elements of art and principles of design and how they are used in the production of artwork. Show completed example of art folder and explain the design.</p> <p>Activity: Students will choose elements of art and principles of design to use in their sketches for their folder. Worksheets will be passed out and students will begin to work on their sketches for their folders. The worksheet will be explained and any questions answered.</p> <p>Summary/Assessment: Formal assessment: worksheet will be graded with project.</p>		

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Sequential Integrated Art Activity</i> Course/Grade Level 6, 7, 8		
Topic: Drawing – Folder		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> One or more design principles may be emphasized in a composition. Artists identify, evaluate and refine information in each phase of problem-solving. 	Composition Division Elements: <ul style="list-style-type: none"> Line Shape Form Space Color Value Texture Principles: <ul style="list-style-type: none"> Rhythm Movement Balance Proportion Variety Emphasis Unity Gradation Harmony 	<ul style="list-style-type: none"> Arranging a composition Using design principles and elements to analyze the arrangement of images in a composition.
MATERIALS		RESOURCES
<ul style="list-style-type: none"> 12" X 18" White drawing paper Colored pencils Rulers 		<ul style="list-style-type: none"> Teacher example Student worksheet/sketch

WICOMICO COUNTY ART UNIT PLAN

Indicator:

3.2 B Organize art elements and design principles to create symbols and images that express thoughts and feelings.

Lesson Objective Period _ 2 & 3_:***Introduction/ Motivation:***

Students own sketches and the use of refining skills in selecting the best and most desired techniques utilizing the art elements and principles of design in producing their “own” art folder.

Activity:

Students will refine their sketches from the art folder worksheet to their final copy. They draw the design in pencil first and then add color for completion.

Summary/Assessment:

Formal assessment: graded folder.

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Sequential Integrated Art Activity</i> Course/Grade Level 6, 7, 8		
Topic: Drawing – Folder		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> Artists reflect on the process of making art as well as the finished work. 	<p style="text-align: center;">Critique Elements:</p> <ul style="list-style-type: none"> Line Shape Form Space Color Value Texture <p style="text-align: center;">Principles:</p> <ul style="list-style-type: none"> Rhythm Movement Balance Proportion Variety Emphasis Unity Gradation Harmony 	<ul style="list-style-type: none"> Use correct spelling and grammar. Identifying and using vocabulary related to design principles. Writing to express processes and ideas.
MATERIALS		RESOURCES
<ul style="list-style-type: none"> Completed folder Notes/notebook Worksheet 		<ul style="list-style-type: none"> Notes on elements and principles

WICOMICO COUNTY ART UNIT PLAN

Indicator:

4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques.

Lesson Objective Period _4_:***Introduction/ Motivation:***

Review of elements and principles of design. Explanation of a critique and a written critique that addresses their own artwork.

Activity:

Students will be writing three (3) paragraphs defending, informing and explaining their folder design with regard to their use of the elements of art and principles of design. They need to use complete sentences and art vocabulary. They will be following MSPAP guidelines using a prompt and subsequent rubric grading.

Summary/Assessment:

Formal assessment: graded paragraphs/worksheet

WICOMICO COUNTY ART UNIT PLAN

**DRAWING LESSON PLANS FOR CONTOUR LINE
DRAWING WITH WRITING FOR PERSONAL
EXPRESSION ACTIVITY**

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Sequential Integrated Art Activity</i> Course/Grade Level 6		
Topic: Drawing – Contour Line		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> Contour line defines the edge of a form and the surface. Overlap is a consideration in contour line drawing. 	<ul style="list-style-type: none"> Contour line- line that follows the edge of a form defining edges and surface ridges of objects. 	<ul style="list-style-type: none"> Using contour line drawing techniques. Arranging parts of a composition.
MATERIALS		RESOURCES
<ul style="list-style-type: none"> Stuffed animals, bottles, etc. for still life objects 12" X 18" drawing paper 		<ul style="list-style-type: none"> Overhead sheets/bottle drawing Artwork from other artists
<p>Indicator: 1.3 B Observe and compare ways in which artists use basic elements and design principles to design their artwork.</p> <p>Lesson Objective Period _1_:</p> <p>Introduction/ Motivation: Discuss contour line, give definition and show examples.</p> <p>Activity: Students will practice a contour line drawing of a bottle with teacher instruction and supervision. Students will then choose an object and place on desk to make a contour line drawing.</p> <p>Summary/Assessment: Informal assessment Exhibition of student work.</p>		

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Sequential Integrated Art Activity</i> Course/Grade Level 6		
Topic: Drawing – Contour Line		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> • Overlap is a consideration in contour line drawing. • Objects placed behind other objects may be partially blocked from view 	<ul style="list-style-type: none"> • Contour line- line that follows the edge of a form defining edges and surface ridges of objects. 	<ul style="list-style-type: none"> • Using contour line drawing techniques. • Arranging parts of a composition. • Using design principles and elements in the arrangement of images in a composition. • Refining a composition • Adding details.
MATERIALS		RESOURCES
<ul style="list-style-type: none"> • 12” X 18” white drawing paper • Still life objects 		<ul style="list-style-type: none"> • Teacher examples
<p>Indicator: 3.2 B Organize art elements and organizational principles to create symbols and images that express thoughts and feelings.</p> <p>Lesson Objective Period _2 & 3_:</p> <p>Introduction/ Motivation: Review contour line and objects placements with regard to observer’s view.</p> <p>Activity: Students will continue contour drawing from last class. Students will place second object behind first and draw contour drawing. When complete, students will place third object behind and draw contour drawing of object. When complete, contour line drawing will show all three objects.</p> <p>Summary/Assessment: Formal assessment: graded artwork Informal assessment: daily check for continuation of drawing</p>		

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Sequential Integrated Art Activity</i> Course/Grade Level 6		
Topic: Drawing – Contour Line		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> Point of view and proportion are considerations in a work of art. Brainstorming techniques can be used to generate ideas for drawing and writing. 	<ul style="list-style-type: none"> Verb Point of view Proportion 	<ul style="list-style-type: none"> Refining a composition. Generating action verbs to create action figures.
MATERIALS		RESOURCES
<ul style="list-style-type: none"> 12 “ X 8 “ white drawing paper Overhead strips/markers for each group Colored pencils Markers 		<ul style="list-style-type: none"> Video “The Borrowers” Examples teacher/student Overhead verb sheets
<p>Indicator: 3.2 A Identify, select and use a variety of materials, tools, techniques and processes to create artistic compositions.</p> <p>Lesson Objective Period _4 & 5_:</p> <p>Introduction/ Motivation: Students will view about 15-20 minutes of the movie “The Borrowers” for the purpose of seeing an ant’s eye view of the environment and the action the people are engaged in for use in the contour line drawings.</p> <p>Activity: Students will watch the video “The Borrowers” and then break into small groups to discuss and list action verbs. The groups’ lists will be placed on the overhead for discussion with regard to people and activities they engage in. Students will then begin drawing action figures in their contour line drawings. Students need to draw at least 30 people and add color to only the people.</p> <p>Summary/Assessment: Formal assessment: graded complete artwork</p>		

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME <i>For Sequential Integrated Art Activity</i> Course/Grade Level 6		
Topic: Drawing – Contour Line		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> Artists reflect on the process of making art as well as the finished work. Creative writing process 	<ul style="list-style-type: none"> Verb Creative writing 	<ul style="list-style-type: none"> Use correct spelling and grammar. Writing to express processes, ideas and action.
MATERIALS		RESOURCES
<ul style="list-style-type: none"> 12” X 18” student artwork Worksheet on writing 		<ul style="list-style-type: none"> Vocabulary/verbs Artwork
<p>Indicator: 4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques (objective: observe and respond to different artists interpretation of their world through drawing).</p> <p>Lesson Objective Period _6_:</p> <p>Introduction/ Motivation: Students and teacher will have a discussion about what to include in their story. An example will be read from the teacher’s drawn example.</p> <p>Activity: Students will be writing a short story about their artwork.</p> <p>Summary/Assessment: Formal assessment: graded on a rubric</p>		

WICOMICO COUNTY ART UNIT PLAN

VISUAL OF STUDENT WORK

Prompt: Writing for Personal Expression

NAME _____

You will be writing a story about your picture for personal expression. Your story should tell about the “land” you have created for your “little people” to live in. Your story should be creative and expressive. It should describe the activities that people are engaged in on your objects in a detailed and creative way. You should write at least one paragraph about your “little people land.”

Before you begin writing, think about your drawing and the activities your people are engaged in. Think about what verbs are and how they are seen in your picture. Think about the many activities that are going on in your drawing and write a creative story about this “land.”

Now write a creative story about your picture. Be sure to use your own personal experiences and creativity when writing.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Response to Writing for Personal Expression Prompt

In the land of giant cows there are many activities going on. People are climbing mountains and skiing down the slopes. Even though some of the skiers have landed on a “big snow pile” they look as though they are having a great time. Some of the people are swimming and sunbathing on the “spot shores.” Life in cow land is so relaxing and fun.

The excitement in land of giant cows comes from the in air activities. It is very risky to fly out in the big open spaces, but some are brave enough to try. When you jump from the plane sky jumping your parachute can be detected by the cows so being careful is a necessity.

UNIT PLAN FOR PAINTING/SCULPTURE

- **Watercolor Leaves**
- **Free Form Painted Sculpture**
- **Reading to Perform a Task**

Program Objective:

Grade Level: 6
Activity: Painting

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION – The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator: 1.2 A Observe and analyze the compositional organization of natural and man-made forms.

Indicator: 1.1 A Observe and analyze the relationships among shapes, forms, patterns and details.

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS - The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator: 2.1 B Identify and describe ways that different artists treat the same subject.

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION - The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicator: 3.3 B Identify, describe and apply ways in which the environment affects art or personal expression.

Indicator: 3.1 C Use appropriate sequences, procedures and processes to plan, develop and access visual images.

Outcome 4: AESTHETIC CRITERIA – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

Indicator: 4.2 B Use art terms to identify, discuss and analyze, craftsmanship, composition and expressive qualities in their own artwork and the artwork of others.

Interdisciplinary Connection:

Science

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

Students will demonstrate their ability to utilize color when creating natural and free form objects.

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Composition #1

- Students will copy vocabulary into their notebooks (value, tints, shades, color)
- Students will be shown artwork for purpose of discussion of color
- Students will choose several leaves to draw-make good use of space on paper
- Students will make a contour line drawing of each of the leaves
- Students will then add details inside each leaf
- Students will then add color to duplicate the colors on the leaf
- Watercolor pencils will be used
- Students will add color as needed to complete leaves
- Add details when dry

Composition #2

- Students will discuss and copy vocabulary in their notes
- Students will be given 1 sheet of 12" X 18" drawing paper
- Students will draw at least 3 non-objective shapes on their paper and cut them out
- Using a pattern, students will draw designs on each shape – both front and back
- After drawing design, students will choose 2 complementary colors
- Students will paint one side of each shape, the positive space and the other side of each shape, the negative space
- When complete, the students will put together their shapes to form a free-form sculpture using scoring technique (slits)
- Students will glue together for completion

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

Composition #1 – Watercolor Leaves

DECLARATIVE: Concepts, Principles, etc.	PROCEDURAL: Skills, Processes, etc:
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<ul style="list-style-type: none"> ● Contour line can be used to draw the edge of a form ● Color can create mood and meaning in a composition ● Nature is a source of subject matter ● Specific terms are related to watercolor painting techniques 	<ul style="list-style-type: none"> ● Selecting subject matter for a composition ● Adapting/modifying images and forms ● Arranging a composition ● Refining a composition ● Applying color to a drawing with paint
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● Composition # 2 – Painted Free-Form Sculpture

<ul style="list-style-type: none"> ● Free forms are non-objective ● Complementary colors are colors opposite each other on the color wheel ● Specific terms are related to painting techniques ● Color can create mood and meaning in a composition ● Pattern is a 2-D decorative visual repetition ● Positive and negative space exist in art ● Assembling 2-D piece of artwork can create 3-D artwork 	<ul style="list-style-type: none"> ● Selecting subject matter ● Drawing non-objective shapes ● Use pattern and line to create surface design ● Adapting/modifying images ● Arranging a composition ● Refining a composition ● Applying complementary colors to artwork can create visual illusions ● Constructing a 3-D form from 2-D shapes
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LESSON PLANS FOR WATER COLOR PAINTING (LEAVES)

DAILY LESSON PLAN FRAME

For Sequential Integrated Art Activity

Course/Grade Level 6

Topic: Drawing – Painting/Leaves

Declarative Knowledge (facts, concepts, principles)	Vocabulary	Procedural Knowledge
<ul style="list-style-type: none"> Contour line defines the edge of a form Nature is a source of subject matter 	<ul style="list-style-type: none"> Contour line Color scheme: plan for organizing colors Color: the element of art derived from reflected light. The sensation of color is aroused in the brain by response of the eyes to different wave lengths of light. Value: the lightness or darkness of a color tint. Lighter than normal – add white Shade: darker than normal color, add black 	<ul style="list-style-type: none"> Selecting subject matter for a composition Adapting/modifying images and forms Arranging a composition

MATERIALS	RESOURCES
<ul style="list-style-type: none"> Overhead/notes Leaves (real) 9” X 12” White drawing paper 	<ul style="list-style-type: none"> Leaves Example of painting Discussion

Indicator:

1.2 A Observe and analyze the compositional organization of natural and human made forms.

Lesson Objective Period _1_:

Introduction/ Motivation:

Discuss color and painting through discussion and lecture. Show students leaves and discuss the natural shape and varieties of leaves.

Activity:

Students will copy note on color. Students will observe and discuss the natural forms of leaves and their ability to change color with the seasons. Students will then choose three leaves (real) and draw them using contour line on their paper making sure they balance positive and negative space.

Summary/Assessment:

Informal

DAILY LESSON PLAN FRAME

For Sequential Integrated Art Activity

Course/Grade Level 6

Topic: Drawing – Painting/Leaves

Declarative Knowledge (facts, concepts, principles)	Vocabulary	Procedural Knowledge
<ul style="list-style-type: none"> Color can create mood and meaning in a composition Realistic subject matter can be drawn and painted Specific terms are related to painting techniques 	<ul style="list-style-type: none"> Color Value 	<ul style="list-style-type: none"> Adapting/modifying images and forms Refining a composition Applying color to a drawing with paint

MATERIALS	RESOURCES
<ul style="list-style-type: none"> Watercolor pencils Watercolor paint Brushes Water trays 9" X 12" paper Leaves 	<ul style="list-style-type: none"> Video on color and mixing paint (day 2)

Indicator:

2.1 B Identify and describe ways that different artists treat the same subject

3.3 B Identify, describe and apply ways in which the environment affects art or personal expression.

Lesson Objective Period _2 & 3_:

Introduction/ Motivation:

Review, discussion of color/painting through lecture and video. Individual/small group demonstrations of how to mix colors to achieve realism using watercolor pencils.

Activity:

Students will use watercolor pencils to duplicate the colors on each of their drawn leaves to achieve a realistic image. Students will then add water and extra paint where needed to create paint and a transparent effect.

Summary/Assessment:

Formal: graded art work

**LESSON PLANS FOR FREE-FORM PAINTED SCULPTURE
WITH GRAPHING ACTIVITY
(READING TO PERFORM A TASK)**

DAILY LESSON PLAN FRAME

For Sequential Integrated Art Activity

Course/Grade Level 6

Topic: Drawing – Painting/Sculpture

Composition #2

Declarative Knowledge (facts, concepts, principles)	Vocabulary	Procedural Knowledge
<ul style="list-style-type: none"> Free forms are non-objective Complementary colors are colors opposite on the color wheel 	<ul style="list-style-type: none"> Complementary colors – colors opposite each other on the color wheel Form – 3 dimensional Pattern – two dimensional decorative visual repetition Positive space – shapes or forms in 2-D and 3-D art Negative space – empty space surrounding shapes and forms 	<ul style="list-style-type: none"> Selecting subject matter Draw non-objective shapes Use pattern and line to create design

MATERIALS	RESOURCES
<ul style="list-style-type: none"> 12” X 18” tagboard Scissors Pencil 	<ul style="list-style-type: none"> Examples of 3-D and complementary colors Notes on vocabulary

Indicator:

1.1 A Observe and analyze the relationships among shapes, forms, patterns and details

Lesson Objective Period _1_ :

Introduction/ Motivation:

Notes and examples of color and sculpture. Show completed example. Show the relationships/effects of complementary colors.

Activity:

Students will copy definitions of vocabulary. Students will discuss vocabulary and see examples of complementary colors.

Summary/Assessment:

Informal

DAILY LESSON PLAN FRAME

For Sequential Integrated Art Activity

Course/Grade Level 6

Topic: Drawing – Painting/Sculpture

Composition #2

Declarative Knowledge (facts, concepts, principles)	Vocabulary	Procedural Knowledge
<ul style="list-style-type: none"> Specific terms are related to painting techniques Color can create mood and meaning in a composition Pattern is a 2-D decorative visual repetition Positive and negative space exist in art 3-D art can be made from 2-D 	<ul style="list-style-type: none"> Complementary colors Pattern Positive space Negative space Pattern Form 	<ul style="list-style-type: none"> Use pattern and lines to create design Use positive and negative space to create a design Arranging a composition Refining a composition Applying complementary colors to artwork can cause visual illusions Putting several 2-D pieces of artwork together can create 3-D artwork

MATERIALS	RESOURCES
<ul style="list-style-type: none"> Complementary colors of paint (red & green, blue & orange, violet & yellow) 	<ul style="list-style-type: none"> Example

Indicator:

2.1 B Identify and describe ways that different artists treat the same subject.

3.1 C Use appropriate sequences, procedures and processes to plan, develop and assess visual images.

Lesson Objective Period _2, 3, 4_:

Introduction/ Motivation:

Explain painting procedures and show examples.

Activity:

Students will add color to their non-objective free form shapes. Students will use only 2 complementary colors. Students will add paint to both sides of shapes utilizing pattern and positive and negative space relationships.

Summary/Assessment:

Formal: Graded artwork

READING TO PERFORM A TASK

GRAPHING ACTIVITY

COLOR WHEEL

NAME _____

OBJECTIVE:

The purpose of this activity is to read to perform a task. When reading to perform a task, you will follow a set of directions to create a product. Today, the product you will create is a color wheel. The color wheel will be created as a circle graph that demonstrates the primary, secondary and intermediate colors.

DIRECTIONS:

1. Title the piece of paper that you will be using to create your color wheel. The title should be “Color Wheel.”
2. Use your protractor as a ruler to draw a line from the center of the circle to one edge.
3. We will need to have 12 sections of equal size in our circle graph.
4. Divide the total number of degrees in our circle (360) by the number of sections you will need (12). The answer is _____.
5. Each section will need to have an angle of 30. You will need a protractor to measure your angles. Begin measuring your first section by placing the protractor on the line and measuring 30. Draw a line to divide your first section. Continue for eleven more sections
6. You now have a circle divided into equal sections. Each section has an angle of 30. To create a color wheel, you must color each section.
7. Number each section from 1-12 in order.
8. Color sections 1-red, 5-yellow and 9 – blue. These are the primary colors.
9. Color sections 3 –orange, 7 green and 11 violet. These are secondary colors.

10. **Color sections 2-red/orange, 4 – yellow/orange, 6 – yellow/green, 8-blue/green, 10-blue/violet and 12-red/violet. These are the intermediate colors. You now have a color wheel.**
11. **Please label each section with the correct color name.**

**READING TO PERFORM A TASK
GRAPHING ACTIVITY
COLOR WHEEL STANCE QUESTIONS**

NAME _____

GLOBAL

What are the main reasons for completing this activity. Please give evidence from the text.

INTERPRETIVE

Using the graph, explain how you were able to make secondary colors when you were only given the primary colors.

PERSONAL

Identify your favorite color on the wheel and justify why you chose that particular color.

CRITICAL

In this activity, identify the most difficult step when creating your graph and support your answer.

READING TO PERFORM A TASK GRAPHING ACTIVITY COLOR WHEEL SCORING KEY

GLOBAL 3 – 0

**3-response gives three reasons for completing this activity from objective
2-response gives two reasons for completing this activity from objective
1-reponse gives one reason for completing this activity from objective
0-other**

INTERPRETIVE 2 – 0

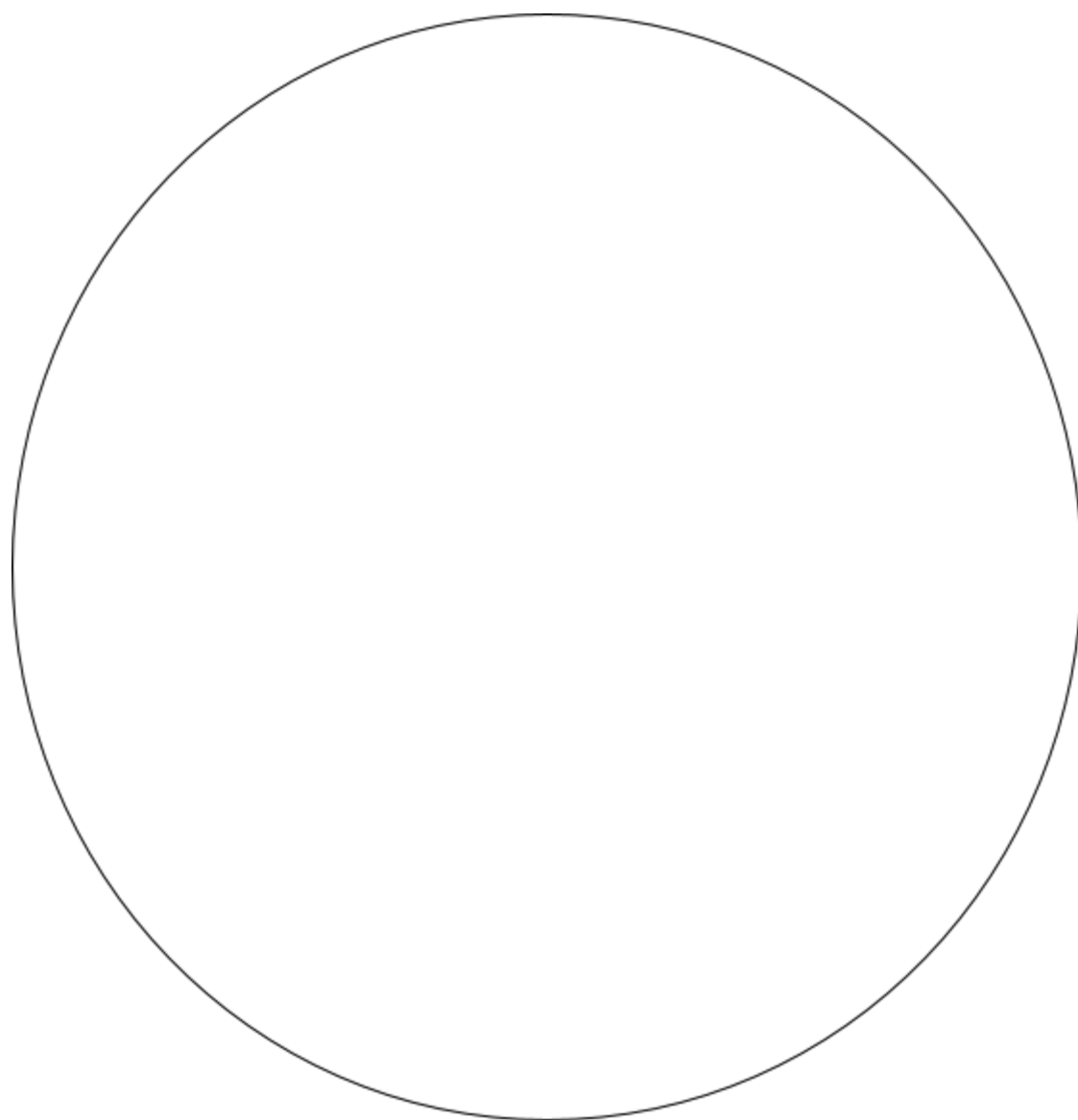
**2-reponse describes the process of mixing primary color to create secondary and give support from the graph.
1-response describes the process of mixing colors but provides no support
0-other**

PERSONAL 2 – 0

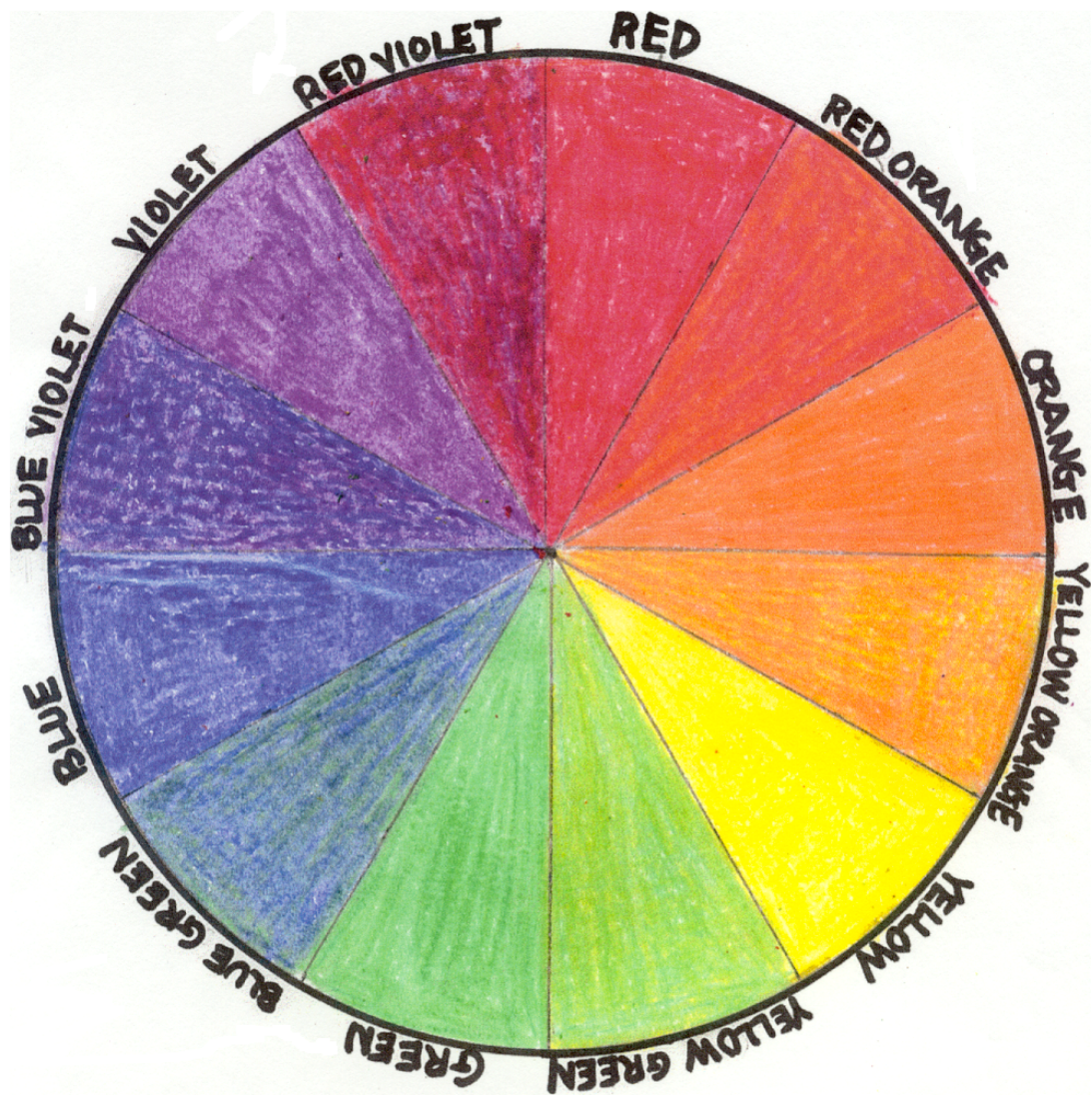
**2-student chooses their favorite color and justifies their response
1-students chooses their favorite color and does not justify their response
0-other**

CRITICAL 2 – 0

**2-student chooses the most difficult step and supports their answer
1-students chooses the most difficult step but does not support their answer
0-other**



Color Wheel



UNIT PLAN FOR GRAPHICS

WICOMICO COUNTY ART UNIT PLAN

Program Objective:	Identify and utilize a variety of tools and media to apply elements of art/principles of design in the production of graphic images.	Grade Level:	6
		Activity:	Graphics Unit

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION – The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator: 1.A.2 The student will examine selected posters & logos to describe and analyze how commercial artists represent spatial relationships, detail and specific features of subject matter.

Indicator: 1.C.2 The students will use graphic art vocabulary to describe how design concepts and organization help to enhance or heighten thoughts and feelings.

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS - The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator: 2.A.1 By studying selected forms of graphic art, the students will describe and analyze how cultural groups use graphic art to express ideas, events and universal themes.

Indicator: 2.D.1 The student will compare problem solving strategies related to content and process in graphic arts to those in other disciplines.

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION - The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicator: 3.C.1 The student will use design to solve a problem based on observations and perceptions of life experiences.

Indicator: 3.C.2 The students will describe and analyze how artists use design to solve a given problem.

Indicator: 3.B.1 The students will draw upon individual experiences as the basis for personally meaningful images developed through a process that includes: solving intermediate, representational problems by doing research, using references, models or practicing different strategies.

Outcome 4: AESTHETIC CRITERIA – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

Indicator: 4.A.2 Based on a personal theme and context, the student will create a piece of commercial art, applying criteria selected from the study of diverse works of commercial art.

Interdisciplinary Connection:

Reading, Writing, Math

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

Students will use critical thinking and basic problem solving skills to complete the various commercial art assignments and activities.

WICOMICO COUNTY ART UNIT PLAN

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Activity #1 – 3-D Blocklettering Your Name

- Students will observe various styles of lettering
- Students will compare and contrast various letter styles
- Students will relate letter styles to different events, emotions or occasions
- Students will practice block lettering on a worksheet
- Students will observe how 1 point perspective can create a 3rd dimension
- Students will use accurate measuring skills to draw guideline with a ruler
- Students will draw the letters of their 1st name within the guidelines
- Students will use 1 point perspective to create a 3rd dimension
- Students will apply color to the 3-D block letters with markers

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Activity #2 – What Makes a Good Logo?

- Students will define the principles of design
- Students will observe various logos from magazines
- Students will choose and cutout 2 logos
- Students will analyze the 2 logos using a Venn diagram to compare and contrast those logos
- Students will use the Venn diagram to write a descriptive essay based on the 2 logos

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Activity #3 – Posters

- Students will read to be informed about the history of posters
- Students will observe various posters – historical or current
- Students will discuss how the principles of design are used in that example
- Students will observe the various information that the poster communicates – the questions of who, what, where and when will be discussed
- Students will choose a school event or subject
- Students will design a poster for that school event or subject
- Students will include necessary information, principles of design, details and color to complete the poster.

WICOMICO COUNTY ART UNIT PLAN

KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

DECLARATIVE: Concepts, Principles, etc.

- Commercial and graphic arts is a major component of our society and can be observed in many areas of our lives.
- Commercial artists help companies and businesses sell their products and services
- Commercial artists use affective design principles to be successful in their work
- Consumers are affected by commercial art in many ways

PROCEDURAL: Skills, Processes, etc:

- Observing various forms of commercial or graphic art
- Identifying and relating to commercial or graphic art
- Analyzing this form of art
- Communicating through commercial art forms
- Using vocabulary related to commercial art
- Explaining how the principles of design are used in this type of art

WICOMICO COUNTY ART UNIT PLAN

THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: 2. Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
<p style="text-align: center;">Comparing ▶ Compare various examples of commercial art</p> <p style="text-align: center;">Classifying ▶ Consider groups into which commercial forms of art might be classified</p> <p style="text-align: center;">Inducing</p> <p>Deducing</p> <p style="text-align: center;">Analyzing errors ▶ Consider how the information in commercial art may be misleading</p> <p>Constructing support ▶ Consider how this particular piece of commercial art is trying to persuade you</p> <p>Abstracting</p> <p>Analyzing perspectives ▶ Consider why someone would consider a piece of graphic artwork to be successful or unsuccessful</p>	<ul style="list-style-type: none"> • Exemplars will be viewed • Teachers demonstrations • Class discussion • Vocabulary list • Reading to be informed • Descriptive writing
<p>Problem Solving</p> <p>Decision Making</p> <p>Investigation</p> <p>Experimentation ▶ To design a new design composition from words (birthday bubble & name design)</p> <p>Invention ▶</p> <p>Other</p>	<p>RESOURCES: <i>Do these resources reflect diversity?</i></p> <ul style="list-style-type: none"> • Exemplars- current posters, logos, advertisements, products from magazines • Reading material concerning the history of posters • Student and teacher created work

VOCABULARY Graphics, logo, advertisement, Designer, layout guidelines, boarder, 1 point perspective			
MATERIALS 9" X 12" white drawing paper pencils, erasers stencils, protractors tape 12" X 18" white drawing paper rulers colored pencils markers			

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT	
<p>MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i></p> <p>1.A.2 The students will examine selected posters and logos to describe and analyze how commercial artists represent spatial relationship, detail and specific features of a subject matter.</p> <p>1.C.2 The students will use graphic art vocabulary to describe how design concepts and organization help to enhance or heighten thoughts and feelings.</p>	<p>ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i></p> <ul style="list-style-type: none"> Criteria to assess indicators-discussion, verbal response and comments from the students will be used to informally check for understanding Notes of vocabulary, worksheets on concepts and exemplars will be used.
<p>OUTCOME 2: Historical, Social, and Cultural Contexts</p> <p>2.A.1 By studying selected forms of graphic art, the students will describe and analyze how cultural groups use graphic art to express ideas, events and universal themes.</p> <p>2.D.1 The students will compare problem solving strategies related to content and process in graphic arts to those in other disciplines.</p>	<ul style="list-style-type: none"> The criteria used to assess the indicators- Vocabulary notes Reading assignments Essay assignment Class discussion The assessment will be formal A checklist and a rubric will be used
<p>OUTCOME 3: Creative Expression and Production</p> <p>3.C.1 The students will use design to solve a problems based on observations and perceptions of life experiences.</p> <p>3.C.2 The students will describe and analyze how artists design to solve a given problem.</p> <p>3.B.1 The student will draw upon individual experiences as the basis for personally meaningful images developed through a process that includes: solving intermediate representational problems by doing research, using references, models or practicing different strategies.</p>	<ul style="list-style-type: none"> The criteria used to assess indicators – Student-teacher conference concerning the production of the graphic art project. Assessment will be informal Scoring tool will be formal and in the form of a rubric

WICOMICO COUNTY ART UNIT PLAN

OUTCOME 4: Aesthetic Criticism

4.A.2 Based on a personal theme and context, the student will create a piece of commercial art, applying criteria selected from the study of diverse works of commercial art.

- The criteria to assess indicators-
The production of a graphic art project will be assessed base on the objectives of the lesson.
A rubric will be used
Assessment will be formal

LESSON PLANS FOR GRAPHICS
3-D BLOCK LETTERING
(1 POINT PERSPECTIVE)

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME – 3 PERIODS

For sequential integrated art activity

Course/Grade Level 6

Topic: 3-D Block Lettering

Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> Block letters are bold uniform and attract attention Block letters are used in graphic or commercial art Block letters can be turned into 3-dimensional letters by using 1 point perspective 1 point perspective produces depth 	<ul style="list-style-type: none"> Block lettering Guidelines Shape and form Emphasis Depth Perspective (1 point) and space color 	<ul style="list-style-type: none"> Observing letter styles and relating them to emotions, events, occasions. Practicing block lettering on a worksheet Drawing and measuring accurate guidelines Using 1 point perspective to produce depth

H. MATERIALS	I. RESOURCES
<ul style="list-style-type: none"> 12" X 18" white drawing paper Block lettering worksheets Pencils, erasers Tape Rulers Markers 	<ul style="list-style-type: none"> Exemplars – teacher and student made examples Lettering examples from commercial art advertisements Block lettering worksheet – teacher made

Indicator:

3.C.1 – The students will use design to solve a problem based on observations and perceptions of life experiences.

3.B.1 – The students will draw upon individual experiences as the basis for personally meaningful images developed through a process that includes: solving intermediate representational problems by doing research, using references, models or practicing different strategies.

Lesson Objective Period __: 3 periods

Create your first name using 3 dimensional block letters

Introduction/ Motivation:

Look at and discuss examples of lettering – many different types

Look at and discuss examples of blocklettering

Observe how 1 point perspective can create depth

WICOMICO COUNTY ART UNIT PLAN

Activity:

The students will be creating accurate 3 dimensional block letters.

Summary/Assessment:

Formal assessment – accurate completion of the blocklettering worksheet

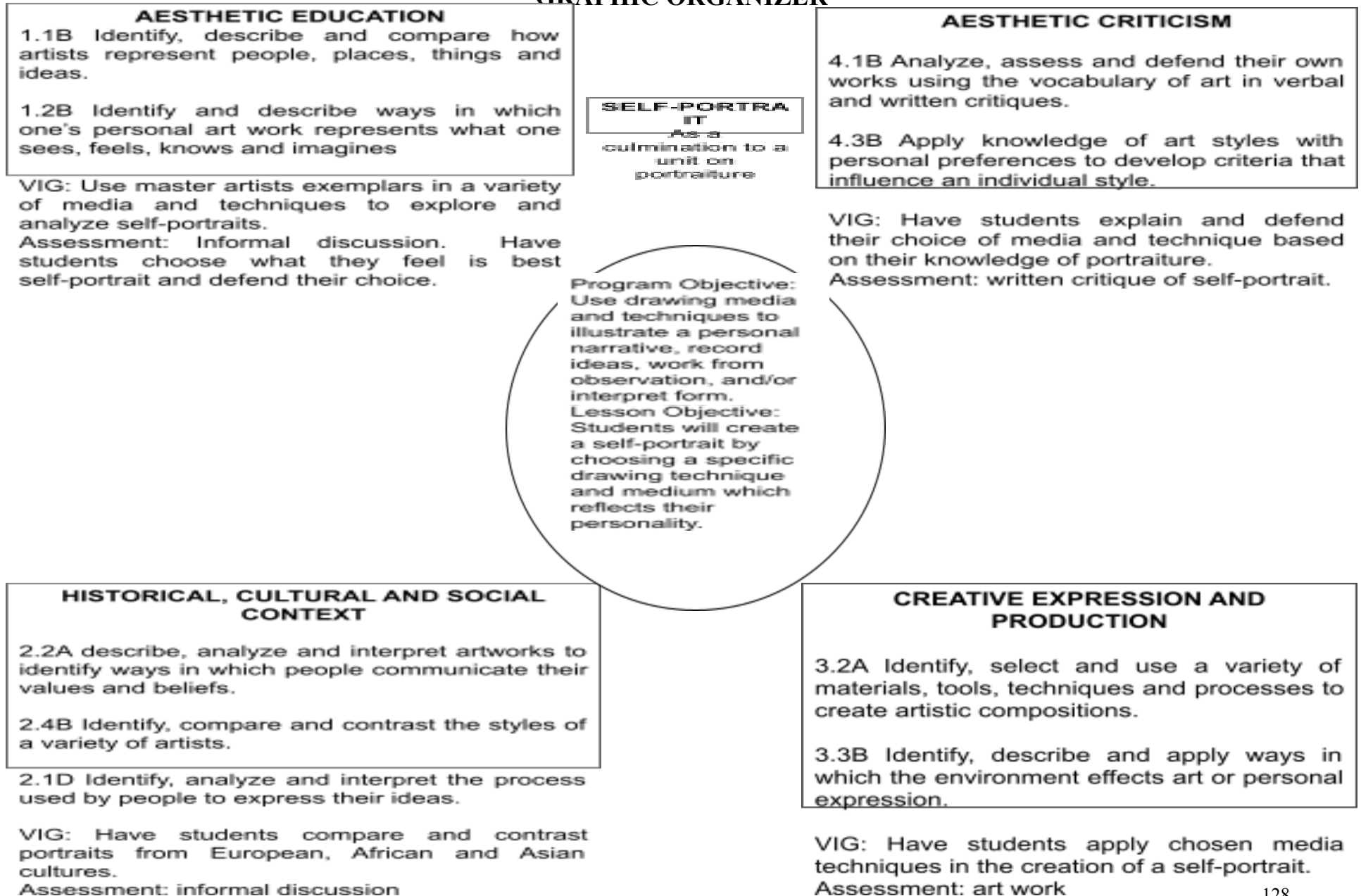
Accurate and neat completion of the name in 3-D blockletters – a rubric may be developed to assist with the assessment.

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BLOCK LETTERS

Use the ENTIRE BLOCK	A	B	C	D	E	F
MAKE ALL THE SAME WIDTH	G	H	I	J	K	L
NEATNESS COUNTS	M	N	O	P	Q	R
DRAW LIGHTLY	S	T	U	V	W	X
Difficult letters	Y	Z				

GRAPHIC ORGANIZER



WICOMICO COUNTY ART UNIT PLAN

Program Objective: Use drawing techniques/media to illustrate a personal narrative, record ideas, work from observation and/or interpret form.

Grade Level: 7
Activity: Self-Portrait

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION – The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator: 1.1B Identify, describe and compare how artists represent people, places, things and ideas.

Indicator: 1.2B Identify and describe ways in which personal artwork represents what one sees, feels, knows and imagines.

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS - The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator: 2.2A Describe, analyze and interpret artworks to identify ways in which people communicate their values and beliefs.

Indicator: 2.4B Identify then compare and contrast the styles of a variety of artists.

Indicator: 2.1D Identify, analyze and interpret the processes used by people to express their ideas.

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION - The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicator: 3.2 A Identify, select and use variety of materials, tools, techniques and processes to create artistic compositions.

Indicator: 3.3B Identify, describe and apply ways in which the environment affects art and personal expression.

Outcome 4: AESTHETIC CRITERIA – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

Indicator: 4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critique.

Indicator: 4.3B Apply knowledge of art styles with personal preferences to develop criteria that influence an individual style.

Interdisciplinary Connection:

Social Studies, Language Arts and Science

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

As a culminating activity to a portraiture unit students will create a self-portrait by choosing a specific drawing technique and medium which is reflective of their personality.

WICOMICO COUNTY ART UNIT PLAN

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

- Students will explore and analyze self-portraits by Master Artists in a variety of media and techniques.
- Students will compare and contrast portraiture exemplars from various European, African and Asian cultures.
- Students will create a series of thumbnail sketches in a variety of drawing media techniques as an exploration in personal expression through portraiture (worksheets A & B).
- Students will create a self-portrait in the chosen media and technique.
- Students will defend their choice of media and technique based on knowledge of portraiture.

WICOMICO COUNTY ART UNIT PLAN

KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

DECLARATIVE: Concepts, Principles, etc.

- Self portraiture has been used by many artists as a means of artistic exploration and expression throughout history.
- Artists use experimentation and problem solving in the selection of media and technique.
- Art elements and design principles can be manipulated to create a variety of effects within a composition.
- Artists manipulate subject matter, medium and techniques to create meaning and emotion in artworks.
- Specific terms are related to drawing.

PROCEDURAL: Skills, Processes, etc:

- Creating a series of thumbnail sketches.
- Identifying, using and selecting appropriate drawing media.
- Identifying, exploring and choosing appropriate drawing technique.
- Using elements of art and design principles to create a composition.
- Use the vocabulary of art while writing to inform/persuade.

WICOMICO COUNTY ART UNIT PLAN

THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: 2. Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
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<p>Comparing ▶ To determine the similarities and differences among various self-portraits, in style, genre and media.</p> <p style="text-align: center;">Classifying ▶ To classify what are the characteristics which are common among artistic styles and genre.</p> <p style="text-align: center;">Inducing ▶ To identify characteristics unique to specific media.</p> <p>Deducing</p> <p>Analyzing errors</p> <p>Constructing support ▶ To support decisions made in choice of style and media.</p> <p>Abstracting</p> <p>Analyzing Perspectives ▶ What is the reasoning behind the choices made in the creation of the self-portrait?</p>	<ul style="list-style-type: none"> ● View slides, prints and transparencies ● Large and small group discussion ● Teacher demonstration ● Peer/Self evaluation ● Writing to inform/persuade
<p style="text-align: center;">Problem Solving ▶ To create a self-portrait that reflects personal characteristics.</p> <p>Decision Making ▶ To select appropriate drawing media and technique.</p> <p style="text-align: center;">Investigation/Experimentation To create a series of thumbnail sketches in a variety of media and techniques.</p> <p style="text-align: center;">Invention</p>	<p>RESOURCES: <i>Do these resources reflect diversity?</i></p> <ul style="list-style-type: none"> ● Master Artist exemplars – print, slides and transparencies ● Teacher exemplars ● Student exemplars ● Portfolios Book, Lesson 4 Self-Portraiture

VOCABULARY Portrait, self-portrait, realism, abstract, style/genre, media, technique

WICOMICO COUNTY ART UNIT PLAN

STUDENT WORKSHEET A

Name _____

Class _____

In the spaces below, create a series of thumbnail sketches which investigate self-portraiture. Create a sketch that depicts you at each listed age. Chose the best design and use it on worksheet B.

PAST PORTRAIT

PRESENT PORTRAIT

FUTURE PORTRAIT

FANTASY PORTRAIT

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Evaluate each sketch compositional arrangement (i.e., balance, emphasis or center of interest).
Select your best design to being a color study. Work directly on this sheet using colored pencil.

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STUDENT WORKSHEET B

Name _____

Class _____

In the spaces below, create a series of sketches which investigate your favorite design in a variety of techniques.

TECHNIQUE

TECHNIQUE

TECHNIQUE

TECHNIQUE

Evaluate each sketch compositional arrangement (i.e., balance, emphasis or center of interest). Select your best design to being a color study. Work directly on this sheet using colored pencil.

WICOMICO COUNTY ART UNIT PLAN

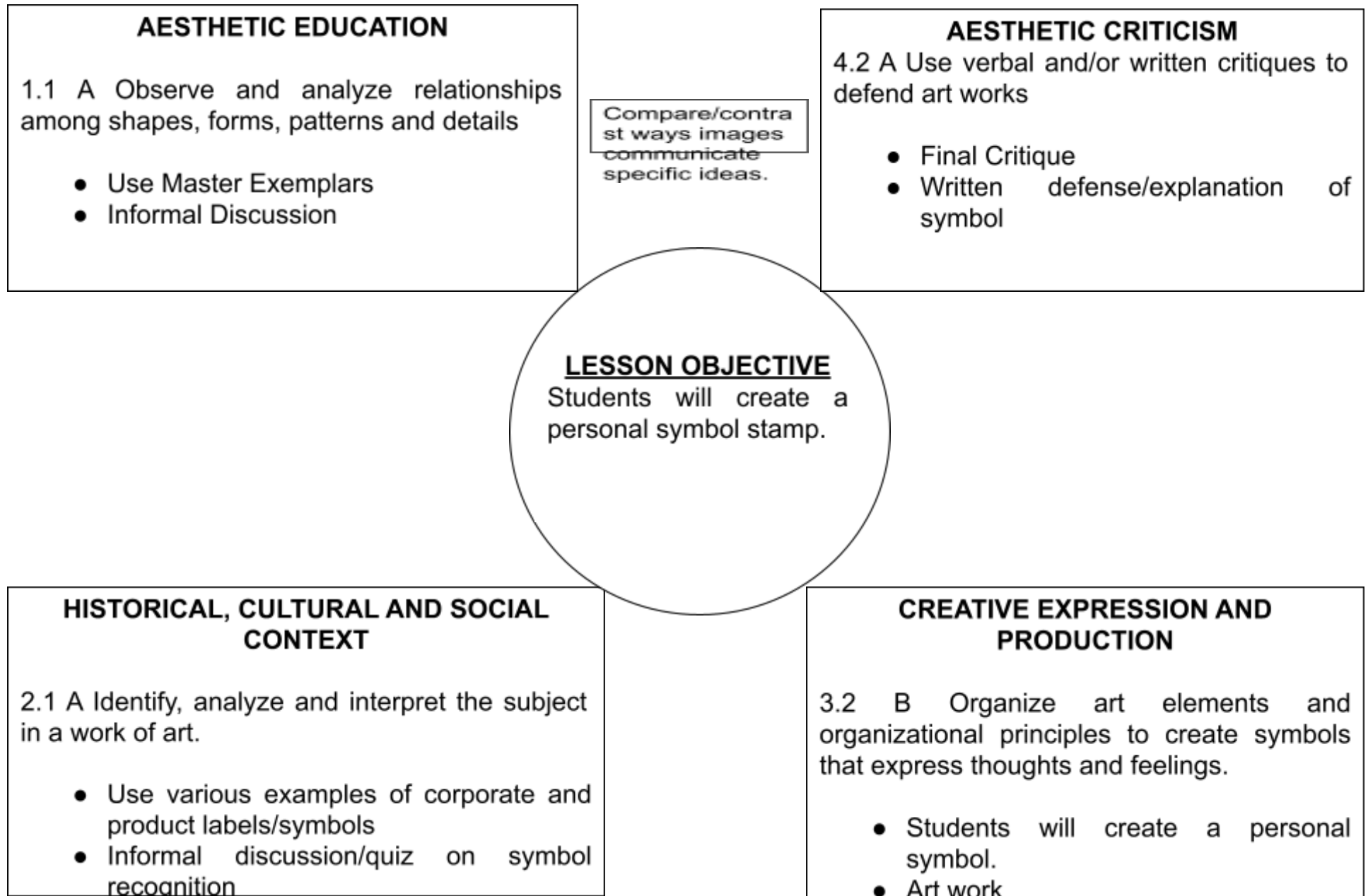
GRADE 7 PAINTING

WICOMICO COUNTY ART UNIT PLAN

GRADE 7 GRAPHICS

WICOMICO COUNTY ART UNIT PLAN

GRAPHIC ORGANIZER



WICOMICO COUNTY ART UNIT PLAN

Program Objective: Compare and contrast ways images communicate specific ideas.

Grade Level: 7
Activity: Drawing

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION – The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator: Observe and analyze relationships among shapes, forms and patterns

Indicator:

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS – The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator: 2.1 A Identify, analyze and interpret the subject in a work of art.

Indicator:

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION – The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicator: 3.2 B Organize art elements and organizational principles to create symbols that express thoughts and feelings.

Indicator: 3.2 A Identify, select and use a variety of materials, tools, techniques and processes to create artistic compositions.

Outcome 4: AESTHETIC CRITERIA – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

Indicator: 4.2.A Use verbal and/or written critiques to defend their criticisms of artists' works.

Interdisciplinary Connection:

Math, Social Studies, English

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

Students will create a stamp of a personal symbol.

WICOMICO COUNTY ART UNIT PLAN

KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

DECLARATIVE: Concepts, Principles, etc.

- Space can be positive and/or negative.
- Shape can define positive or negative space.
- Symbols can be used to communicate ideas, beliefs and feelings.
- Symbols can repeat to create patterns.

PROCEDURAL: Skills, Processes, etc:

- Create a series of sketches exploring positive and negative space.
- Identify recognizable symbols – corporate/product.
- Use appropriate art tools in a safe manner
- Use the vocabulary of art while writing/speaking to critique artworks.

WICOMICO COUNTY ART UNIT PLAN

THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: 3. Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
<p>Comparing ▶ Determine similarities and differences of symbols.</p> <p>Classifying</p> <p>Inducing ▶ Identify common characteristics of various symbols</p> <p>Deducing</p> <p>Analyzing errors</p> <p>Constructing support ▶ Support decisions made in designing a symbol</p> <p>Abstracting</p> <p>Analyzing perspectives ▶ What are the reasons behind the symbol chosen</p>	<ul style="list-style-type: none"> • View Master exemplars • Large/small group discussions • Teacher Demonstration • Guided practice • Independent work • Peer/Self-evaluation • Writing to persuade/inform
<p>Problem solving ▶ Create a personal symbol that expresses a personal idea.</p> <p>Decision making ▶ Select positive/negative design</p> <p>Investigation Create a series of thumbnail sketches of various symbols</p> <p>Experimentation ▶ Experiment with space</p> <p>Invention</p> <p>Other</p>	<p>RESOURCES: Do these resources reflect diversity?</p> <p>Master artist exemplars Teacher/student exemplars Adrinkra cloth handout Logo/symbols handout)</p>
VOCABULARY Positive space, negative space, shape, symbol	

WICOMICO COUNTY ART UNIT PLAN

MATERIALS

Wood blocks, styraform squares, brayers, printing ink, printing paper

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT – Composition #1	
MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i> 1.1 A Observe and analyze relationships among shapes, forms and patterns.	ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i> <ul style="list-style-type: none"> ● Informal class discussion ● What do the symbols stand for? ● Does it work? ● Why?
OUTCOME 2: Historical, Social, and Cultural Contexts 2.1 A Identify, analyze and interpret the subject in a work of art.	<ul style="list-style-type: none"> ● Informal class discussion ● What do the symbols stand for? ● Does it work? ● Why?
OUTCOME 3: Creative Expression and Production 3.2 B Organize art elements and organizational principles to create symbols that express thoughts and feelings.	<ul style="list-style-type: none"> ● Artwork
OUTCOME 4: Aesthetic Criticism 4.2 A Use verbal and/or written critiques to defend their criticism of artworks.	Written critique based upon criteria and effectiveness of symbol.

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME

For sequential integrated art activity

Course/Grade Level 7

Topic: Drawing – Graphics – Symbol Stamp

Declarative Knowledge (facts, concepts, principles)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> Space can be defined as positive or negative Shape can define a positive/negative space Symbols can be used to communicate ideas, beliefs and feelings 	<ul style="list-style-type: none"> Positive space Negative space Shape Symbol 	<ul style="list-style-type: none"> Compare and contrast Identify Select and defend

MATERIALS	RESOURCES
<ul style="list-style-type: none"> Master exemplars 	<ul style="list-style-type: none"> Posters Product symbols (i.e., Nike, Coke, Apple, etc.) Student worksheet

Indicator:

1.1 A, 2.1 A

Lesson Objective Period 1_:

Students will observe exemplars of mass media, advertising and cultural symbols from various times.

Introduction/ Motivation:

Discuss the use of symbols in our culture – product identification, corporate, public signage, etc. Discuss how students can create symbols that are easily understood.

Activity:

View exemplars – have students write what each symbol stands for. Have students work in groups to create a sheet of symbols that they see on daily basis.

Summary/Assessment:

Informal assessment/discussion: What symbols are universally understood and why? How do they work?

WICOMICO COUNTY ART UNIT PLAN

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Day 2

Indicator 3.2 B

- Have students work on creating a symbol based on the initial of their first name. How can the letter be modified to create a symbol that says something about you?
- Use worksheet to generate sketches
- Summary – class critique of chosen design

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Day 3 & 4

Indicator 3.2A

- Have students chose final design for symbol.
- Teacher demonstrates printing process
Creation of printing plate on styrafoam square
Inkling and printing from plate
Proofs, prints and editions
- Have students begin creating plate/stamp designs of styrafoam

Day 4

- Have students print symbols in editions of 5 with proofs.

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Day 5

Indicator 4.2A

- Project and critique – class discussion with students' written explanation of symbol

WICOMICO COUNTY ART UNIT PLAN

STUDENT WORKSHEET FOR SYMBOL STAMP

Name & Class

In the spaces below, create a series of sketches in which you design a personal symbol to be used to create a stamp. Use the initial of your first or last name. Create four designs using the same initial. Think about turning your initial into an image that says something about you, perhaps some talent you possess or interest you have (see teacher's example). Work lightly in pencil. Try abstracting the initial or turning it into an illustration. Keep it simple remembering you will be cutting the design to create your stamp.

WICOMICO COUNTY ART UNIT PLAN

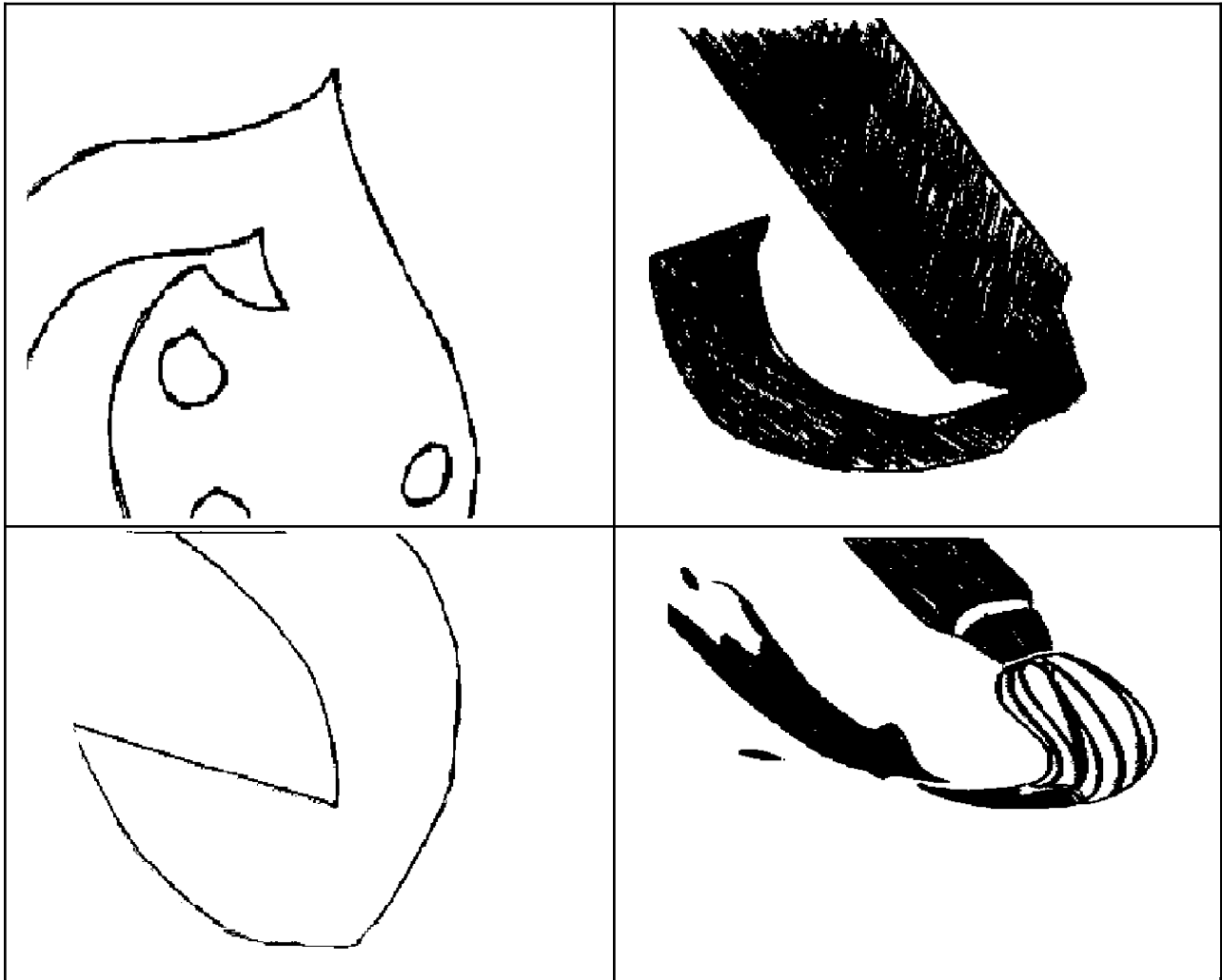
Evaluate each sketch to determine its clarity. Will it be easily understood? Is it clear that it is a personal symbol related to your special ability? Are the parts connected in such a way as to hold together when cut? Re-work any parts that need to be improved.

WICOMICO COUNTY ART UNIT PLAN

STUDENT WORKSHEET FOR SYMBOL STAMP

Name & Class

In the spaces below, create a series of sketches in which you design a personal symbol to be used to create a stamp. Use the initial of your first or last name. Create four designs using the same initial. Think about turning your initial into an image that says something about you, perhaps some talent you possess or interest you have (see teacher's example). Work lightly in pencil. Try abstracting the initial or turning it into an illustration. Keep it simple remembering you will be cutting the design to create your stamp.



WICOMICO COUNTY ART UNIT PLAN

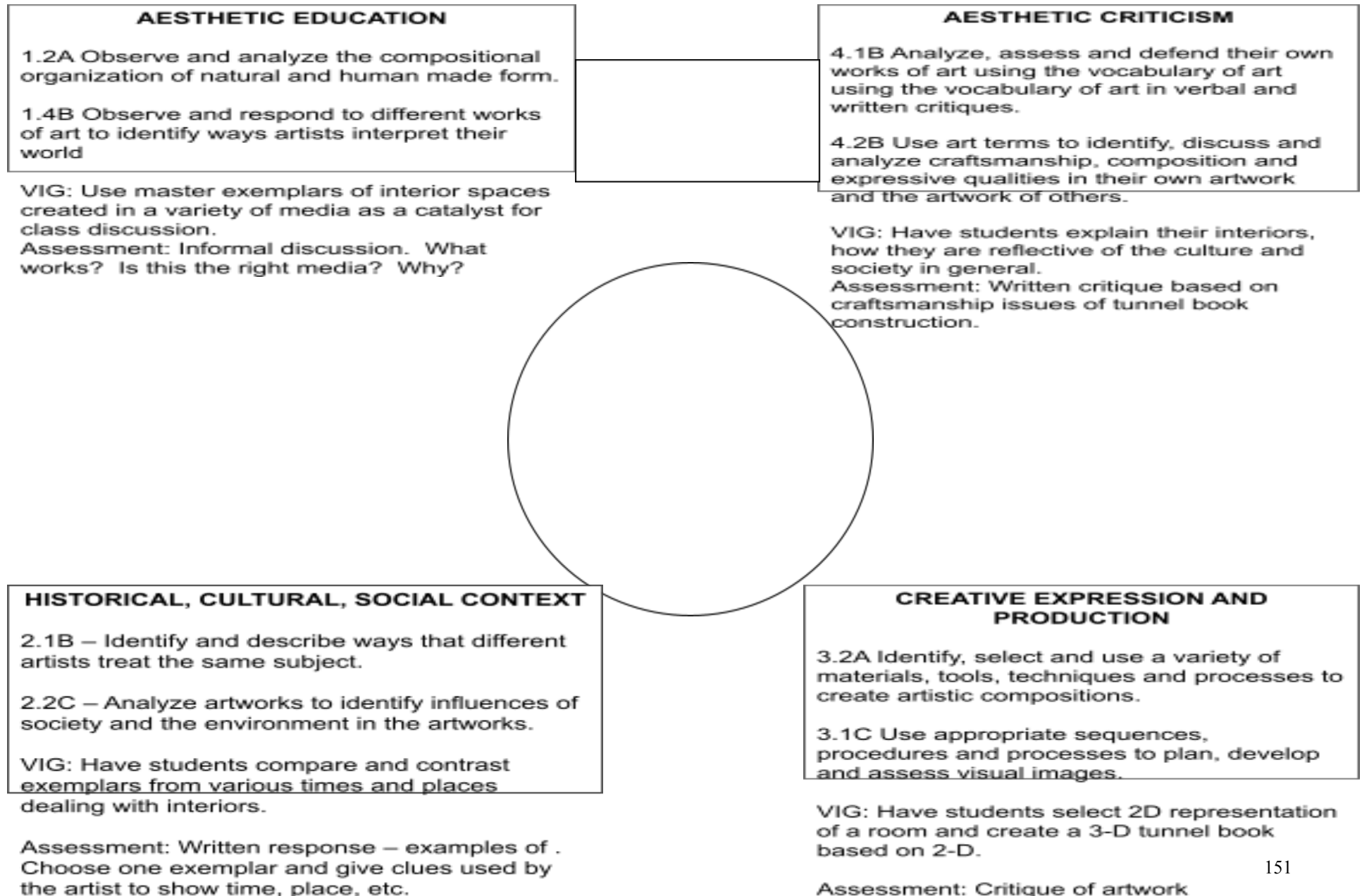
Evaluate each sketch to determine its clarity. Will it be easily understood? Is it clear that it is a personal symbol related to your special ability? Are the parts connected in such a way as to hold together when cut? Re-work any parts that need to be improved.

WICOMICO COUNTY ART UNIT PLAN

GRADE 7 3-D ART FORMS

WICOMICO COUNTY ART UNIT PLAN

GRAPHIC ORGANIZER



WICOMICO COUNTY ART UNIT PLAN

Program Objective: Use creative and critical thinking skills to plan and solve 3D problems

Grade Level: 6-8
Activity: Drawing

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION – The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator: 1.2 A Observe and analyze the compositional organization of natural and human made form

Indicator: 1.4 B Observe and respond to different works of art to identify ways artists interpret their works.

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS - The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator: 2.1 B Identify and describe the ways different artists treat the same subject matter.

Indicator: 2.1 C Analyze artwork to identify influences of society and the environment on the artwork.

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION - The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicator: 3.2 A Identify, select and use variety of materials, tools, techniques and processes to create artistic compositions.

Indicator: 3.2 C Use appropriate procedure, sequences and processes to plan, develop and assess visual images.

Outcome 4: AESTHETIC CRITERIA – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

Indicator: 4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques.

Indicator: 4.2 B Use art terms to identify, discuss and analyze craftsmanship, composition and expressive qualities in their own artwork and the works of others.

Interdisciplinary Connection:

Language Arts, Social Studies

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

Students will create a 3-dimensional tunnel book of an interior room based upon a 2 dimensional model.

WICOMICO COUNTY ART UNIT PLAN

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

- Students will explore and analyze master exemplars of interiors in various media.
- Students will contrast and compare interior exemplars from different geographical and historical origins
- Students will generate a series of sketches depicting their bedrooms in an idealized manner.
- Students will break apart chosen sketch into background, foreground and middle ground.
- Students will experiment with various art tools in the creation of a 3 dimensional object.
- Students will create a 3 dimensional tunnel book.
- Students will evaluate their books in verbal and written critiques.

WICOMICO COUNTY ART UNIT PLAN

WICOMICO COUNTY ART UNIT PLAN

KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

DECLARATIVE: Concepts, Principles, etc.

- Composition can be divided into background, middle ground and foreground
- Shapes can define positive or negative space
- Color can create mood and meaning in a composition
- 3-dimensional forms can be decorative and/or functional
- Books can use written or visual images to communicate ideas, feelings and experiences
- Shapes can overlap to create the illusion of space

PROCEDURAL: Skills, Processes, etc:

- Create a series of exploratory sketches to generate an artwork
- Identify back, middle and foreground
- Use appropriate art tools in a safe and effective manner
- Use the vocabulary of art while writing/speaking to inform/persuade.

WICOMICO COUNTY ART UNIT PLAN

THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: 4. Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
Comparing ▶ Determine similarities and differences of interior images. <p style="text-align: center;">Classifying</p> <p style="text-align: center;">Inducing ▶</p> Identify common characteristics among related artworks. Deducing Analyzing errors Constructing support ▶ Support decisions made in designing the composition Abstracting Analyzing Perspectives What are the reasons behind compositional choices?	<ul style="list-style-type: none"> • View slides and prints • Large/small group discussions • Teacher demonstration • Guided/independent practice • Peer/self-evaluation • Writing to inform/persuade
Problem solving ▶ To create a 3 dimensional book based upon a 2 dimensional representation. Decision making ▶ Selecting back, fore and middle ground from 2-dimensional images. Investigation ▶ To create a series of thumbnail sketches of various idealized interiors Experimentation Invention Other	RESOURCES: <i>Do these resources reflect diversity?</i> <ul style="list-style-type: none"> • Master artists exemplars • Prints/slides and transparencies • Teacher exemplars • Student exemplars
VOCABULARY Background, middle ground, foreground, overlapping	
MATERIALS 9X12 drawing paper, tag board, pencils, erasers, markers, color pencils, glue sticks, x-acto knives, rulers	

WICOMICO COUNTY ART UNIT PLAN

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT – Composition #1	
<p>MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i></p> <p>1.2A Observe and analyze the compositional organization of natural and human made forms.</p> <p>1.4B Observe and respond to different works of art to identify ways artists interpret their world.</p>	<p>ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i></p> <p>Informal classroom discussion:</p> <ul style="list-style-type: none"> ● What works? ● Is this the right medium ● Why? Why not?
<p>OUTCOME 2: Historical, Social, and Cultural Contexts</p> <p>2.1 B Identify and describe ways that different artists treat the same subject</p> <p>2.2 C Analyze artworks to identify influences of society and the environment</p>	<p>Written response: Choose one or more exemplars and give examples of clues the artist has used to show time, place and culture.</p>
<p>OUTCOME 3: Creative Expression and Production</p> <p>3.2 A Identify, select and use a variety of materials, tools, techniques and processes to create artistic compositions</p> <p>3.2 C Use appropriate sequences, procedures and processes to plan, develop and assess visual images</p>	<p>Artwork</p>
<p>OUTCOME 4: Aesthetic Criticism</p> <p>4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques</p> <p>4.2 B Use art terms to identify, discuss and analyze craftsmanship, composition and expressive qualities in their own artwork and the artwork of others.</p>	<p>Written critiques based upon criteria and craftsmanship of tunnel book.</p>

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN FRAME

For Sequential Integrated Art Activity

Course/Grade Level 7

Topic: 3-Dimensional Tunnel Book

Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> Composition can be divided into back, middle and fore ground Books can use written or visual images to communicate ideas, feelings and experiences Shapes can overlap to create the illusion of space 	<ul style="list-style-type: none"> Background, foreground, middle ground Space – positive and negative Culture/society 	<ul style="list-style-type: none"> Compare and contrast Select and defend

MATERIALS	RESOURCES
<ul style="list-style-type: none"> Slide projector/overhead projector Slides, poster, transparencies Student worksheet – compare and contrast exemplars 	Teacher exemplars

Indicator:

1.2 A, 1.4 B, 2.1 B and 2.2 C

Lesson Objective Period 1:

Students will observe exemplars of interiors in a variety of styles and media from divergent cultures, times and geographic sources.

Introduction/ Motivation:

Discuss with students the use of interiors as a subject matter for artists. What do we include in our environment that gives clues about ourselves?

Activity:

View visual exemplars as genesis for class discussion. Focus on indicators.

Summary/Assessment:





Informal assessment: what works, why and what does the artist tell us about society, culture, etc. in which they live?

WICOMICO COUNTY ART UNIT PLAN

TUNNEL BOOK

Name & Class _____

In the spaces below, create a series of thumbnail sketches in which you have explored a variety of room designs that use overlapping to create the illusion of depth. Assign a different value or color to each receding layer to enhance the illusion of three-dimensional space. Design each room around the theme suggested. Work lightly in pencil (use colored pencil to suggest colors after pencil drawing is complete).

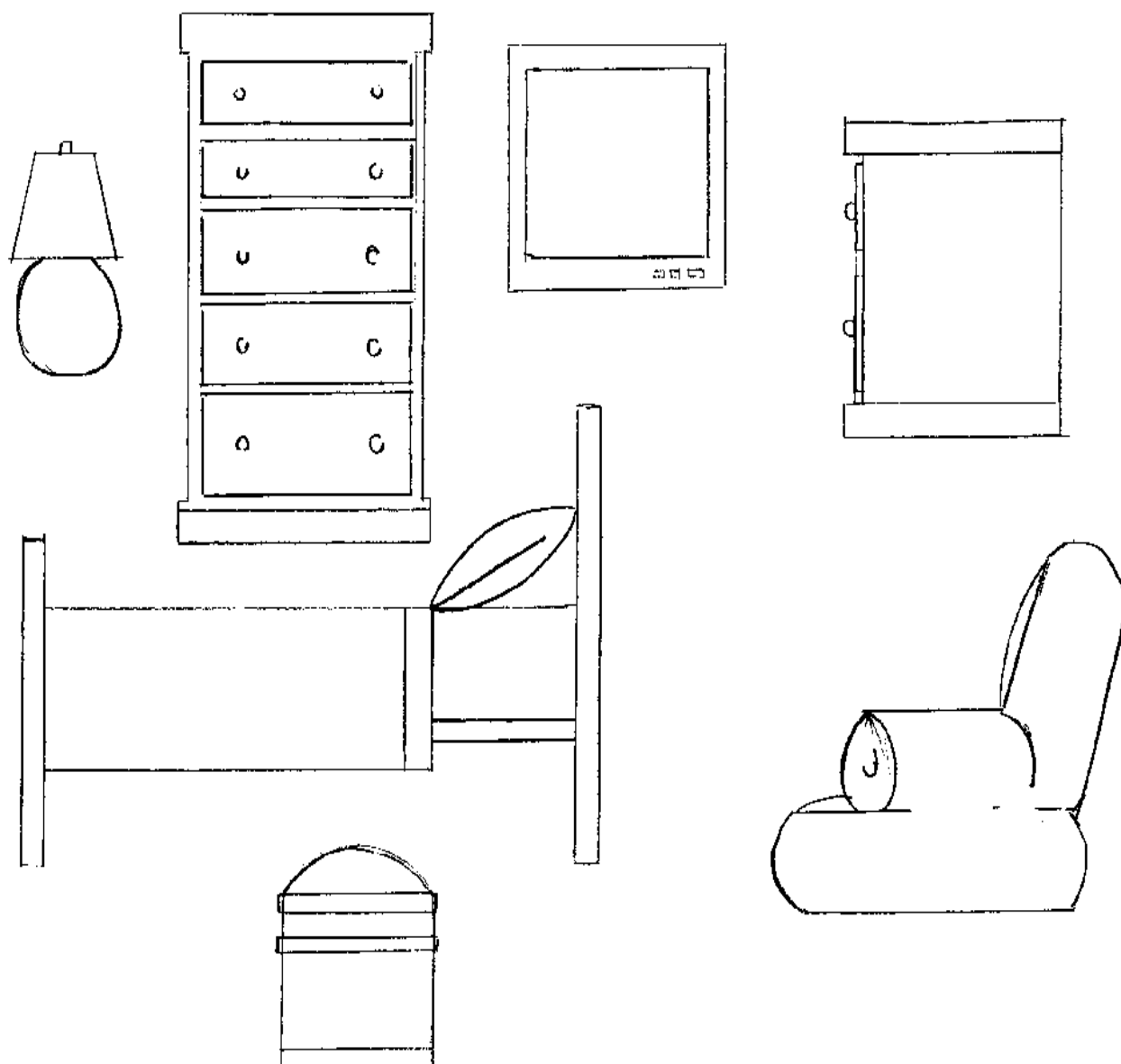
J. FANTASY ROOM	K. ROOM OF THE FUTURE
	
L. ROOM FROM THE PAST	M. OUTDOOR ROOM
	

Evaluate each sketch regarding compositional arrangement (i.e., emphasis – is there a center of interest, balance, illusion of depth). Can you see several layers retreating into the distance? Rework any areas that need improvement.

WICOMICO COUNTY ART UNIT PLAN

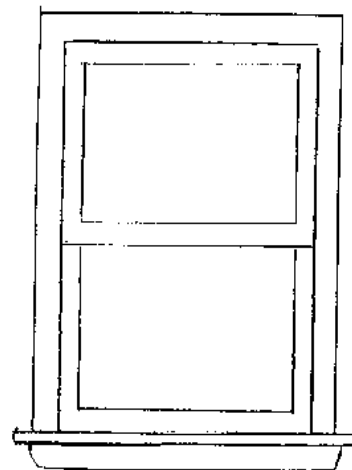
Use the worksheets to explore the use of overlapping to create the illusion of depth. Concentrate on foreground, middle ground and background. Decorate and cut out the furniture on worksheet #1. Try a variety of arrangements of worksheet #2. When you have created a design that gives the illusion of depth – glue pieces down.

WICOMICO COUNTY ART UNIT PLAN



WORKSHEET 1

WICOMICO COUNTY ART UNIT PLAN



WORKSHEET 2

WICOMICO COUNTY ART UNIT PLAN

EXTENSION ACTIVITY

- Have students look around room and find something that they find visually pleasing. Write a descriptive paragraph about the object. Describe size, shape. Color, texture, location, etc, without saying what it is. Switch papers with a friend. Create a drawing from the descriptive paragraph.

WICOMICO COUNTY ART UNIT PLAN

GRAPHIC ORGANIZER

AESTHETIC EDUCATION

- C The student will choose colors, textures and shapes that will heighten expression by using distortion and exaggeration.

1.2 C The student will use the vocabulary related to sculpture, distortion, exaggeration and African Art to describe how design concepts and organization help enhance thought and feelings

PAPER MACHE MASKS BASED ON THE STUDY OF AFRICAN SCULPTURE

AESTHETIC CRITICISM

4.1 A By examining art of Africa and the various sculpture materials used by its many cultures the student will construct and apply differing criteria to their sculpture and the three-dimensional work of others.

4.2 A Based on a personal theme the student will create a work of art apply criteria selected from the study of the relief sculpture of many African Cultures.

**PROGRAM
OBJECTIVE:**
Identify and use relief
sculpture techniques to
make three-dimensional
objects. Analyze, assess
and defend choices
artists make in the
production of
three-dimensional
objects.

HISTORICAL, CULTURAL AND SOCIAL CONTEXT

2.1 A By studying African Art students will describe and analyze how the art of Africa use art to express ideas, events and universal themes.

2.2 A Inspired by selected works of African Art, the student will create relief masks hat explore the theme of personal protection and Teaching community values.

2.2 B Inspired by ways people from Africa have made art objects a part of their daily lives, rituals, celebrations the student will create a mask and shield that fulfills a personal need.

CREATIVE EXPRESSION AND PRODUCTION

3.1 A The student will experiment with paper mache, modeling techniques, using exaggeration and distortion to communicate ideas and personal expressions..

WICOMICO COUNTY ART UNIT PLAN

THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: 1. Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
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Comparing ▶ Determine similarities and differences in contemporary and African Masks. Classifying Inducing ▶ Identify characteristics of African Masks Deducing Analyzing errors ▶ Daily self-reflection	RESOURCES: Do these resources reflect diversity?
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VOCABULARY
MATERIALS

WICOMICO COUNTY ART UNIT PLAN

Program Objective: Identify and use relief technique to make three-dimensional objects. Analyze, assess and defend choices artists made in the production of three-dimensional objects.

Grade Level: 7
Activity: 3-D Art Forms

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION – The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator: 1.1 A To perceive and record visual form, the student will draw a convincing likeness, show spatial relationships, details and specific feature of subject matter.

Indicator: 1.2 A The student will examine selected artworks to describe and analyze how artists represent spacial relationships, detail and specific feature of subject matter.

Indicator: 1.1 B Working from observation, memory and experience, the students will create artworks showing setting, characters, action, point of view and sequence and use different narrative formats in works of art.

Indicator: 1.2 B The student will describe and analyze how artists show setting, characters, action, point of view and sequence and use different narrative formats in works of art.

Indicator: 1.1 C The student will choose ways to enhance or heighten expression by using specific elements of art and/or principles of design.

Indicator: 1.2 C The student will use art vocabulary to describe how design concepts and organizational help enhance or heighten thoughts and feelings.

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS - The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator: 2.1 A By studying selected artworks, the student will describe and analyze how cultural groups use art to express ideas, events and universal themes.

Indicator: 2.2 A Inspired by selected artworks from different time and places; the student will create images and forms that explore universal themes to human experience.

Indicator: 2.1 B By studying selected artworks, the student will use description and analysis to identify probable reasons why the art was made, the ways it might have been used, connection to the culture from which it came and what can be learned from it.

Indicator: 2.2 B Inspired by creative ways people from different cultures have made art part of their daily lives, rituals and celebrations, the student will create a personal work of art that fulfills a special need.

Indicator: 2.1 C The student will compare similarities and differences in style and technique among schools of art and periods in art history, using information from a variety of resources.

Indicator: 2.2 C Inspired by unique styles and forms of different artists, the student will create works of art based on the same subject or theme.

Indicator: 2.1 D The student will compare problem-solving strategies related to content and processes in the arts to those in other disciplines.

Indicator: 2.2 D Inspired by commonalities and differences between artistic behaviors and those of other disciplines the student will apply the skill and knowledge from other disciplines to solving problems in creating art.

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION - The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

WICOMICO COUNTY ART UNIT PLAN

Indicator: 3.1 A The student will experiment with media, process and techniques, combining them with representational skills to communicate ideas and personal meaning.

Indicator: 3.2 A The student will discuss an artwork, identify how the use of media, processes and techniques help communicate ideas and feelings.

Indicator: 3.1 B The student will draw upon individual experiences as a basis for personally meaningful images developed through a process that includes:

- Using one or more strategies to generate ideas for personal work
- Solving intermediate representational problems by doing research using visual resources and practicing different strategies.
- Crafting a quality product demonstrating care, thought and skill in making.

Indicator: 3.2 B The student will describe the sources drawn upon, the way ideas were generated, how representational problems were solved, the visual references used and how the work changes from beginning to completion.

Indicator: 3.1 C The student will use design to solve a problem based on observations and perceptions of life experiences.

Indicator: 3.2.C The students will describe and analyze how artists use design to solve a given problem.

Outcome 4: AESTHETIC CRITERIA – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

Indicator: 4.1 A By examining various art forms and materials, periods and cultures the student will construct and apply differing criteria to personal artwork and that of others.

Indicator: 4.2 A Based on a personal theme and context, the student will create a work of art, apply criteria selected from the study of diverse works of art

Indicator: 4.1 B Using a variety of sources, the student will apply a selected set of criteria to a real or virtual collection and/or museum exhibition.

Indicator: 4.2 B Using a variety of resources to discover how artworks from different cultures/periods explore a similar theme or event, the students will create a related artwork, constructing personal criteria drawn from the examples studied.

Interdisciplinary Connection:

Math, Language Arts

WICOMICO COUNTY ART UNIT PLAN

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

After the study portraits and proportion students will produce a mask in relief sculpture from using exaggeration and distortion and referencing the cultural sculpture of African Art.

Students will use surface applied texture and expressive use of color to convey a personal means of expression.

Students will reflect on their daily progress in journal writings.

Students will compare and contrast the use of Masks in African cultures to the use of masks in contemporary USA.

Task # 1

Students will research African Art

- view the artwork of African sculptures
- read and discuss the articles on African sculpture
- cooperative learning groups will fill out the worksheet – *Aesthetic Perception and Art Criticism*
- discuss in groups the elements and principles analyze from African Art
- complete the

Task # 2

Sketch for mask design

Students will create a series of thumbnail sketches using:

- exaggeration
- distortion
- expressive use of shapes

Reflection-Journal writing

Task # 3

Students will construct cardboard armature for paper mache

- worksheet supplement on paper mache
- teacher and student examples
- teacher demonstration

Students will apply two layers of paper mache

Reflection-Journal writing

Task # 4

Students will paint a base coat using color to enhance the expressive quality of exaggeration

Reflection-Journal writing

Task # 5

Students will apply surface texture and paint details

Reflection-Journal writing

Task # 6

Students will:

- describe, analyze their own masks
- compare their aesthetic choices and those of the African cultures
- working in cooperative groups complete worksheet – *Art History and Criticism*

Students will compare and contrast the use of Masks in African cultures to the contemporary use of masks.

WICOMICO COUNTY ART UNIT PLAN

KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

DECLARATIVE: Concepts, Principles, etc.

PROCEDURAL: Skills, Processes, etc:

- Sculpture can be free standing or relief
- Elements and principles are related to sculpture:
1. Proportion
 2. Distortion
 3. Exaggeration
 4. Surface planes
 5. Concave and convex
 6. Surface textures
 7. Expressive color
- Cultural uses of sculpture in African Art: (African art always teaches)
1. Rituals
 2. Gifts
 3. Lessons
- The theme of masks in history:
1. Subjects
 2. Purposes
 3. Materials

Four basic methods of creating sculpture:

1. Carving
 2. Casting
 3. Modeling
 4. Constructing
- Modeling paper mache and thin metal.
 - Reposse' is a French word for sculpture created by shaping a thin sheet of metal from one or both sides.
 - Sketching to plan the design.
 - Sorting and collecting contemporary materials.
 - Writing to reflect on the process and procedural problems and solutions.
 - Problem solving, decision-making, invention, experimentation, assessing.

WICOMICO COUNTY ART UNIT PLAN

Name _____

Date _____

Class _____

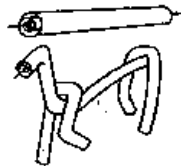
Supplement: Paper Sculpture Techniques

Instructional Resource
IR 47

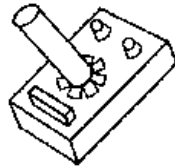
Papier-Mâché



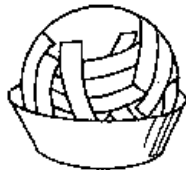
1. Apply paste to paper. Roll up paper. Bend and join it. A wire inside the roll is helpful.



2. Tape cartons together, then cover the entire surface with paste-soaked strips of paper.



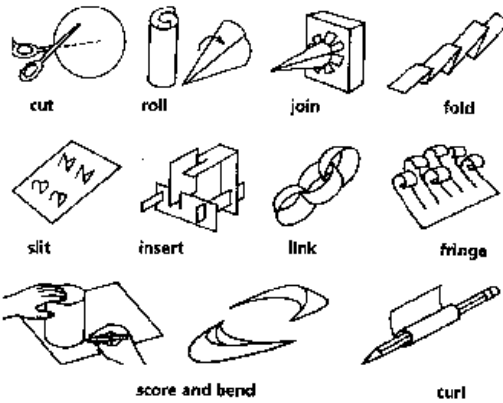
3. Blow up a balloon. Cover it with papier-mâché. When it dries, remove the balloon.



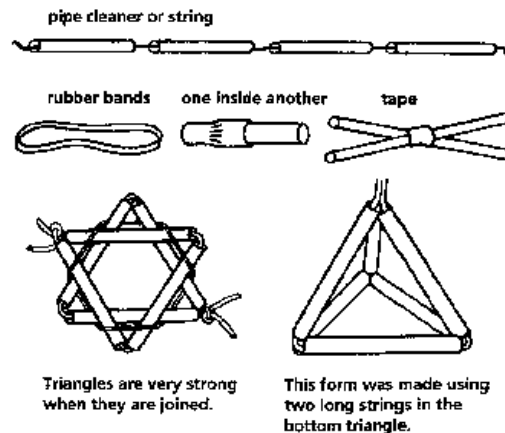
4. Wad up some newspaper. Use oil-based clay on top. Cover it with papier-mâché. When the papier-mâché dries, remove the clay.



5. Soak bits of paper in water overnight. Mix the pulp with wheat paste. Model the pulp like clay.



Try different arrangements of straws. Create two or three shapes and then join them together. Be creative!



WICOMICO COUNTY ART UNIT PLAN

Name _____ Date _____
_____ Class _____

Study Questions – Sculpture (Art: Images and Ideas)

1. What are three functions of sculpture in the history of art?

2. What are two main characteristics of sculpture created by nomadic people?

3. What are five traditional materials for sculpture?

4. For what kind of sculpture and themes in sculpture is Louise Nevelson well-known?

5. Identify at least one special quality in sculpture of the following elements and principles of design:

2. Space –

Shape –

Color –

Light/value –

Balance–

6. What are the four main methods of creating sculpture?

7. What is meant by the following two phrases:

Being true to the materials.

Integrate the materials to suit the idea.

WICOMICO COUNTY ART UNIT PLAN

8. What are five soft or pliable modeling materials for sculpture?

9. Why is knowledge of typical or realistic proportion in the human head useful in creating sculptures of people?

10. Why is planning usually important to a sculpture that will be carved?

11. What are the typical steps artists use to cast sculptures?

12. Why do you not need to use wax when you create a sculpture by casting in sand?

13. In what early cultures were metal repousse' sculptures made?

14. What is an armature, and why is it used in sculpture?

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Name _____ Date _____
Class _____

Art of a Cultural Group (Art: Images and Ideas)

1. Name of cultural group:

2. With what geographic region is the group identified (for example, continent, present-day nation, region within a nation.)?

3. Are people within this cultural group still living?

4. Identify some of the traditional art forms created by people in this culture, the materials used to create them and the purpose or use of the art.

Type of art	Materials	Purpose or use of the art form
-------------	-----------	--------------------------------

5. Describe or sketch any special visual symbols and design qualities in the artwork. Explain what the symbols or design qualities express.

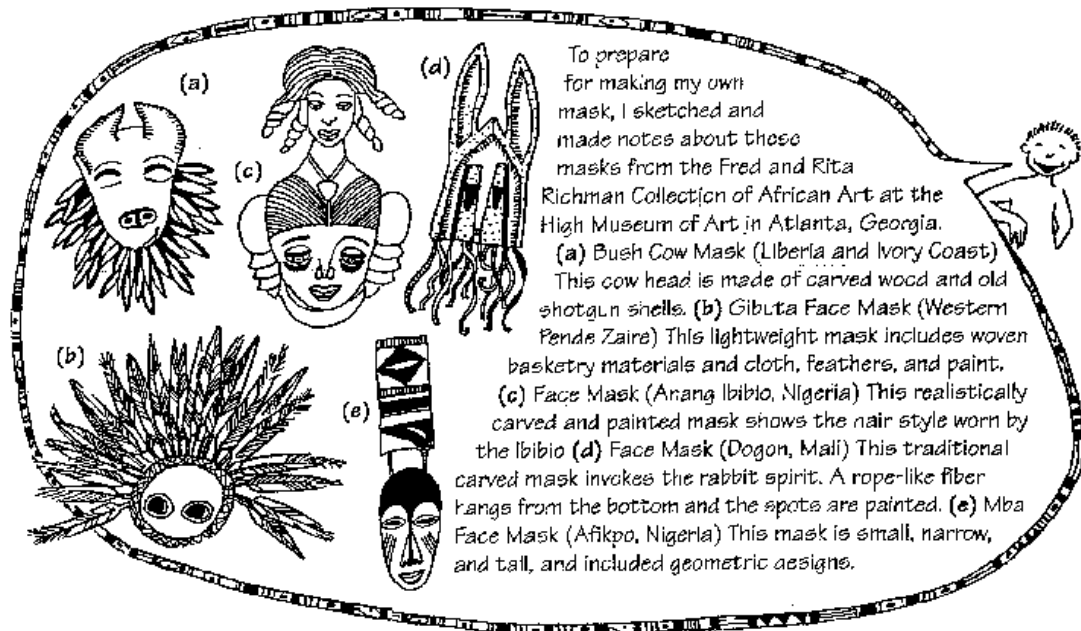
6. Explain how traditional art forms are related to the way of life in this culture. Think about relationships of the artwork to religious beliefs; form of government; how people find food, live and work together; natural resources; legends and myths; ideas about correct ways to create or use artwork.

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HandOut Ande Cook

AFRICAN MASKS

There are many kinds of African masks. They all reflect the aesthetic preferences of the cultures and countries in which they were made. Some are very realistic; some are abstract. There are animals and people. Some are just carved wood; and some include paint and other materials. Most masks were (and are) used in public celebrations and ceremonies. A mask's purpose is to transform the person wearing it. You can learn a lot about masks and other art forms by visiting an art museum.



Make a mask

(or drawing of a mask) that reflects your interests or needs. Write a paragraph that describes the purpose of the mask, and when and how it is used. Tom admired the strength and courage of the lion and the speed of the cheetah. He combined these qualities and made a cheelion (chee-les-on) mask. It is used by track and field athletes during pre-meet ceremonies. The ceremony invokes the spirits of great cats to assist the athletes in their quest for victory!

Consider adding one or more of the following materials to painted clay, paper, or papier-mâché masks:



feathers



raffia



cowrie and other shells



trade beads



sticks and twigs



cloth



string, ribbon, yarn

WICOMICO COUNTY ART UNIT PLAN

PROGRAM OBJECTIVE: DRAWING UNIT PLAN FOR GRADE 8

WICOMICO COUNTY ART UNIT PLAN

Program Objective: Use drawing techniques and media to illustrate **Grade**
Level: __8
 narrative, record ideas, work from observation **Problem:** Drawing
 and interpret form.

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION Student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator:

1.1 A

Observe / analyze relationships among shapes, forms, patterns and details.

Indicator:

1.2 B

Identify / describe ways that one's personal artwork represents what one sees, feels, knows, imagines.

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS Student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator:

2.1 D

Identify, analyze and interpret the processes used by people to express their ideas.

Indicator:

Indicator:

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION Student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicator:

3.1 B

Use problem solving processes to express ideas in the visual arts.

Indicator:

3.2 A

Identify, select and use a variety of materials, tools, techniques and processes to create artistic compositions.

Indicator:

Outcome 4: AESTHETIC CRITERIA Student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

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Indicator:

4.1 B

Analyze, assess and defend one's own works of art using the vocabulary of art in verbal and written critiques.

Indicator:

4.2 B

Use art terms to identify, discuss and analyze craftsmanship, composition and expressive qualities in one's own artwork and the artwork of others.

Interdisciplinary Connection: Math – Geometry (shapes and solids)

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

Students will use a variety of drawing techniques and creative problem solving skills to interpret the subject matter in a miniature still life.

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

WICOMICO COUNTY ART UNIT PLAN

COMPOSITION #1 LINE DRAWINGS OF MINIATURE STILL LIFE

- **Students will use observation skills / drawing techniques to create a series of thumbnail sketches using the art element: LINE**
 - Continuous line
 - Contour line
 - Blind line
 - **Students will observe / interpret their still life from various view points**
 - Eye level
 - Close-up
 - Bird's eye
-

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

COMPOSITION #2 VALUE / FORM STUDIES OF MINIATURE STILL LIFES

- **Students will use observation skills / drawing techniques to create a series of thumbnail sketches exploring the art elements: VALUE / FORM**
 - Tone (blending)
 - Hatching
 - Cross-hatching
 - Stippling
 - Scribbling
 - **Students will explore value/form techniques using a close-up view point.**
-

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

COMPOSITION #3 ABSTRACTIONS OF MINIATURE STILL LIFE OBJECTS

- **Students will use problem solving skills to create a series of three abstractions based on one or more objects in the miniature still life.**
 - Fracturing images
 - Magnifying images
 - Minimizing images
 - Distorting images
 - Repetition of images
- **Students will observe the work of other artists that treat subject matter abstractly**
 - Picasso
 - O'Keeffe

WICOMICO COUNTY ART UNIT PLAN

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

COMPOSITION # 4 TRANSFORMATIONS OF MINIATURE STILL LIFE OBJECTS

- **Students will use brainstorming skills and creative problem solving techniques to create a series of sketches in which one or more forms in the miniature still life is transformed into another object**
 - **Students will use a variety of drawing techniques to suggest the illusion of form:**
 - **Tone**
 - **Hatching / Crosshatching**
 - **Stippling**
-

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

COMPOSITION #5 COLOR VALUE

- **Students will explore ways in which color can be used to enhance the illusion of form and contribute to the abstraction of the objects.**
 - **Students will use color layering to further develop the illusion of form.**
 - **Students will select one sketch from this worksheet and one sketch from the previous three worksheets, incorporating color into it using the techniques explored.**
-

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

COMPOSITION #6 ASSEMBLED DRAWING

- **Students will analyze previous compositions, selecting the best parts of each one to be assembled to create a final drawing which interprets the artist's personal feelings and ideas about the subject matter.**
- **Students' compositions will reflect consideration for design principles (emphasis, balance, harmony, repetition) through their choices and arrangement of the parts to create a whole composition.**
- **Students will incorporate additional images into the final composition as necessary to enhance its visual appeal.**

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KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

DECLARATIVE: Concepts, Principles, etc.

PROCEDURAL: Skills, Processes, etc:

- Specific terms are related to drawing.
- Drawing can be used to understand proportion and structure in observed forms.
- Artists manipulate art elements to create an image.
- Different artists interpret the same form in different ways.
- A variety of techniques may be used in drawing.
- Value contrast can be used to suggest the illusion of form.
- Differing line intervals can suggest changes in value.
- Varying line weights can be used to create value changes.
- Colors can be mixed (layered) to create new colors.
- All colors have value and intensity.
- Artists may manipulate images for visual effects.
- Artists may distort form for visual effects.

1.1 A
Sketching
Drawing from observation

1.3 B
Drawing from imagination
Selecting subject matter

2.1 D
Communicating ideas through drawing

3.1 B
Problem-solving
Decision-making
Experimentation
Invention
Abstracting
Brainstorming
Revising / enlarging forms and images

3.2 A
Selecting / using a variety of tools / materials
Blending / shading
Hatching / crosshatching
Stippling
Color layering

4.1 B
Explaining methods/ procedures used in problem-solving
Analyzing, assessing, defending personal works of art

WICOMICO COUNTY ART UNIT PLAN

THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: 3. Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
<p>Comparing ▶ Still life objects to geometric solids, shape to form</p> <p>Classifying ▶ To group objects according to geometric solids</p> <p style="text-align: center;">Inducing</p> <p>Deducing</p> <p>Analyzing errors ▶ In personal drawings to improve revisions</p> <p>Constructing support ▶ For drawing decisions and in assessing art works</p> <p>Abstracting ▶ Visualizing / rendering variations of representational objects</p> <p>Analyzing perspectives</p> <hr/> <p>Problem solving ▶ Creating variety of visual images from single source</p> <p>Decision making ▶ To choose subject matter and personal sketches in assembling composition of drawing techniques / media.</p> <p>Investigation</p> <p>Experimentation ▶ With media / methods of abstracting / transforming representational images</p>	<ul style="list-style-type: none"> ● Reading reference material (<u>Art Talk</u>) ● Experimentation with media (pencil, ink, colored pencil) ● Group critique / discussion ● Teacher demonstration <p>RESOURCES: Do these resources reflect diversity?</p> <ul style="list-style-type: none"> ● Websites: Reproduction of <u>Melancholia I</u> http://sunsite.auc.dk/cgfa/durer/p-durer23.htm Biographical information and other links http://encarta.msn.com/find/concise.asp?ti=038AD000 48 images – drawings and paintings www.spectrumvoice.com/art/artists/major/d/durer/s1.htm ● Exemplars ● Test: <u>Art Talk</u> ● Resource sheets / handouts

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Invention ▶ Assembling variety of images into single composition Other	<ul style="list-style-type: none">● 3-D geometric solids● miniature still lifes made from small objects based on geometric solids (child's blocks, toys)
VOCABULARY Geometric solid, ellipse, cylinder, cube, sphere, cone, tone, value, color layering, abstraction, transformation	
MATERIALS Student worksheets, pencils, colored pencils, erasers, black and colored paper for final assembled composition	

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT	
<p>MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i></p> <p>1.1 A Observe and analyze the relationship among shapes, forms, patterns and details.</p> <p>1.3 A Discuss the purposes and use of symbolism in art and interpret the meaning of art images and forms.</p> <p>1.4 A Observe works of art and describe how artists use basic elements and principles of design to create their artwork.</p> <p>1.2 B Identify and describe ways in which one's personal artwork represents what one sees, feels, knows and imagines.</p>	<p>ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i></p> <p>1.1 A Informal – Observe affects of light on 3 dimensional solids and discuss observations.</p> <p>Formal – Student worksheets</p> <p>1.3 A Formal – ACE Read to Be informed Question Sheet on Durer's <u>Melancholia I</u></p> <p>1.4 A Informal – class discussion of <u>Melancholia I</u></p> <p>1.2 B Formal – written critique and class discussion</p>
<p>OUTCOME 2: Historical, Social, and Cultural Contexts</p> <p>2.1 A Identify, analyze and interpret the subject in a work of art.</p> <p>2.3 A Describe, analyze and interpret artwork from other place and times.</p> <p>2.1 D Identify, analyze and interpret the processes used by people to express their ideas.</p>	<p>2.1 A Informal – class discussion of <u>Melancholia I</u></p> <p>2.3 A Informal – class discussion of <u>Melancholia I</u></p> <p>2.1 D Informal – observe, discuss works of various artists.</p>
<p>OUTCOME 3: Creative Expression and Production</p> <p>3.2 A Identify, select and use a variety of materials/ techniques to create artistic compositions.</p> <p>3.1 B Use problem solving processes to express ideas in the visual arts.</p>	<p>3.2 A Formal – student drawings</p> <p>3.1 A Formal – student drawings</p>

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OUTCOME 4: Aesthetic Criticism 4.1 B Analyze, assess and defend their own works of art in verbal and written critiques.	4.1 B Formal – class critique (verbal) Formal – personal reflection
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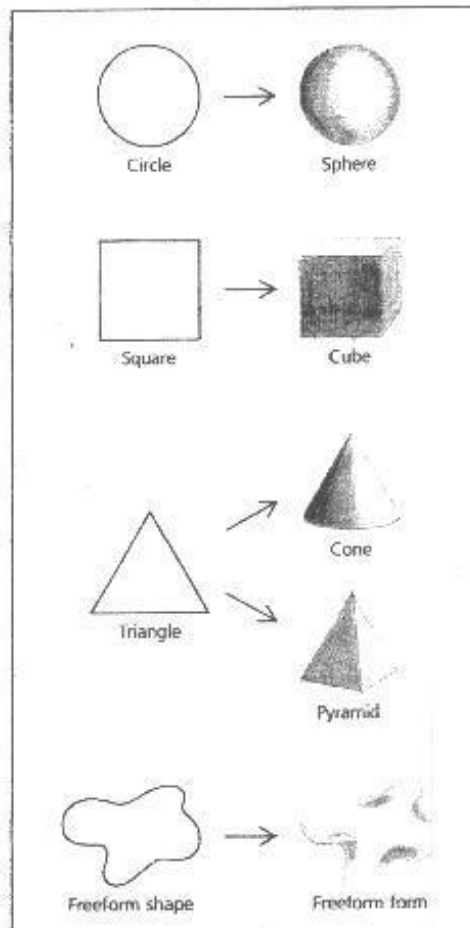
STUDENT HANDOUTS / RESOURCES DRAWING UNIT

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SHAPE RESOURCE SHEET

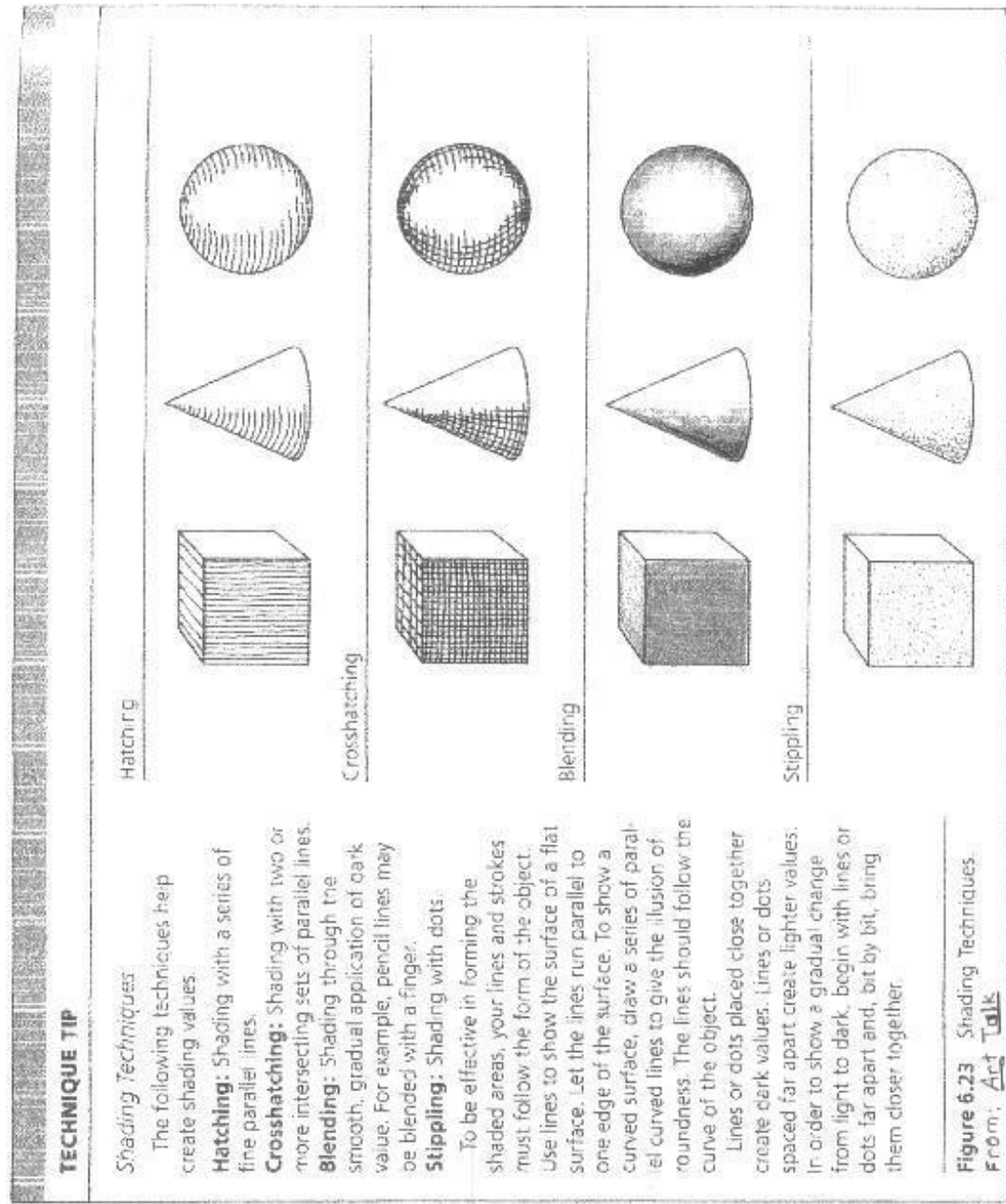
Although the words *shape* and *form* are often used interchangeably in everyday language, they have different meanings in the language of art. Forms are objects having three dimensions. Like shapes they have both length and width. But forms also have depth. You are a three-dimensional form. So is a tree or table.

Geometric Shape Geometric Solid



Artists create the illusion of form using a variety of shading techniques. By practicing these techniques you will be able to make your drawings look three-dimensional.

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Drawing in



Creating the Illusion of



Name: _____

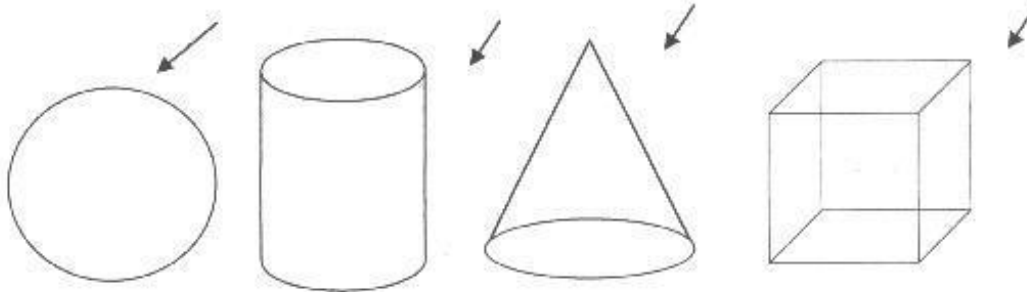
Class: _____

Artists make a flat surface appear to be three-dimensional by adding **value** to their drawings. **Value** is an element of art that refers to the lightness or darkness of a color. Gradual changes in value can give an object the illusion of being three-dimensional or having **form**.

Artists use many drawing techniques to add **value** to their drawings. Practice creating gradual value changes in the spaces below by using *tone* (shading), *hatching*, *crosshatching*, *scribbling* and *stippling* following your teacher's directions.

	6	5	4	3	2	1
Tone						
	Blackest	Darker	Dark	Medium	Very light	White
Hatching						
	Blackest	Darker	Dark	Medium	Very light	White
Crosshatching						
	Blackest	Darker	Dark	Medium	Very light	White
Scribbling						
	Blackest	Darker	Dark	Medium	Very light	White
Stippling						
	Blackest	Darker	Dark	Medium	Very light	White

Add value to these geometric solids to suggest the illusion of form (three-dimensions) Follow your teacher's directions.



2-D	_____	_____	_____	_____
3-D	_____	_____	_____	_____

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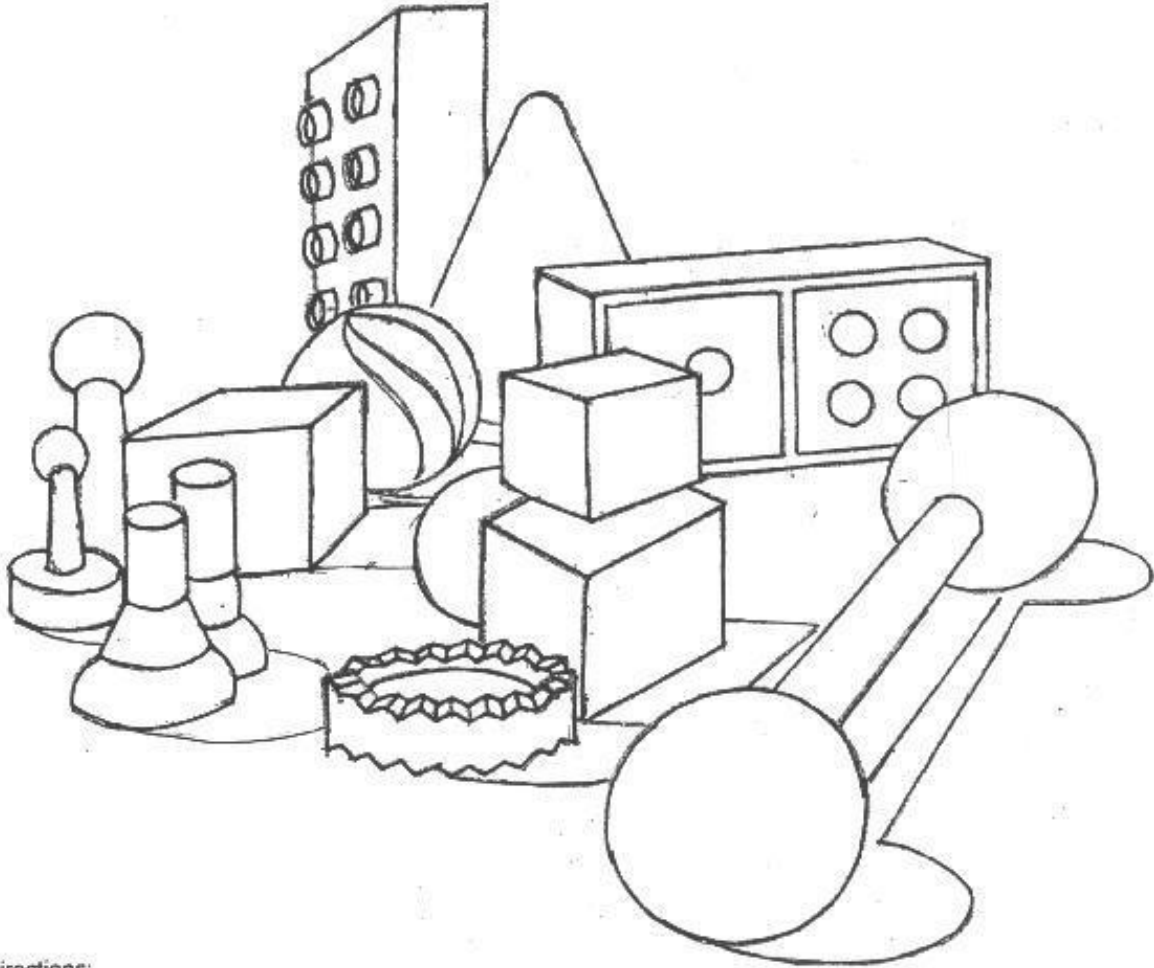
VALUE

An Element of Art

Name: _____

Class: _____

Gradual changes in **value** can suggest the illusion of three-dimensional **form** on a two-dimensional surface.



Directions:

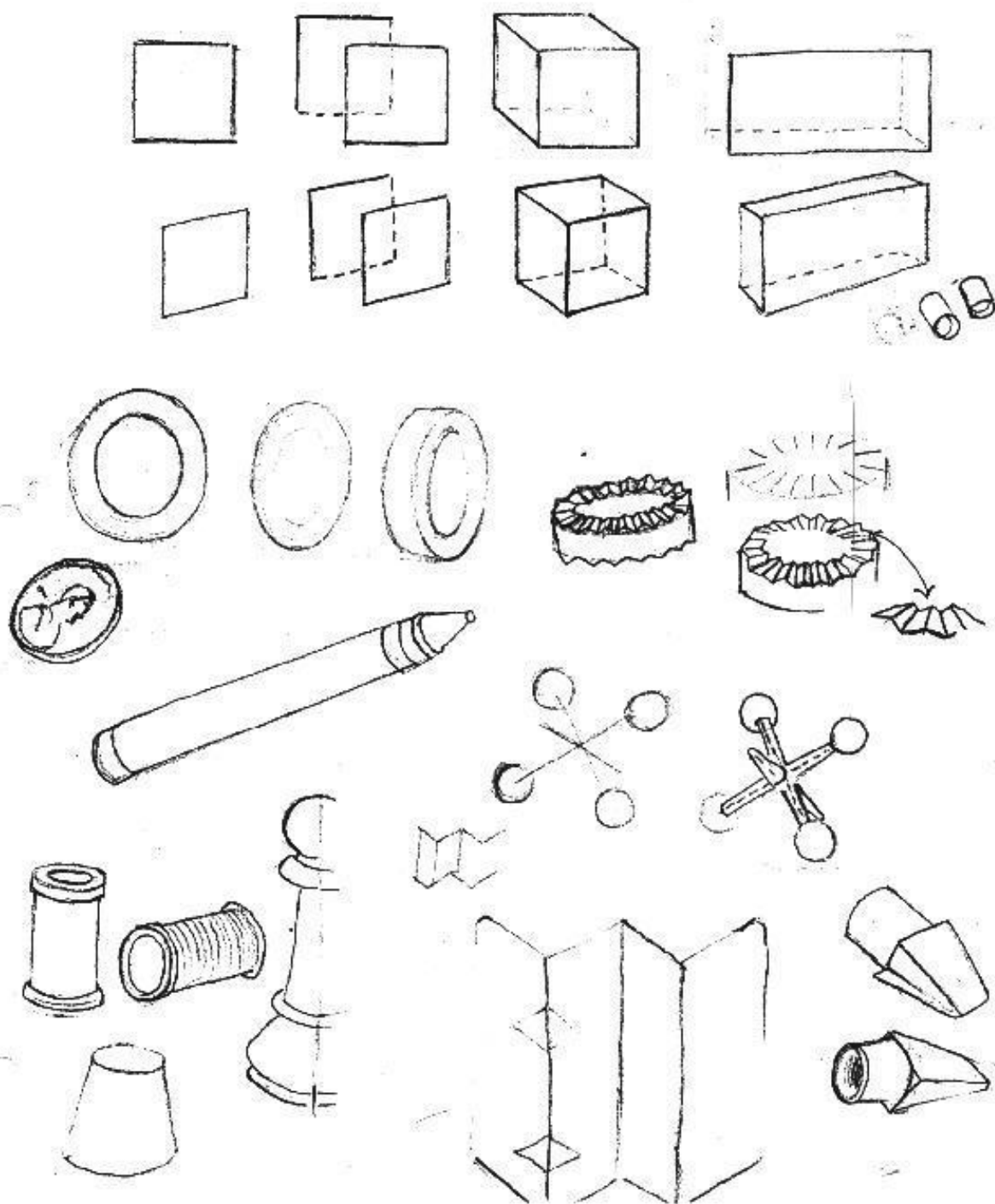
Add tone (shading) to the geometric solids above to create the illusion that the objects have form (mass). Use your value scale from the previous lesson as a guide.

Remember:

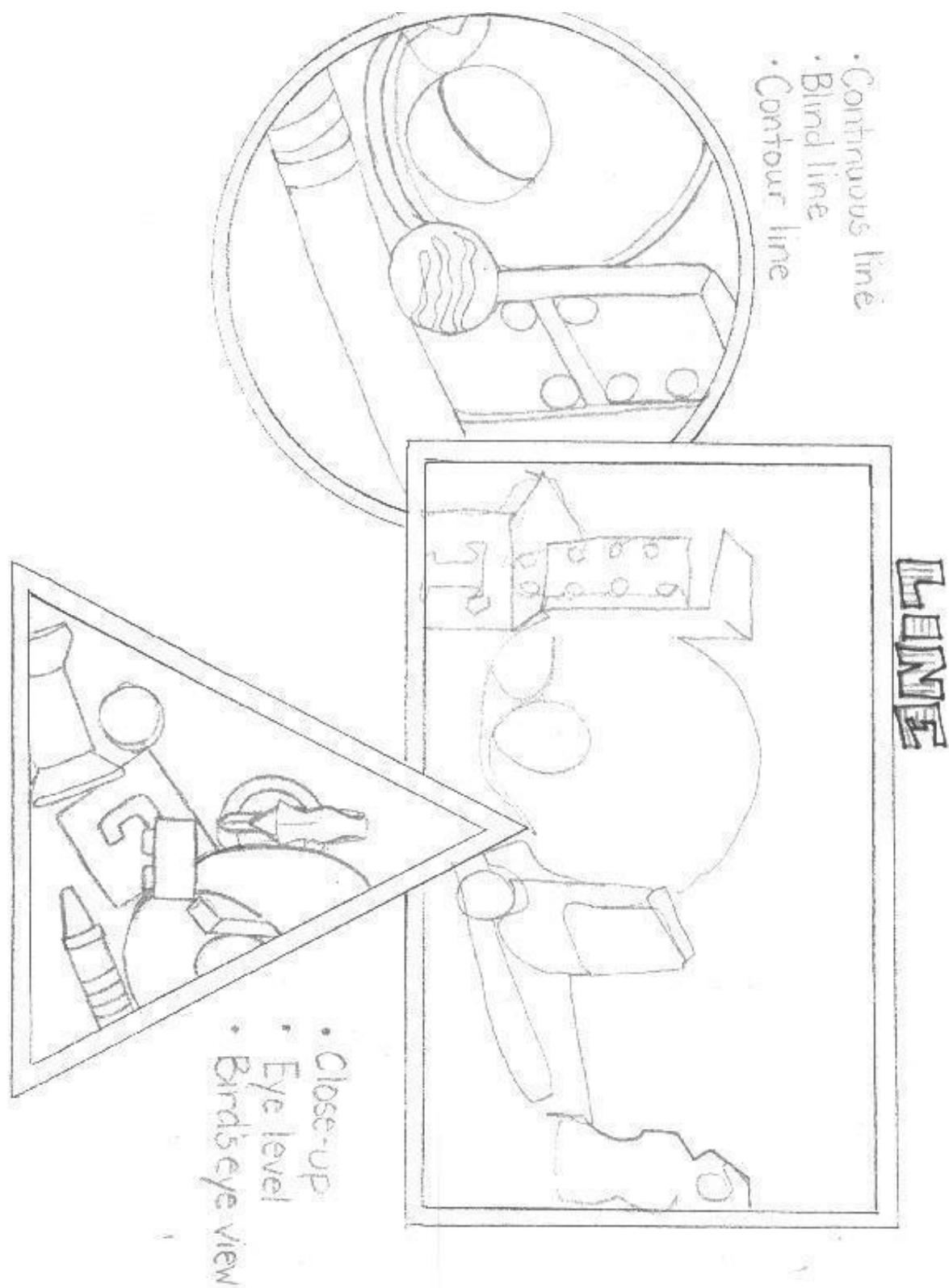
- Curved surfaces show a gradual change in value from dark to light.
- Flat surfaces have an even value across the plane.
- Shade the cast shadows the darkest.
- Value changes should be gradual (no visible line from one value to the next).

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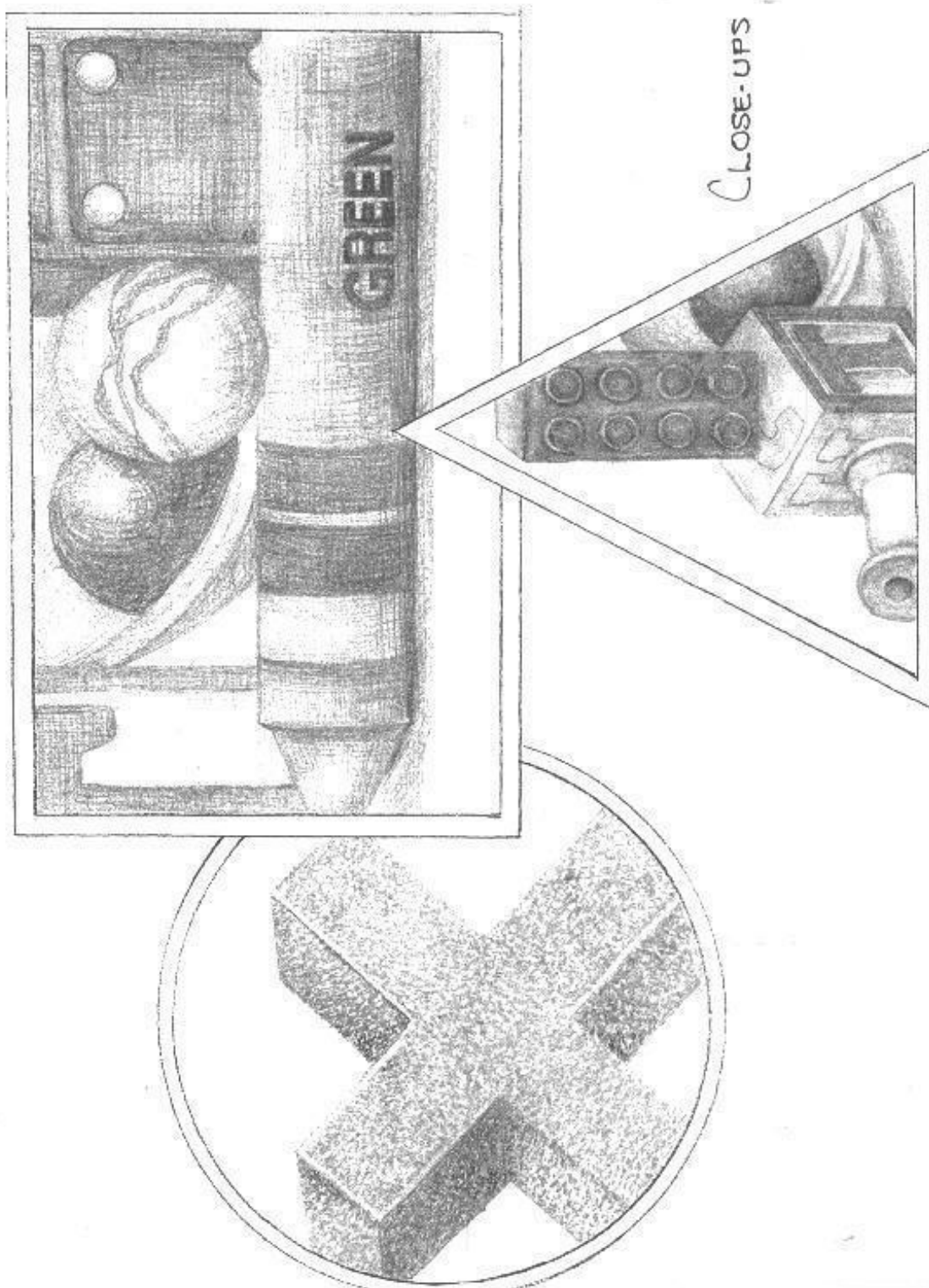
GUIDE SHEET FOR STILL LIFE OBJECTS



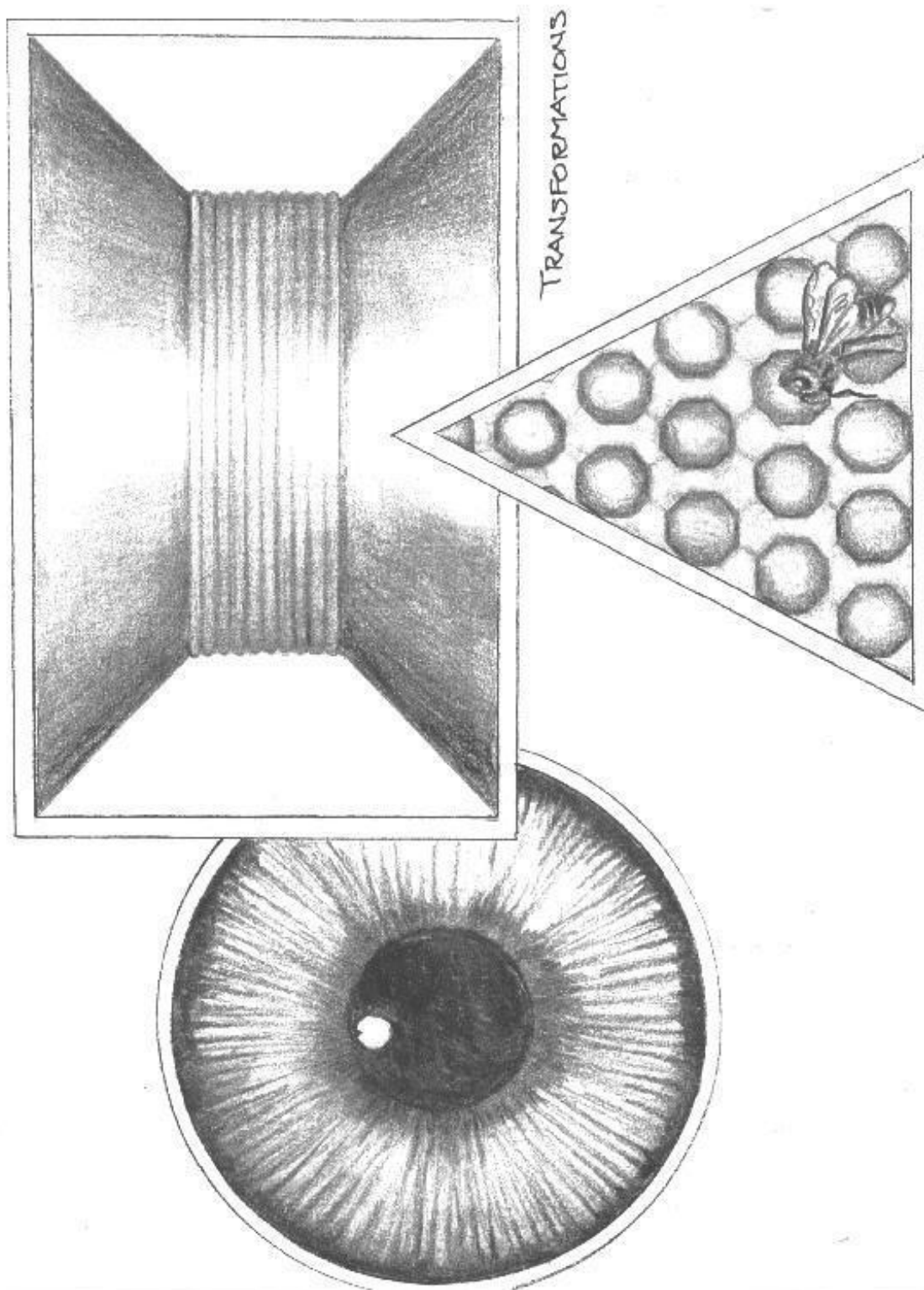
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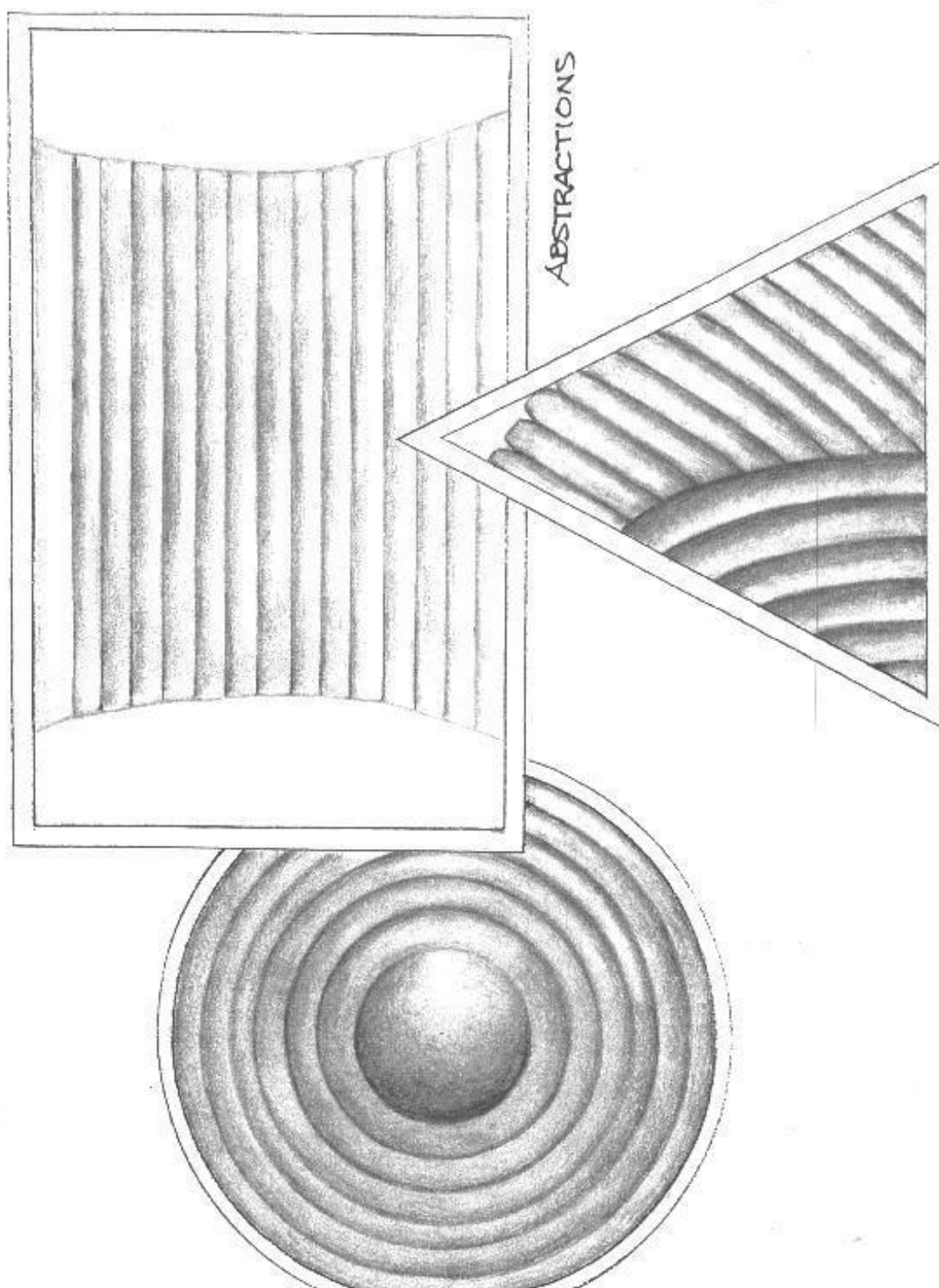
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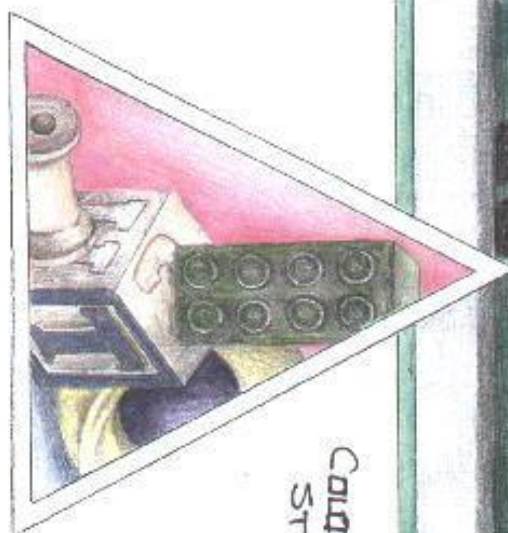
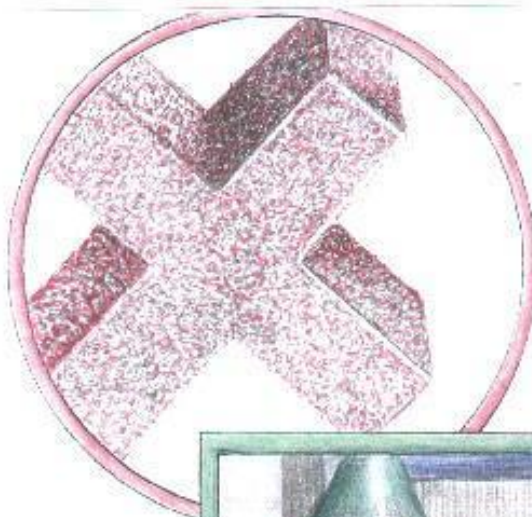
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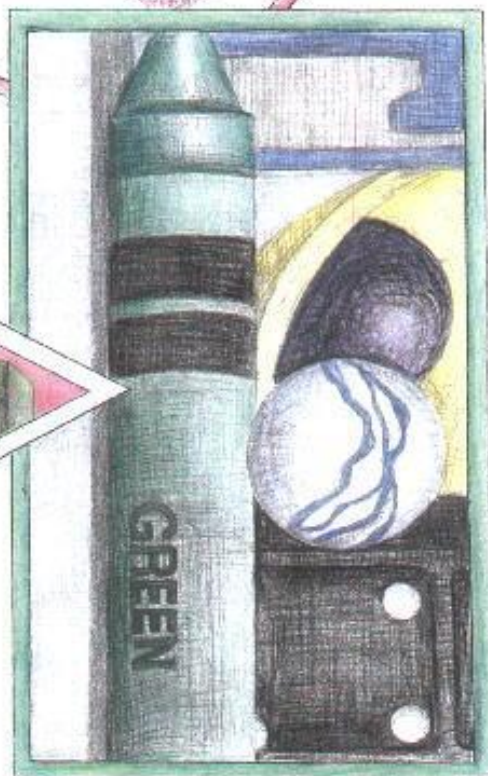
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WICOMICO COUNTY ART UNIT PLAN



Color Value
Studies



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DRAWING UNIT:

READING TO BE INFORMED MODEL USING:

A NSWER

C ITE

E XPLAIN

STRATEGY

WICOMICO COUNTY ART UNIT PLAN

Name: _____

Class: _____

Reading to be Informed: *Mysteries of the Universe* – the art of Albrecht Durer

After reading the story of Durer's strange drawing answer the questions below. Be sure to include evidence from the text to support your answer.

1. What do you think this article is about? Support your answer with information from the text. **GU**



2. Why do you think Durer titled this drawing *Melencolia I*? Find and cite information in the text to support your answer. **DI** _____



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A large, stylized letter 'E' with a rainbow gradient, positioned at the start of a set of three horizontal lines for writing.

3. How is Durer's drawing similar to the drawing you have been doing in class? Describe examples in the illustrations to support your answer. **PR**

A large, stylized letter 'A' with a rainbow gradient, positioned at the start of a set of three horizontal lines for writing.A large, stylized letter 'C' with a rainbow gradient, positioned at the start of a set of three horizontal lines for writing.A large, stylized letter 'E' with a rainbow gradient, positioned at the start of a set of three horizontal lines for writing.

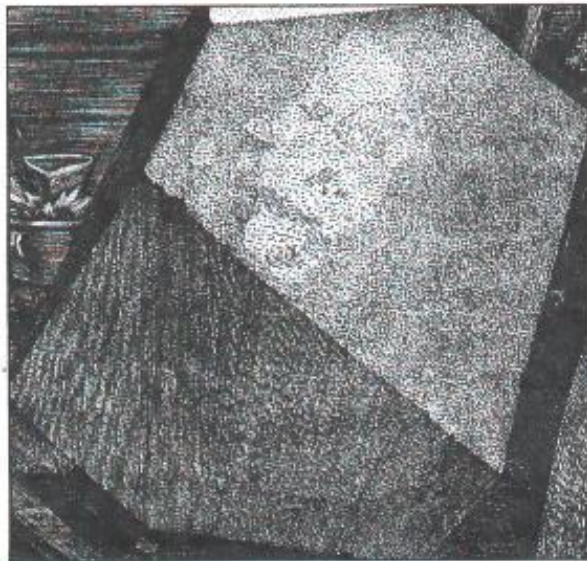
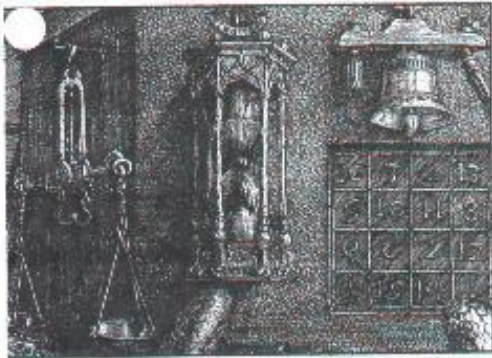
4. What is the importance of the illustrations to this article? Support your answer with examples from the text. **CS**

A large, stylized letter 'A' with a rainbow gradient, positioned at the start of a set of three horizontal lines for writing.A large, stylized letter 'C' with a rainbow gradient, positioned at the start of a set of three horizontal lines for writing.A large, stylized letter 'E' with a rainbow gradient, positioned at the start of a set of three horizontal lines for writing.

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Here are some close-up views of one of Albrecht Dürer's most famous engravings. The whole work is featured on pages 8-9. How many measuring devices can you find in the detail below?



In the detail on the left, which tools can you find that are still used today? What two geometric forms are shown in the print? Can you find others? What do you think the ladder leaning against the building means?

From: "Art & Man" magazine

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"In the night I saw a vision in my sleep in which many great waters fell from heaven. The first struck the earth with terrific force and tremendous noise...and I was so afraid that when I awoke my whole body trembled and for a long while I could not recover myself."



elencolia I by Albrecht Dürer

Masterpiece of the Month #2

As he grew older, Dürer was increasingly subject to periods of depression and a sense of foreboding. The work above, with its grotesque creatures, strange, mysterious

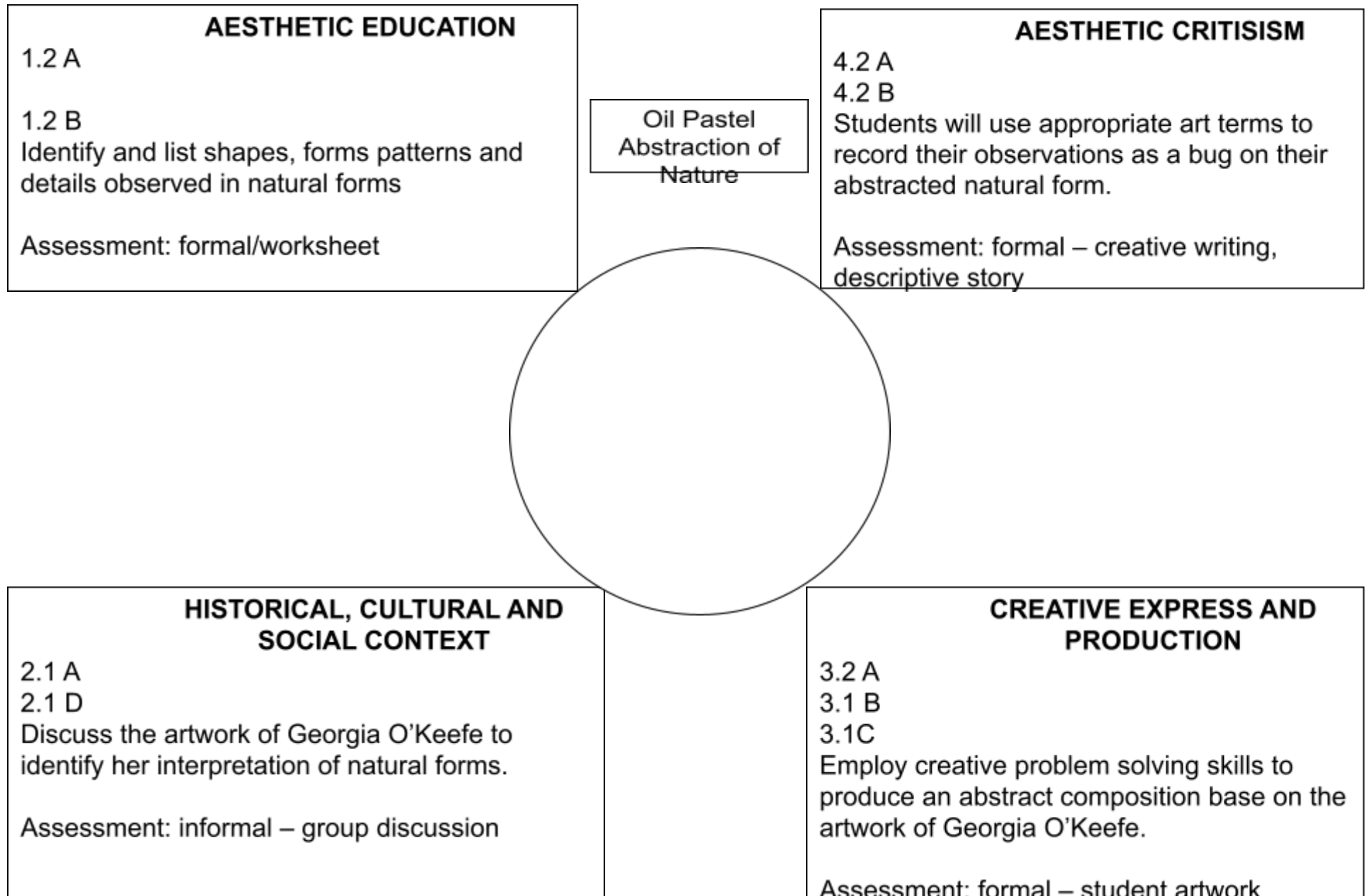
objects, and the exploding universe in the upper left corner, seems to foreshadow a nightmare that the artist wrote about in the passage above.

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**PROGRAM OBJECTIVE:
PROGRAM OBJECTIVE: PAINTING
UNIT PLAN FOR GRADE 8**

WICOMICO COUNTY ART UNIT PLAN

GRAPHIC ORGANIZER



WICOMICO COUNTY ART UNIT PLAN

Program Objective: Use specific painting techniques to demonstrate the style/genre' used/attributed to master artists **Grade Level:** 8
Problem: **Painting**

Maryland Essential Learner Art Outcomes

Outcome 1: The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment.

Indicator: 1.2A Observe/analyze the compositional organization of natural forms.

Indicator: 1.2B Identify and describe ways in which one's personal artwork represents what one sees, feels, knows, and imagines

Outcome 2: Historical, Cultural. And Social Contexts

Indicator: 2.1A Identify and interpret the subject in a work of art.

Indicator: 2.1C Identify and analyze the qualities of selected artwork.

Outcome 3: Creative Expression and Production

Indicator: 3.2A Identify, select, and use a variety of materials, tools, techniques, processes to create artistic compositions.

Indicator 3.1C Use appropriate processes, sequences, and procedures to plan, develop, and assess visual images.

Outcome 4: Aesthetic Criticism

Indicator: 4.1B Analyze, assess, and defend their own artwork using the vocabulary of art in verbal/written critiques.

Indicator

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

Students will demonstrate their ability to abstract natural forms to create an artistic composition as observed in the artwork of Georgia O'Keefe.

Interdisciplinary Connection: Science, Language

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective.)

- Students will analyze the work of Georgia O'Keefe to identify the processes and techniques used to create abstract images.
- Students will abstract natural forms by distorting part of the form
- Students will create a series of thumbnail sketches to explore variations of abstracted forms.
- Students will experiment with color to extend the concept of abstraction.

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<ul style="list-style-type: none"> Students will evaluate their composition in a creative writing assignment: Art from a “Bug’s Point of View.” <p style="text-align: center;">KNOWLEDGE NEEDED/ Dimension 2</p> <p style="text-align: center;">What declarative and procedural knowledge will the students need in order to apply knowledge meaningfully?</p>	
DECLARATIVE: Concepts, Principles, etc.	PROCEDURAL: Skills, Processes, etc:
<ul style="list-style-type: none"> Nature is a source of subject matter Artists use many sources to generate ideas Artists identify, evaluate, and refine information in each phase of problem solving. Art elements can be manipulated to create a center of interest in a composition. One or more design principles may be emphasized in a design composition. Realistic subject matter can be manipulated to create non-representational compositions. Specific terms are related to painting techniques. Specific terms are related to design principles and composition. Artists identify, evaluate, refine information in each stage of the problem solving. Artists reflect on the process of making art as well as the finished work. 	<ul style="list-style-type: none"> Selecting subject matter for a composition. Adapting/modifying images and forms. Using sketching to expand ideas. Using design principles to analyze the arrangement of images in a composition. Arranging a composition. Identifying, using the vocabulary related to design principles. Refining a composition. Manipulating color to enhance an abstraction. Abstracting images through distortion, simplification, magnification, and fracturing. Using correct spelling and grammar. Writing to express processes and ideas. Using sketching/notation to extend plans and ideas.

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THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: 4. Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
<p>Comparing ▶ To determine similarities/differences in botanical images by Georgia O’Keefe</p> <p>Classifying</p> <p style="text-align: right;">Inducing ▶ To identify characteristics of a balanced composition.</p> <p>Deducing</p> <p>Analyzing errors</p> <p>Constructing support ▶ To support decisions made in designing an abstract image.</p> <p>Abstracting ▶ To modify and adapt images.</p> <p>Analyzing perspectives</p> <hr/> <p>Problem solving ▶ To create abstracted compositions that incorporate design principles.</p> <p>Decision making ▶ To select a natural form for abstraction.</p> <p>Investigation</p> <p>Experimentation ▶ To design abstracted images/ life forms</p> <p>Invention</p> <p>Other</p>	<p style="text-align: right;">View slides, prints, transparencies, video</p> <p>Discuss botanical/master artists prints, compare. Teacher demonstrations Peer evaluation/P.Q.P. form Group discussions Creative writing</p> <p>RESOURCES: <i>Do these resources reflect diversity?</i> Science/nature magazines</p> <p>Botanical prints Reproductions of O’Keefe’s work “Two Bad Ants” Chris Van Allsberg Video- “A Bug’s Life,” “The World of Georgia O’Keefe” Exemplars</p>

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VOCABULARY balance, gradation, variety, proportion, abstraction, point of view, distortion, magnification, simplification, blending, emphasis

MATERIALS student worksheets, pencils, color pencils, oil pastels, 12"x12" white drawing paper or tag

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT	
MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i> 1.2A Observe/analyze the compositional organization of natural forms 1.2B Identify and describe ways in which one’s personal art work represents what one sees, feels, knows, and imagines.	ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i> 1.2A Note and identify specific information from art works that describe <ul style="list-style-type: none"> • Abstracted images based on representational subject matter. • Use of color to emphasize abstraction. • Achievement of emphasis 1.2B Self assessment form
OUTCOME 2: Historical, Social , and Cultural Contexts 2.1A Identify, analyze, and interpret the subject in a work of art. 2.1C Identify, analyze the qualities of selected art work.	2.1A Note and identify specific information from artworks that describe Representational vs. non-representational subject matter. Techniques for abstracting images. 2.1C Compare/analyze use of art elements, design principles, materials, style of work, etc. in selected art work.
OUTCOME 3: Creative Expression and Production 3.2A Identify, elect and use a variety of materials, tools, techniques, and processes to create artistic compositions 3.1C Use appropriate processes, sequences, and procedures to plan, develop, and assess visual images	Produce series of sketches abstracting natural forms Produce series of color studies Produce composition that incorporates abstracted images of natural forms.
OUTCOME 4: Aesthetic Criticism 4.1B Analyze, assess, and defend their own art works using art vocabulary in verbal and written critiques	Peer evaluation Self-assessment form Creative writing narrative

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN For sequential integrated art activity COURSE/ GRADELEVEL 8 TOPIC: Painting w/Pastels		
Declarative Knowledge <i>(facts, concepts and principles)</i>	Vocabulary	Procedural Knowledge
<ul style="list-style-type: none"> • Nature as a source of subject matter • Artists use many sources to generate ideas • Realistic subject matter can be manipulated to create an abstract composition 	<ul style="list-style-type: none"> • Abstract • Distortion • Point of view • Representational • Non-representational • Fractured image • Magnification • Repetition 	<ul style="list-style-type: none"> • Using a view finder • Adapting, modifying images and forms • Using sketching to expand ideas. • Comparing/organizing • Decision making
MATERIALS		RESOURCES
Student work sheet science/nature magazines View finders Pencils Erasers		Prints, slides, transparencies Reproductions of art work by Georgia O’Keeffe Magazine and photos from nature

Indicator Focus:

1.2A Observe/analyze the compositional organization of natural forms

Lesson Objective Period 1:

Students will observe botanical images and the work of O’Keeffe to analyze the organization of natural forms. Students will use a variety of techniques to abstract natural forms.

Introduction/ Motivation:

“A Bug’s Life”, book; “Two Bad Ants” Chris van Allsberg

- Discuss nature as subject matter
- Investigate a variety of natural forms to determine organizational structure
- View work of Georgia O’Keeffe to observe connection to nature as subject matter/techniques use to abstract.
- Discuss characteristics of abstracted images
- Review compositional formats, design principles

Activity:

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Students will select a natural form, list parts of the form, list ideas for abstracting various parts. Students will begin thumbnail sketches using view finders to observe selected parts of the natural form.

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Summary/ Assessment:

What have you learned about how O'Keefe organized art elements to manipulate representational images in the creation of unusual points of view? What methods have you learned to use to alter a representational image?

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EXAMPLE RESOURCES FOR PAINTING UNIT

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THE WORLD OF

Georgia O'Keeffe

Name: _____

Class: _____

American Artist b. 1887 d. 1986

While watching the video about Georgia O'Keeffe fill in each blank as you hear her discuss each point.

1. Georgia mentions the art element, s____ when she says, "I get a _____ in my head. I don't know where it comes from."
2. When she describes the American south west some of the words she uses are:
_____, _____ and _____.
3. The name of her ranch where she came to paint was G_____ R_____. Why do you think this name is appropriate for a ranch in the desert? _____
_____.
4. Some of O'Keeffe's friends describe her as being _____
_____.
5. She started painting bones because there were no f_____.
6. Her first bone painting was a h_____' head and then a c____' against a b____ background. She used the colors r____, w____, and b____ in this painting so people would know it was about A_____.
7. In her paintings, b_____ do not symbolize d_____ but rather are s_____ that she enjoys.
8. The idea of being an artist was in her head at the age of t_____.
9. As Georgia grew into being an artist she discovered what was a new idea to her:
"To fill a _____ in a _____ way."
10. Her paintings became better when she painted to please _____, not _____.
11. Arthur Steglitz helped her become well-known by _____
_____.
12. He later became her h_____ and assisted her growth as an a_____.

WICOMICO COUNTY ART UNIT PLAN

STUDENT WORKSHEET A

Name: _____

Class: _____

ABSTRACTING LIFE FORMS

BASED ON THE WORK OF GEORGIA O'KEEFFE

AMERICAN ARTIST B. 1897 D. 1986 88 YRS.

After viewing and discussing the work of Georgia O'Keeffe, select a life form from the resources available. Cut out the photo and attach it to the space below.

LIFE FORM: Tropical fish



Study the life form carefully. Examine and identify its parts as well as the whole object. Following your teacher's direction complete the lists below.

PARTS OF THIS LIFE FORM ARE:

1. fin
2. scales
3. tail
4. mouth
5. eye
6. gills
7. teeth

This realistic (representational) life form

becomes an abstract (non-representational) art work.

POSSIBLE WAYS OF ABSTRACTING:

1. multiple image
2. magnification
3. fractured image
4. minimizing
5. distortion
6. repetition
7. overlap

abstract

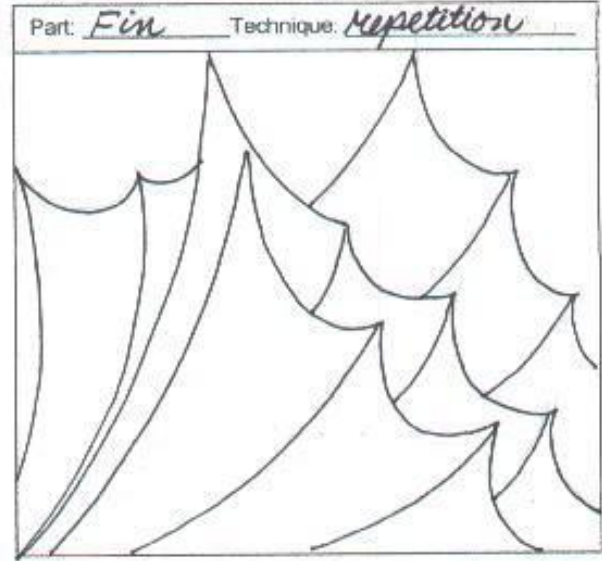
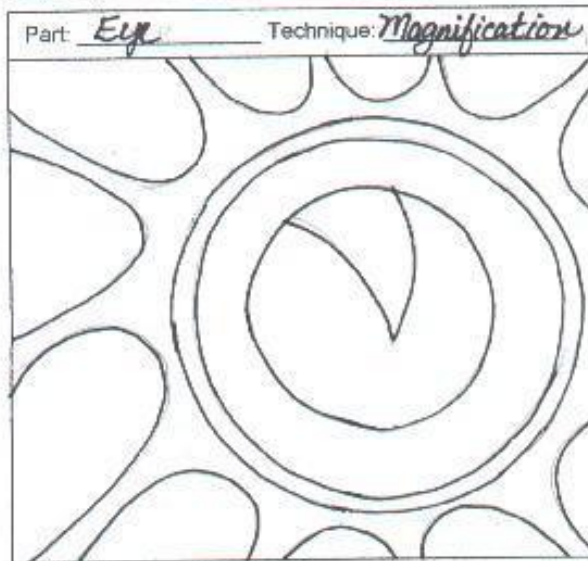
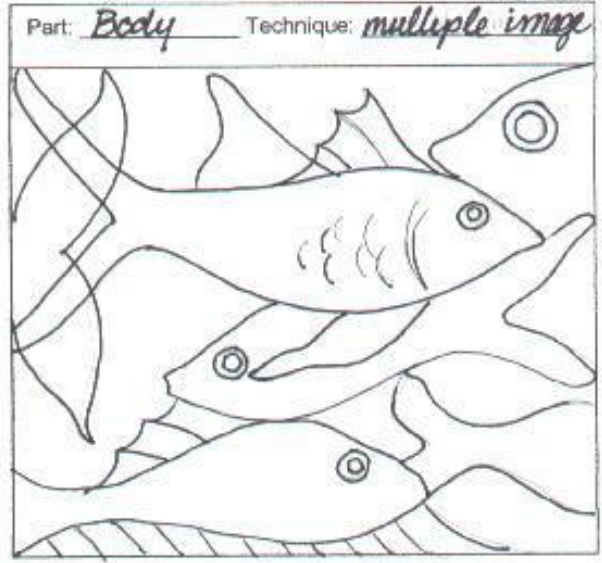
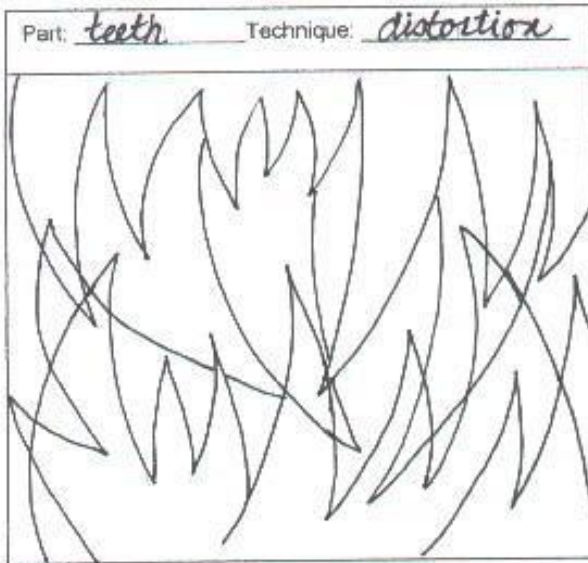
the suggestion of something - not necessarily concerned with reality or representing reality

WICOMICO COUNTY ART UNIT PLAN

Name: _____ Class: _____

STUDENT WORKSHEET B

In the spaces below create a series of thumbnail sketches in which you have investigated a variety of ways to abstract the life form you have chosen. You may choose one part of the life form from Worksheet A and abstract it using four different techniques or you may choose four different parts of the life form and abstract each using four different techniques; or you may use any combination of these methods. Example: 2 life forms / 2 techniques



Evaluate each sketch regarding compositional arrangement: balance?, emphasis (center of interest)? Select your best design to begin a color study.

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STUDENT HANDOUTS FOR PAINTING UNIT

WICOMICO COUNTY ART UNIT PLAN

STUDENT WORKSHEET A

Name: _____

Class: _____

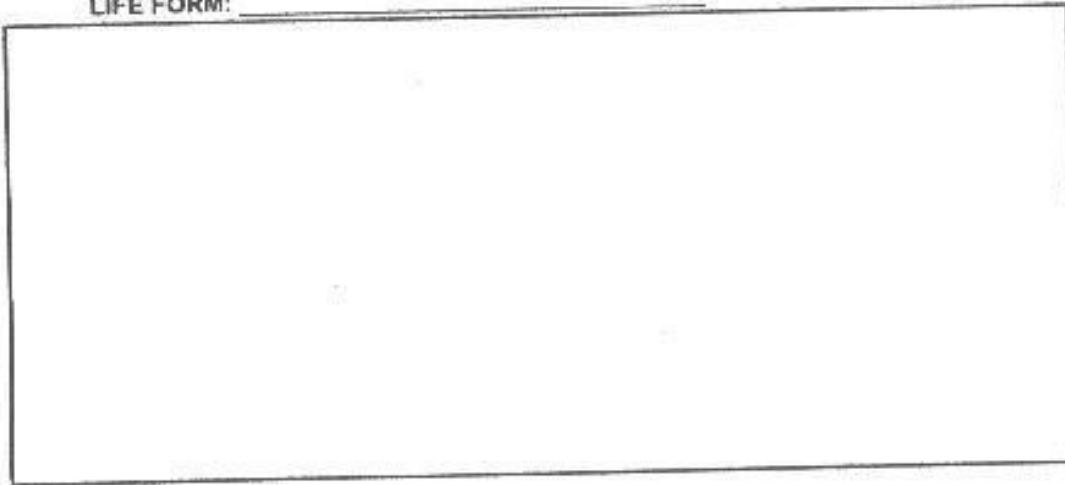
ABSTRACTING LIFE FORMS

BASED ON THE WORK OF **GEORGIA O'KEEFFE**

AMERICAN ARTIST B. 1887 D. 1986 98 YRS.

After viewing and discussing the work of Georgia O'Keeffe, select a life form from the resources available. Cut out the photo and attach it to the space below.

LIFE FORM: _____



Study the life form carefully. Examine and identify its parts as well as the whole object. Following your teacher's direction complete the lists below.

PARTS OF THIS LIFE FORM ARE:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

This realistic (representational) life form

becomes an abstract (non-representational) art work.

POSSIBLE WAYS OF ABSTRACTING:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

abstract

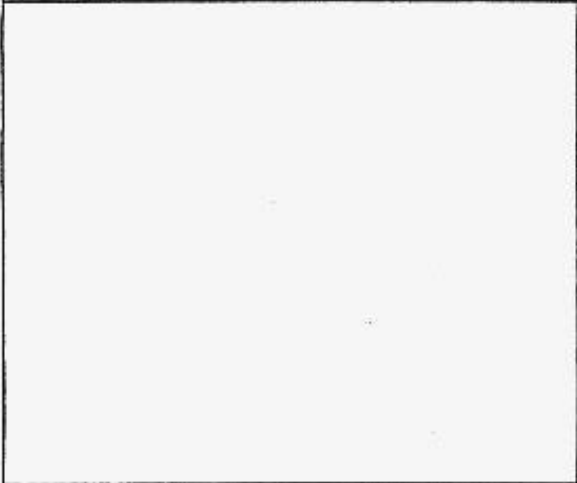



the suggestion of something - not necessarily concerned with reality or representing reality

WICOMICO COUNTY ART UNIT PLAN

STUDENT WORKSHEET B

Name: _____ Class: _____

In the spaces below create a series of thumbnail sketches in which you have investigated a variety of ways to abstract the life form you have chosen. You may choose one part of the life form from Worksheet A and abstract it using four different techniques or you may choose four different parts of the life form and abstract each using four different techniques; or you may use any combination of these methods. Example: 2 life forms / 2 techniques

Part: _____ Technique: _____ 	Part: _____ Technique: _____ 
Part: _____ Technique: _____ 	Part: _____ Technique: _____ 

Evaluate each sketch regarding compositional arrangement: balance?, emphasis (center of interest)? Select your best design to begin a color study.

WICOMICO COUNTY ART UNIT PLAN

STUDENT WORKSHEET C Name: _____ Class: _____

COLOR STUDIES
Begin by using graphite paper or a light box to transfer your best abstraction to each of the spaces below. Use colored pencils to plan a color scheme based on one of the color groups below. Follow your teachers directions about layering and blending colors.

NATURAL/REALISTIC PRIMARY SECONDARY COMPLEMENTARY ANALOGOUS MONOCHROMATIC

Color Plan 1 Color Group: _____

I have chosen this color scheme because _____

Color Plan 2 Color Group: _____

I have chosen this color scheme because _____

Color Plan 3 Color Group: _____

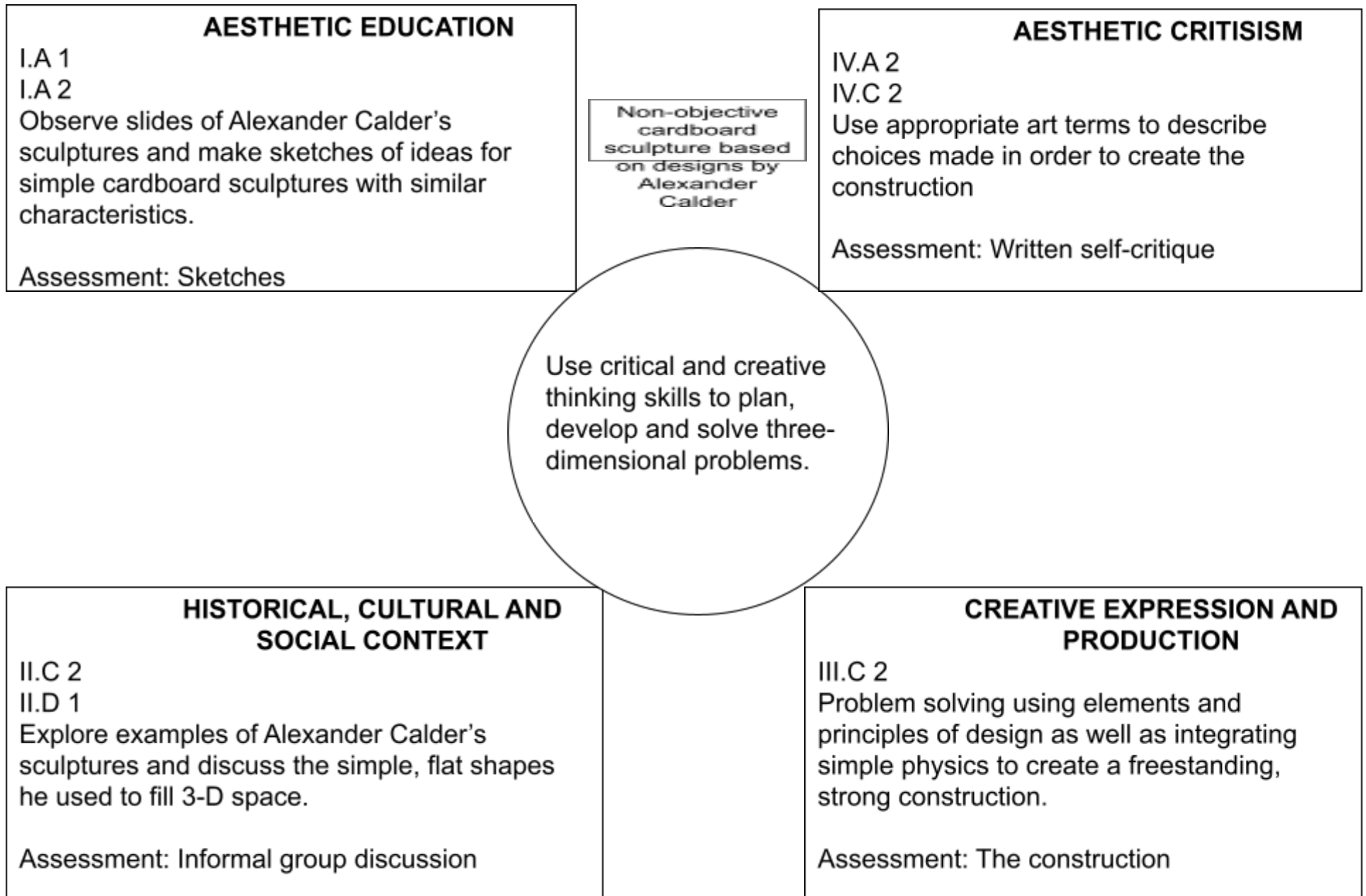
I have chosen this color scheme because _____

WICOMICO COUNTY ART UNIT PLAN

PROGRAM OBJECTIVE: 3 - DIMENSIONAL ART FORM UNIT PLAN

WICOMICO COUNTY ART UNIT PLAN

GRAPHIC ORGANIZER



WICOMICO COUNTY ART UNIT PLAN

Program Objective: The student will construct a non-Objective cardboard sculpture based on the designs of Alexander Calder.

Grade Level: 8
Problem: 3-Dimensional Art Forms

Maryland Essential Learner Art Outcomes

Outcome 1: Aesthetic Education

Indicator: I.A 2 – The student will examine slides of Calder sculptures to describe and analyze how he utilized spatial relationships.

Indicator:

Outcome 2: Historical, Cultural, and Social Context

Indicator: II.C 2 – Inspired by Calder’s unique style, the student will create sketches to be translated into a construction.

Indicator: II.D 1 – The student will compare problem solving strategies relative to 3-D construction in art to those in basic physics (involving strength & balance).

Outcome 3: Creative Expression and Production

Indicator: III.C 2 – The student will analyze how Calder used design to solve 3-D construction problems.

Indicator

Outcome 4: Aesthetic Criticism

Indicator: IV.A 2 – The student will apply criteria from Calder’s sculptures to his/her own construction.

Indicator: IV.C 2 – The student will create a construction that exemplifies his/her personal critical choices and wrote a reflective commentary.

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

Interdisciplinary Connection:

Basic Physics (strength and balance), writing skills

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective.)

- Students will explore three-dimensional construction by Alexander Calder and they will discuss their similarities.
- Students will design a simple construction through pencil sketches.
- Students will observe and experiment with a variety of construction techniques.
- Students will construct their simple “sculpture” using appropriate materials and safety measures.
- Students will critique their sculptures using an established criteria.

WICOMICO COUNTY ART UNIT PLAN

KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

DECLARATIVE: Concepts, Principles, etc.	PROCEDURAL: Skills, Processes, etc:
<ul style="list-style-type: none">• Calder created three-dimensional constructions by assembling simple, flat shapes.• Three-dimensional construction is to be viewed from all sides.• Various moods may be created through the use of appropriate colors.• Not all sculpture is representational.	<ul style="list-style-type: none">• Make preliminary sketches for a simple 3D construction• Safely use art tools to cut and assemble flat, cardboard shapes to create a 3-D construction.• Explore a variety of procedures which make for a strong, stable construction.

WICOMICO COUNTY ART UNIT PLAN

THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
<p>Comparing ▶ Observe similarities and differences of Calder’s designs and student/teacher exemplars.</p> <p>Classifying</p> <p style="text-align: center;">Inducing</p> <p>Deducing</p> <p>Analyzing errors ▶ Ongoing process throughout the construction phase.</p> <p>Constructing support</p> <p>Abstracting ▶ Modifying designs from 2-D to 3-D construction as needed.</p> <p>Analyzing perspectives</p> <hr/> <p>Problem solving ▶ To create a freestanding, strong construction which is interesting to observe from various angles.</p> <p>Decision making ▶ To select construction techniques which make a strong construction.</p> <p>Investigation</p> <p>Experimentation</p> <p>Invention</p> <p>Other</p>	<ul style="list-style-type: none"> ● View slides ● Teacher-guided classroom discussion ● Teacher demonstration ● Guided Experimentation <hr/> <p>RESOURCES: <i>Do these resources reflect diversity?</i></p> <p>Slides</p> <p>Exemplars – Calder posters</p> <p>Exemplars – Teacher and student made</p> <p>“Art & Man,” “Scholastic Art” magazines</p>
VOCABULARY Three-dimensional, construction, shape, form, space, interior, exterior, balance, freestanding	

WICOMICO COUNTY ART UNIT PLAN

WICOMICO COUNTY ART UNIT PLAN

MATERIALS

Sketch paper, pencil with eraser, corrugated cardboard, x-acto knives, straight edge, compass, masking tape, oak tag, papier mache paster, bucket, brown craft paper (grocery bags), tempera paint, brushes, sponges, white glue.

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT	
MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i> I.A 1 I.A 2	ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i> Informal classroom discussion: I.A 2 – Identify from slides: <ul style="list-style-type: none"> • A variety of simple, flat shapes • The way in which shapes are assembled into 30D forms • Color scheme used by the artist • How stability is accomplished in the composition
OUTCOME 2: Historical, Social, and Cultural Contexts II.C 2 II.D 1	II.C 2 – Group discussion: Students will discuss their impressions of Calder’s sculptures.
OUTCOME 3: Creative Expression and Production III.B 2	Cardboard/papier mache construction Informal teacher interview
OUTCOME 4: Aesthetic Criticism IV.A 2 IV.C 2	Written activity, self-evaluation The student will compare his/her construction to those of Calder.

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN

For sequential integrated art activity

COURSE/ GRADELEVEL 8

TOPIC: Non-representational sculpture based on the designs by Alexander Calder

Declarative Knowledge (facts, concepts and principles)	Vocabulary	Procedural Knowledge\ (skills and procedures)
<ul style="list-style-type: none"> Not all sculpture is representational Calder created 3-D constructional by assembling simple flat shapes. 	Shape Form Space Construction	
MATERIALS		RESOURCES
Slide projector Paper for sketching/pencil		Calder slides

Indicator Focus:

I.A.2 – The student will examine slides of Calder’s sculptures to describe and analyze how he utilized spacial relationships.

II.C.2 – Inspired by Calder’s unique style, the student will create sketches to be translated into a construction.

Lesson Objective Period 1:

Become familiar with selected Calder sculpture and make sketches of possible construction.

Introduction/ Motivation:

View Calder slides and discuss informally.

Activity:

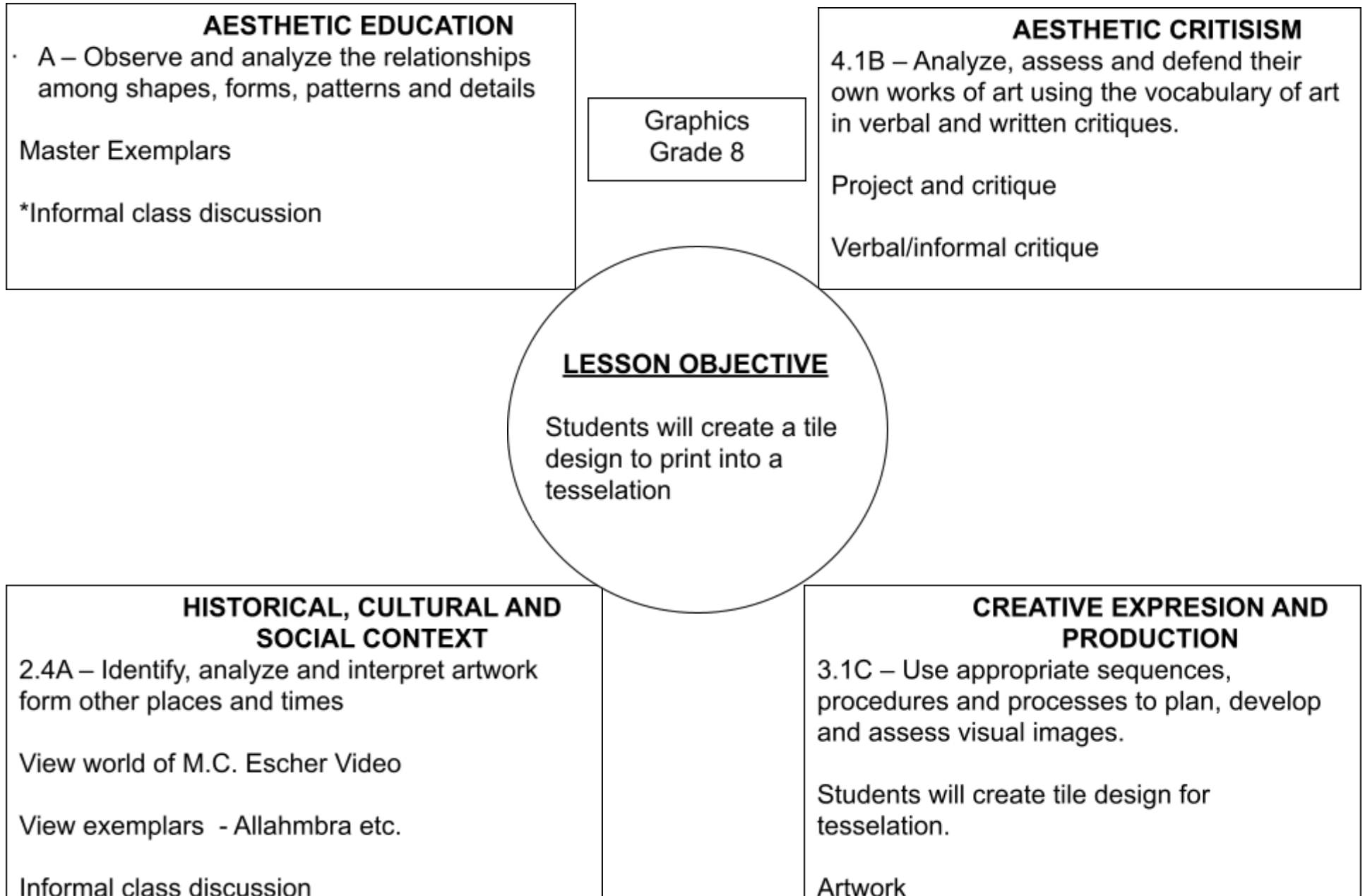
Translate observed characteristics of Calder sculpture into his/her own construction designs.

Summary/ Assessment:

Informal discussions regarding feasibility of designs

WICOMICO COUNTY ART UNIT PLAN

GRAPHIC ORGANIZER



WICOMICO COUNTY ART UNIT PLAN

Program Objective: Employ critical thinking skills to evaluate and select
8

Grade Level:

appropriate techniques to make multiple images.

Activity:

Graphics

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION – The student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator: 1.1 A – Observe and analyze the relationships among shapes, forms, patterns and details.

Indicator:

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS - The student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator: 2.4 A – Identify, analyze and interpret artwork from other places and times.

Indicator:

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION - The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicator: 3.1C – Use appropriate sequences, procedures and processes to plan, develop and assess visual images.

Indicator 3.2 A - Identify, select a variety of materials, tools, techniques and processes to create artistic compositions.

Outcome 4: AESTHETIC CRITERIA – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

Indicator: 4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques.

Interdisciplinary Connection:

Math

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

Students will create a tile design which can be tessellated.

WICOMICO COUNTY ART UNIT PLAN

ASSESSMENT	
MARYLAND ESSENTIAL LEARNER OUTCOME 1: Perceiving and responding – aesthetic education. <i>What indicators have I addressed in this integrated art activity?</i> 1.1 A Observe and analyze the relationships among shapes, forms, patterns and details.	ASSESSMENT TOOLS <i>What criteria will I use to assess the indicators?</i> <i>What scoring tool will I use to rate student proficiency? Formal or informal?</i> <ul style="list-style-type: none"> • Informal class discussion • View master exemplars: How are shapes and colors used to create designs
OUTCOME 2: Historical, Social, and Cultural Contexts 2.4A – Identify, analyze and interpret artwork from other places and times.	<ul style="list-style-type: none"> • View video/informal discussion • How was Escher influenced by tile designs from Spain? • What other influences?
OUTCOME 3: Creative Expression and Production 3.1C – Use appropriate sequences, procedures and processes to plan, develop and assess visual images.	<ul style="list-style-type: none"> • Artwork
OUTCOME 4: Aesthetic Criticism 4.1 B Analyze, assess and defend their own works of art using the vocabulary of art in verbal and written critiques.	<ul style="list-style-type: none"> • Verbal critique based on design and craftsmanship of printed design.

WICOMICO COUNTY ART UNIT PLAN

KNOWLEDGE NEEDED Dimension 2

What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?

DECLARATIVE: Concepts, Principles, etc.

PROCEDURAL: Skills, Processes, etc:

- Shapes can be positive or negative
- Shapes can be geometric or amorphous
- Shapes can repeat to create a pattern
- Shapes can interlock to create a design
- Simple shapes can be manipulated to create complex shapes

- Create sketches to explore ideas
- Manipulate simple shapes to create complex shapes
- Use art tools in an appropriate and safe manner
- Use the vocabulary of art while writing to express processes and ideas.

WICOMICO COUNTY ART UNIT PLAN

THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
<p>Comparing ▶ Determine similarities between various Escher tessellations</p> <p style="text-align: center;">Classifying</p> <p style="text-align: center;">Inducing ▶ Identify similarities among tessellations</p> <p style="text-align: center;">Deducing</p> <p>Analyzing errors</p> <p>Constructing support ▶ Support design decisions for tile design</p> <p>Abstracting ▶ Modify and adapt shapes</p> <p>Analyzing perspectives</p> <hr/> <p style="text-align: center;">Problem solving ▶ Create a tile design which can tessellate</p> <p>Decision making ▶ To select translation to create design</p> <p>Investigation</p> <p>Experimentation ▶ Experiment with various translations</p> <p>Invention ▶</p> <p>Other</p>	<ul style="list-style-type: none"> ● View master exemplars ● View the world of M.C. Escher ● Teacher demonstration ● Peer evaluation ● Guided practice ● Independent work ● Creative writing <hr/> <p>RESOURCES: <i>Do these resources reflect diversity?</i></p> <ul style="list-style-type: none"> ● Master artist exemplars ● Escher video ● Scholastic Arts Magazine ● Tesselman Software program
VOCABULARY Tessellation, translation, shape, positive space, negative space, print, bramer, proof.	

WICOMICO COUNTY ART UNIT PLAN

MATERIALS

2X2” tagboard squares, 4X4 cardboard, stamping foam, scissors, glue, rulers, printing paper, brayers. Ink

WICOMICO COUNTY ART UNIT PLAN

DAILY LESSON PLAN

For sequential integrated art activity

COURSE/ GRADELEVEL 8

TOPIC: Graphics

Declarative Knowledge (facts, concepts and principles)	Vocabulary	Procedural Knowledge (skills and procedures)
<ul style="list-style-type: none"> • Shapes can be positive or negative • Shapes can interlock to create a design • Simple shapes can be manipulated to create complex shapes. 	Tessellation Translation Tile Positive/Negative space Geometric amorphous	Compare/Contrast Sketch to expand ideas Adapt/modify shapes
MATERIALS		RESOURCES
Master exemplars		Posters Scholastic arts Video

Indicator Focus:

1.1A, 2.4A

Lesson Objective Period _1_:

Introduction/ Motivation:

- Discuss early influences
- Travel
- Mathematics connection

Activity:

- View Master exemplars

Summary/ Assessment:

Informal class discussion

WICOMICO COUNTY ART UNIT PLAN

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Day 2:

3.1C – Teacher Demonstration:

- Have students use translation method to create tile design. Have students use 2x2 tag squares, scissors and tape.
- Practice tessellation by tracing shape on paper and repeating

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Day 3 & 4

- Teacher demonstrates creating stamp from design
- Teacher demonstrates printing process
 - creation of stamp
 - inking stamp
 - printing proofs/prints
- Have students create stamps and begin printing

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

Day 5

4.1B Project and critique with class discussion

WICOMICO COUNTY ART UNIT PLAN

Formats for:

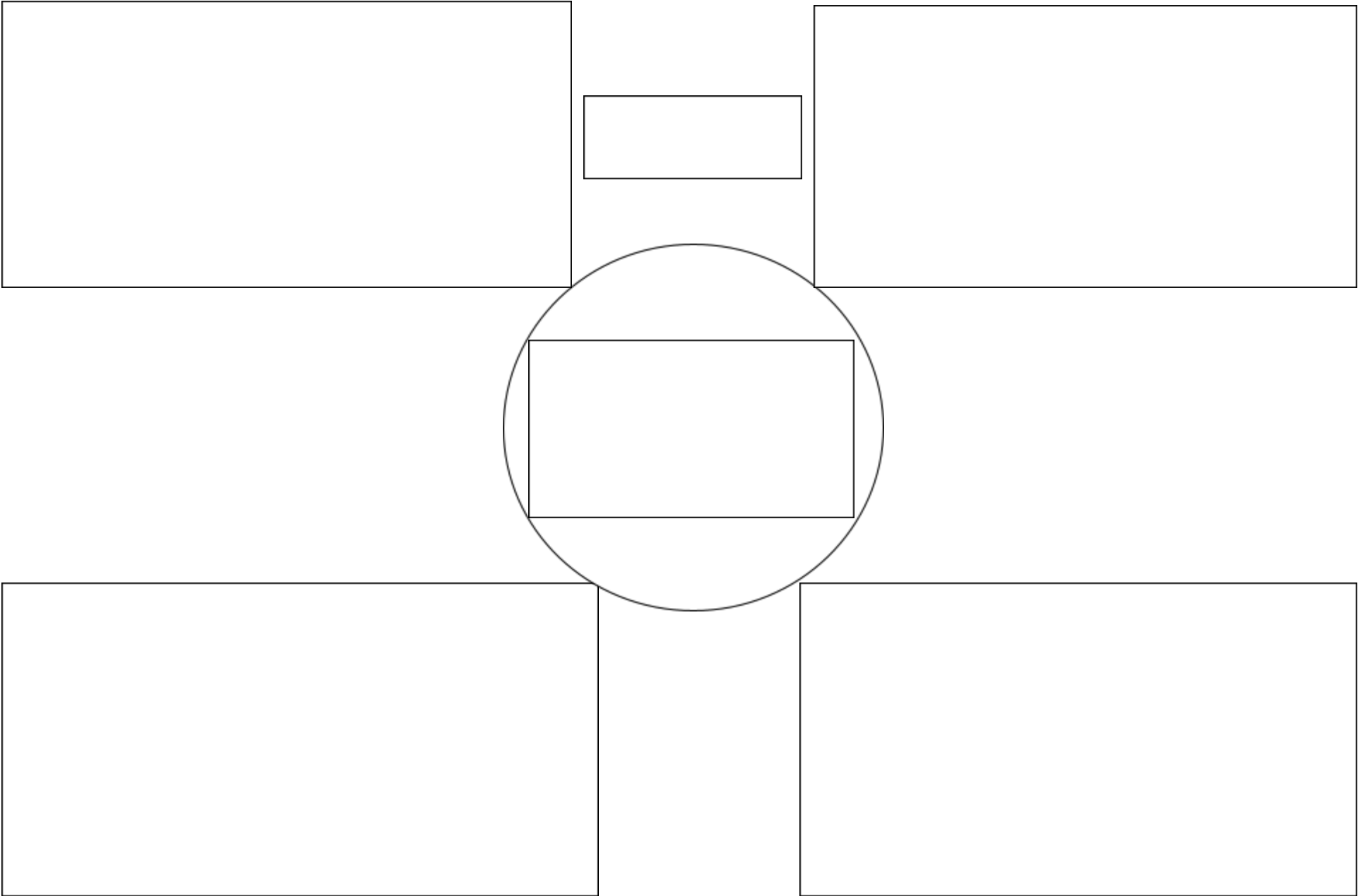
Unit Plan Graphic Organizer

Unit Plan

Daily Lesson Plan

WICOMICO COUNTY ART UNIT PLAN

GRAPHIC ORGANIZER



WICOMICO COUNTY ART UNIT PLAN

Program Objective:

Grade Level: _____

Problem: _____

Maryland Essential Learner Art Outcomes

Outcome 1: Perceiving and Responding – AESTHETIC EDUCATION Student will demonstrate the ability to perceive, interpret and respond to ideas, experiences and the environment.

Indicator:

Indicator:

Outcome 2: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS Student will demonstrate understanding of the visual arts as a basic aspect of history and human experiences.

Indicator:

Indicator:

Indicator:

Outcome 3: CREATIVE EXPRESSION AND PRODUCTION Student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicator:

Indicator:

Indicator:

Outcome 4: AESTHETIC CRITERIA Student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgements.

Indicator:

Indicator:

Interdisciplinary Connection:

INTEGRATED ART ACTIVITY: (What all students do to complete the desired knowledge/proficiencies.)

WICOMICO COUNTY ART UNIT PLAN

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

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WICOMICO COUNTY ART UNIT PLAN

Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

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Sequential Description of Integrated Art Task: (How will the teacher facilitate the components necessary to achieve the objective?)

WICOMICO COUNTY ART UNIT PLAN

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KNOWLEDGE NEEDED Dimension 2 What declarative and procedural knowledge will students need in order to apply knowledge meaningfully?
--

DECLARATIVE: Concepts, Principles, etc.	PROCEDURAL: Skills, Processes, etc:

WICOMICO COUNTY ART UNIT PLAN

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THINKING SKILLS/PROCESSES: Dimensions 3 and 4 <i>What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?</i>	INSTRUCTIONAL STRATEGIES: Dimensions 1 – 5 <i>What instructional strategies will I use to help students reach the outcomes?</i>
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Comparing Classifying <div style="text-align: center;">Inducing</div> Deducing Analyzing errors Constructing support Abstracting Analyzing perspectives	
Problem solving Decision making Investigation Experimentation Invention Other	RESOURCES: <i>Do these resources reflect diversity?</i>

VOCABULARY
MATERIALS

ASSESSMENT

MARYLAND ESSENTIAL LEARNER

OUTCOME 1: Perceiving and responding – aesthetic education. *What indicators have I addressed in this integrated art activity?*

ASSESSMENT TOOLS

*What criteria will I use to assess the indicators?
What scoring tool will I use to rate student proficiency? Formal or informal?*

OUTCOME 2: Historical, Social , and Cultural Contexts

OUTCOME 3: Creative Expression and Production

OUTCOME 4: Aesthetic Criticism

DAILY LESSON PLAN FRAME <i>For sequential integrated art activity</i> Course/Grade Level		
Topic:		
Declarative Knowledge (facts, concepts, principals)	Vocabulary	Procedural Knowledge (skills and procedures)
MATERIALS		RESOURCES

Indicator:

Lesson Objective Period __:

Introduction/ Motivation:

Activity:

Summary/Assessment:

APPENDIX

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RESOURCES

Filmstrips

Art in Early Renaissance Italy, Bennett Middle School
Art of the High Renaissance, Bennett Middle School
Art of the Northern Italian Renaissance, Bennett Middle School
Art of the Northern Renaissance, Bennett Middle School

Magazines

Arts and Activities
Scholastic Art – various issues as noted on unit plans
School Art

Videos

Beyond the Mind's Eye, Wicomico Middle School
Computer Animation Festival, Wicomico Middle School
Creating Nonobjective Paintings, Bennett Middle School
Drawing: Learning Professional Techniques, Mardela Middle and High School
Drawing Methods, Mardela Middle and High School
Elements and Principles, Mardela Middle and High School
Fantastic World of M. C. Escher, The, Bennett Middle School, Wicomico Middle School
Gate to the Mind's Eye, The, Wicomico Middle School
How to Draw Blitz Cartoons, Wicomico Middle School
How to Draw Blitz Cartoon Animals, Wicomico Middle School
How to Draw Blitz Cartoon Doodle Tricks, Wicomico Middle School
Imaginaria, Wicomico Middle School
Learn to Draw - The Concept of Balance, Bennett Middle School
Learn to Draw - Curved Lines and Circles, Bennett Middle School
Learn to Draw - Proportion and Form, Bennett Middle School
Learn to Draw - Perspective and Vanishing Point, Bennett Middle School
Let's Draw, Mardela Middle and High School
Mind's Eye, The, Wicomico Middle School
Mobile, Bennett Middle School
Pencil Drawing, Mardela Middle and High School
Single Concepts in Art - Basic Perspective Drawing, Wicomico Middle School
Single Concepts in Art - Drawing with Charcoal, Wicomico Middle School
Single Concepts in Art - Drawing with Pastels, Wicomico Middle School
Single Concepts in Art - Watercolor Methods, Wicomico Middle School

Wrong Trousers, The, Wicomico Middle School

Web Pages

Art Gallery - www.cybertown.com/artgall.html

Arts Edge - artsedge.Kennedy-center.org/

Arts Ed Net - www.artsednet.getty.edu/

Arts Education Partnership - aep-arts.org/

Electronic Media Interest Group - www.cedarnet.org/emig/

Kathy Schrock's Guide for Educators - www.capecod.net/schrock_guide/index.htm

National Art Education Association - www.naea.reston.org/

National Endowment for the Arts - arts.endow.gov/

Southeast Center for Education in the Arts - www.utc.edu/SCEA/

The Incredible Art Department - www.artswire.org/kenroar/

The Arts Corner - nic.smsu.edu/~alh004s/books/arts/html

www.ngas.gov

<http://www.artsednet.getty.edu>

WebMuseum, Paris

<http://www.oir.ucf.edu/wm/paint>

<http://www.gallery-guide.com/gg/museum>

<http://www.bm30.es/guggenheim>

<http://www.pbs.org>

VISUAL ARTS AND MSPAP

In the Middle School, skills for success, as exemplified by MSPAP, are an integral part of the art curriculum. Reading to be informed and to perform; writing for personal expression, to inform, and to persuade are skills used in Art Education. They are necessary skills for aesthetic education, understanding historical, cultural, and social contexts, art expression and production, and art criticism.

Extended units for grades 6, 7 and 8 within this curriculum guide model for teacher ways in which reading and writing can be incorporated into the lesson content. Students need to learn that within the process of creating art an artist reads to research (to be informed), reads to learn new techniques (to perform a task) and reads to gather ideas for illustrating stories and poetry (literary experience).

The ability to express personal ideas about one's artwork and to defend and support creative decisions (personal expression) is a writing skill in which each student needs to be proficient. The ability to write to persuade others regarding one's feelings about an artist or artwork is an essential part of artistic expression. Students will need to write to inform other regarding the creative processes involved in the production of one's artwork. Within each model unit in this guide teachers can find sample student activities to facilitate instruction in reading and writing.

BEHAVIORAL CHARACTERISTICS OF THE MIDDLE SCHOOL STUDENT

“Middle School students are characterized by a broad range of variability that is far greater than the individual differences typically found in either Elementary or High School students.” (Toepfer, 1990 – Middle School Art: Issues of Curriculum and Instruction pg 2) These unique characteristics displayed by Middle School students include variations in physical development, intellectual development, and social-emotional development. Because of these unique characteristics, art educators must be cognizant of adolescent development and devise appropriate and relevant art instruction to meet these student needs.

Physical and hormonal changes make it difficult for the young adolescent to remain focused. “The challenge in teaching early adolescents is to accommodate their urgent desire to be grown up while accounting for the fact that their growth is far from complete.” (Approaches to Art in Education pg 203)

“During early adolescence intellectual development progresses rapidly, resulting in an increase in the knowledge base in terms of specific content as well as an increase in mental processing capabilities.” (Middle School Art: Issues and Curriculum and Instruction pg 2) Middle School students begin to use more formal and abstract ways of thinking. These abstract strategies of thinking can be utilized in multiple ways of problem solving. Most Middle School students show decisive thinking patterns as they begin to understand that “value systems influence how the world works.” (Approaches In Art Education pg 205) The Middle School student’s interpretation of a value system can reach both extremes from optimism to cynicism; ecstasy to despair, and confidence to fearfulness. Although Middle School students are developing ideals they still may be naïve and easily influenced in their thinking patterns. Art educators need to develop instruction that will challenge the Middle School student’s intellect.

The social-emotional development of the adolescent is another factor that impacts the Middle School student’s sense of self-identity. This is characterized by social and personal interactions. These students are very concerned with peer pressure, appearance, academics, and school activities. They also begin to explore ideas about their future and sometimes experience feelings of loneliness and inferiority. The role of educators is to help the young adolescent develop confidence in themselves and their art work by challenging their intellectual and artistic development. When developing lessons for these students art educators should practice patience, sensitivity, and guidance in helping students generate and refine ideas, and nurture self confidence.

The Middle School student is a unique and complex individual. Art educators must be cognizant and sensitive to the individual needs of these students.

CULTIVATING ARTISTIC BEHAVIOR

Cultivating artistic behavior can be achieved by actively engaging Middle School student in art activities which have personal meaning. In grades 6 through 8, students will “select and transform ideas, discriminate, synthesize, appraise” and safely apply their skills to a variety of media, materials, and techniques. The Middle School student will apply the language of art to develop an appreciation for their own art work and for the diversity in art forms of other times and places.

MAXIMIZING CREATIVE POTENTIAL/THE ART ROOM

The Middle School Art teacher will maximize the students’ potential, visual expression, and divergent thinking skills by being “responsive to the students’ social and personal” (Carroll) learning environment. Students will be encouraged to achieve higher level understanding, creative thought, and competence utilizing engaging activities such as brainstorming games and a variety of questioning strategies. “The teacher will provide a multisensory experience that calls forth physical, emotional, and imaginative response.” (Szekely) “The art room should be seen as a flexible canvas whose surface can be freely altered to communicate the objective of each lesson.” (Szekely)

NATIONAL ENDOWMENT FOR THE ARTS WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO IN THE ARTS

There are many routes to competence in the art disciplines. Students may work in different arts at different times. Their study may take a variety of approaches. The abilities may develop at different rates. Competence means the ability to use an array of knowledge and skills. Terms often used to describe these include creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology and appreciation. Competencies mean capabilities with these elements themselves and an understanding of their interdependence; it also means the ability to achieve specific and analytical goals. Students work toward comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year. As a result, the joy of experiencing the arts is enriched and matured by the discipline of learning and the pride of accomplishment. Essentially, the Standards ask that students should know and be able to do the following by the time they have completed secondary school:

- *They should be able to communicate at a basic level in the four art disciplines – dance, music, theater and the visual arts. This includes knowledge and skills in the basic vocabularies, materials, tools, techniques and intellectual methods of each arts discipline.*
- *They should be able to communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason and technical proficiency.*
- *They should be able to develop and present basic analysis of works of art from structural, historical and cultural perspectives and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.*
- *They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods and a basic understanding of historical development in the arts disciplines, across the arts as a whole and within cultures.*
- *They should be able to relate various types of arts knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related projects.*

As a result of developing these capabilities, students can arrive at their own knowledge, beliefs and values for making personal and artistic decisions. In other term, they can arrive at a broad-based, well-grounded understanding of the nature, value and meaning of the arts as a part of their own humanity.

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