

Verona Public School District Curriculum Overview

Art K-4



Curriculum Committee Members:

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2015-2016

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Board Approval Date:

November 29, 2016

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Descriptions:

The elementary art class provides an introduction to the creation and appreciation of visual art. Students are exposed to a variety of art media, techniques, culture specific art forms, historical periods, and influential artists. Students will develop an understanding of the elements, principles and characteristics of art. Students will demonstrate the ability to properly and safely use tools, and utilize basic art skills and techniques during the creative process. Students will be encouraged to create original works of art to communicate ideas.

Students in grades K-4 will receive art instruction once each week for forty-five minutes. All students will be introduced to the area of visual art, and be exposed to grade level appropriate class activities to foster artistic learning and growth. The art classes will explore techniques and materials with emphasis on the elements of art and principles of design, on which all art is based. Special attention is given to the art making process, cumulative learning, and visual literacy.

Prerequisite:

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts x B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation B. Technology and Society x C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. x CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<p>x</p> <ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> ● Age appropriate classroom art materials, class reference materials, Classroom technology, school media center, classroom literature, multi-media. 	<ul style="list-style-type: none"> ● Materials are adapted to accommodate the students as needed.



Art K-4

Unit Title / Topic: Drawing

Unit Duration: 8-15 class sessions; varies by grade level

Stage 1: Desired Results

Established Goals:

1.1 - **The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3.2.D.5 - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.3.2.D.1 - Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own material, processes, and technical application methods for exploring solutions to creative problems.

1.3.5.D.1 - The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.

Transfer Goal:

Students will be able to use a variety of different processes, techniques, landscapes, figures, animals, etc.

Students will understand that:

- Students will understand that much of what is drawn is based on simple shapes.
- Placement on a page is used to indicate distance and size relationship.
- There is a difference between lines that are sketched and lines that are drawn.

Essential Questions:

- Why is drawing important?
- How are drawings used in everyday life?
- Why is it important to learn drawing skills.
- Why is sketching important?

Students will know:

- Drawing can be used to communicate a thought or direction. There are a variety of drawing materials that are used by artists.

Key Terms: draw, sketch, pattern, texture, mixed media, overlapping, shape, form, vertical, horizontal, diagonal, geometric, organic.

Students will be able to:

- Draw a simple figure, face, animal, landscape, still life, etc.
- Represent distance and size relationship on a page.
- Draw overlapping forms.
- Use a variety of marks to create a pattern or texture.
- Draw with a variety of different materials.

Stage 2: Acceptable Evidence

Transfer Task

1. Students will create a variety of drawings utilizing a wide variety of art media and demonstrating an understanding of drawing concepts.

Other Evidence

- Student portfolio
- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction

Stage 3: Activities to Foster Learning

- Students will gain experience drawing representationally from observation and imagination.
- Students will be able to complete a variety of drawings, such as portraits, still lifes, landscapes and abstracts.
- Students will become proficient with the use of a variety of drawing materials.
- Students will be able to illustrate a thought, idea, or story with a drawing.
- Students will be able to demonstrate the ability to indicate space, placement and perspective in a drawing.
- Students will be able to create the optical illusion of depth through the use of value and volume.
- Students will be able to demonstrate the ability to indicate the light source and shadow in a drawing.
- Students will be able to create patterns, textures and linear surface patterns in a drawing.
- Students will be able to draw in contour line.
- Students will be able to demonstrate the ability to create value and volume using lines.
- Students will be able to sketch a floor plan.
- Students will be able to create a sketch as a plan for three dimensional project.
- Students will be able to draw overlapping forms which create the optical illusion of space in a drawing.
- Students will be able to sketch the parts of the face with grade level appropriate accuracy.
- Students will be able to create a sketch which represents a package design.
- Students will be able to sketch a layout for a poster or banner.
- Students will understand that different drawing materials and techniques are appropriate for various applications/purposes.
- Students will be able to identify the drawing techniques used in works of art that are viewed in class.
- Students will practice drawing techniques learned in class through participating in drawing activities.
- Students/ teachers will evaluate/critique work and monitor progress.
- Student work will be displayed in the school buildings throughout the school year and in building art exhibits.



Art K-4

Unit Title / Topic: Painting, Color Theory & Printmaking

Unit Duration: 8-15 class sessions; varies by grade level

Stage 1: Desired Results

Established Goals:

- 1.1 - **The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.3.2.D.5 - Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world. - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of [art mediums](#) and [art media](#)
- 1.3.2.D.1- Visual statements in art are derived from the basic [elements of art](#) regardless of the format and [medium](#) used to create the art. There are also a wide variety of [art media](#), each having its own materials, processes, and technical application methods for exploring solutions to creative problems. - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods
- 1.3.5.D.3 - Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art a stylistic approach to art-making.
- 1.3.5.D.4 - The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.

Transfer Goal:

- Students will become familiar with color theory, painting, and printmaking.
- Students will understand the basics of color mixing and will be able to paint, mix colors, and create prints with a variety of different materials.

Students will understand that:

- Students will understand that all colors are based on the primary colors.
- Painting and printing can be done with a variety of materials.
- Color has temperature.
- There are color relationships such as complementary, analogous, and that color has value.
- An artist can use printmaking techniques to create several editions/versions of the same artwork.

Essential Questions:

- Why are painting and printmaking important?
- How do we use color and painting in everyday life?
- Why is it important to have an understanding of color theory?
- Why is printmaking important? Where is it seen in everyday life?

Students will know:

- Painting and creating prints can be used to communicate thoughts or ideas. There are a variety of painting and printmaking materials that are used by artists.

Key Terms: color, value, texture, shape, space, form, primary, secondary, intermediate, blend, shade, complementary, analogous, tint, tone, shade, warm, cool, monochromatic, print, relief, plate, brayer, monoprint

Students will be able to:

- Use the primary colors to create secondary and intermediate colors.
- Make a variety of paint strokes, lines and textures.
- Demonstrate the ability to use a variety of paint brushes/painting materials/ printing materials.
- Demonstrate the ability use art materials to create a relief print.
- When given painting materials, be able to create a portrait, landscape, abstract, still life.

Stage 2: Acceptable Evidence

Transfer Task

1. Students will create a variety of paintings using a wide variety of art media and demonstrating an understanding of painting concepts.
2. Introduction of a variety of media(tempera,watercolor and acrylic) and techniques that will be used to complete assignments(transfer tasks) they will apply what they have learned
3. Students will explore the relationship between painting color theory and printmaking.

Other Evidence

- Student portfolio
- Teacher observation of students working independently
- Class participation
- Ongoing daily instruction and evaluations with the teacher of the projects that are in progress with students as needed
- Individualized instruction
- Questioning techniques to encourage students to self evaluate their art work

Stage 3: Activities to Foster Learning

- Students will use color theory knowledge to complete painting assignments.
- Students will use knowledge and skills learned in class to create paintings and prints.
- Students will become familiar with the appropriate use/application of variety of painting materials for various painting techniques.
- When given the primary colors, students will be able to create secondary and intermediate colors and create a color wheel.
- Students will be able to use a single color to create a value scale.
- Students will be able to use correct terminology and understand color related vocabulary, such as primary, secondary, intermediate, complementary, analogous, tint, tone, shade.
- Students will understand that color has temperature and can be used to convey a feeling or mood.
- When given a single color, plus black and white, students will be able to create a monochromatic work.
- Students will understand that paint can be applied using different techniques and materials.

- Students will understand that there are applications of paint that are used in certain styles/periods in art history.
- Students will be able to identify a certain kind of technique or material used to create a piece of art viewed in class.
- Students will demonstrate grade level appropriate proficiency with a variety of painting and printmaking tools.
- Students will be able to create a painting which conveys a message, mood or thought.
- Students will become familiar with terminology related to printmaking.
- Students will be able to use create a simple printing plate to create relief prints.
- Student work will be exhibited in the school for various events and shows.
- Student/teacher evaluation and critique of student work.



Art K-4

Unit Title / Topic: Collage

Unit Duration: 6-12 class sessions; varies by grade level

Stage 1: Desired Results

Established Goals:

- 1.1. - **The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.1.2.D.1 - The basic elements of art and principles of design govern art creation and composition.
- 1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design in artworks of known and emerging artists as well as peers, is an initial step toward visual literacy.

Transfer Goal:

Students will be able to use their learning to ...

- use a variety of art materials to create collages which are both abstract and representational.

Students will understand that artists create work in the form of a collage and use a variety of materials and techniques to create collages.

Students will understand that:

- Students will understand that collages can be made from a variety of materials, such as paper, fabric, painted samples, photographs, found objects, etc

Essential Questions:

- What is a collage, and how are they created?
- How can we make a collage that tells a story or communicates a thought?
- How can we incorporate the elements and principles of design during the creation of a collage?

Students will know:

- Design elements and principles are evident in the creation of collages.
- Collages can be created with both two and three dimensional forms.

Key Terms : collage, form, texture, mixed media, two dimensional, three dimensional, abstract, illustrative, overlap, balance

Students will be able to:

- Use a variety of materials to create a collage.
- Cut, tear, place and glue a collage
- Create a collage based on a theme
- Create collages which are abstract or illustrative
- Identify the art elements and design principles that are evident in a collage.
- To plan and create the components of a collage.

Stage 2: Acceptable Evidence

Transfer Task

1. Students will demonstrate the ability to design, plan and create a collage using a variety of art materials. Students will be able to identify selected art elements and principles evident in a collage.

Other Evidence

- Student portfolio
- Teacher observation
- Class participation
- Ongoing classroom instruction/practice
- Individualized instruction

Stage 3: Activities to Foster Learning

- When given a variety of materials students will be able to construct a collage utilizing the elements and principles of design
- Students will be able to convey a thought or theme in a collage.
- Students will be able to construct collages that are both two and three dimensional
- Students will be able to create collages using student produced elements such as drawn, printed or painted samples and/or found objects
- Students will be able to identify art elements and design principles in a collage viewed in class.
Students will be able to create collages in the style of selected artists studied in class.
- Students will be able to independently plan and execute a collage based on a given theme.
Students will be able to independently design, manipulate and construct a collage made of various kinds of art materials
- Student work will be displayed in the building throughout the year and during school exhibits



Art K-4

Unit Title / Topic: Sculpture/Ceramics K-4

Unit Duration: 2-8 class sessions; varies by grade level

Stage 1: Desired Results

Established Goals:

- 1.1. **The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.3.2.D.3 Each of the visual art forms uses various materials, tools and techniques that are associated with unique verbal and visual vocabularies.
- 1.3.5.D.1 The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
- 1.3.5.D.4. The characteristics and physical properties of the various materials available for use in art making present infinite possibilities for potential application.

Transfer Goal:

Students will be able to independently use their learning to ...

- to produce three dimensional forms and sculptures using a variety of art materials.

Students will view selected three dimensional works of art and become familiar with the appropriate procedures and terminology.

Students will understand that:

- Sculpture is a three dimensional art form
- Sculpture can be made from a variety of natural and synthetic materials
- Sculpture can be made for esthetic or functional purposes.
- There are many kinds of culture-specific sculpture and sculpture making processes.

Essential Questions:

- Why is sculpture important?
- How can artists create sculptures?
- Why is ceramic clay important in everyday life?
- What is the difference between sculpture that is created for utilitarian purposes and sculptures that is created purely for esthetic purposes?
- Why is it important to create three dimensional art?
- How can sculpture change a space or an environment?

Students will know:

- That sculpture can be made in variety of ways with multiple materials.
- That sculpture can be viewed from many directions.
- Sculpture can be additive or subtractive.
- Students will learn the ceramic process in regard to drying, firing and finishing.
- Students will become familiar with related vocabulary.

Students will be able to:

- Create a sculpture.
- Plan and execute a sculpture project from their own drawing.
- Demonstrate the ability to create both an additive and subtractive sculpture.
- Understand the ceramic process.
- Successfully join two clay forms by scoring and adding slip.

Key Terms: sculpture, additive, subtractive, wedge, coil, slip, score, slab, glaze, fire

- When using clay, demonstrate the ability to create sculptures using both slab and coil techniques.

Stage 2: Acceptable Evidence

Transfer Task

1. Students will be able to create sculptures using a variety of materials. Students will be able to create works of art using the ceramic process.

Other Evidence

- Student portfolio
- Teacher observation
- Class participation/discussion
- Ongoing classroom practice
- Individualized instruction

Stage 3: Activities to Foster Learning

- Students will be able to create sculptures using a variety of materials and tools.
- Students will be able to create a relief sculpture.
- Students will be able to sculpt a figure or animal in-the- round.
- Students will demonstrate the knowledge/ability to correctly use joining techniques to successfully attach clay forms.
- Students will become familiar with ceramic drying/firing/glazing and sculpture finishing techniques.
- Students will be able to use ceramic or air dry clay to make a small representational sculpture.
- Students will be able to create texture in clay.
- Students will be able to sculpt a utilitarian object/vessel, such as a cup, plate, or bowl.
- Students will be able to correctly use sculpting tools.
- Students will utilize the art elements and design principles to create a sculpture.
- Students will correctly use related terminology to critique their own work.
- Student work will be displayed in building exhibits



Art K-4

Unit Title / Topic: Fibers, Textiles and Weaving

Unit Duration: 2-8 class sessions; varies by grade level

Stage 1: Desired Results

Established Goals:

- 1.1 **The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2.2.A.2 - The function and purpose of art making across cultures is a reflection of societal values and beliefs.
- 1.1.5.D.1. - Understanding the function of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
- 1.3.2.D.4 - Knowledge of visual art of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities and limitations.
- 1.3.5.D.4 - The characteristics and physical properties of the various materials available for use in art making present infinite possibilities for potential application.

Transfer Goal:

- Students will know that some artists work with fibers and textiles to create art.
- Students will understand that fiber arts are created for utilitarian purposes as well as for decorative purposes.

Students will understand that:

- Students will understand that fibers can be used to make art.
- Students will know that fabric, rugs, the clothing we wear, and the textiles in our home are created by artists.
- Art work can be created by manipulating natural and synthetic fibers.
- A textile can be used to convey a thought or idea.

Essential Questions:

- How are fibers used to create works of art?
- Why are fiber arts important?
- How can we use works of art created in fibers?
- Can we learn about a specific culture by their fiber arts?

Students will know:

- Students will know how to weave by creating a warp and a weft.
- Students will use a variety of materials to create a piece of fiber art.
- Students will be able to create patterns by repeating design elements.

Key Terms: Textile, fibers, warp, weft, weave, vertical, horizontal, pattern, repetition.

Students will be able to:

- Use their knowledge and skills to create a variety of woven or sewn works of art using various fiber materials.

Stage 2: Acceptable Evidence

Transfer Task

1. Students will be able to create textiles using a variety of materials, fibers and processes

Other Evidence

- Student portfolio
- Teacher observation
- Class participation
- Classroom activities/practice
- Individualized instruction
- Building exhibits

Stage 3: Activities to Foster Learning

- Students will create a variety of weaving and fiber based projects.
- Students will be able to understand and create a warp and a weft for a simple weaving.
- Students will be able to create a simple weaving using paper, fabric, and various other materials.
- Students will learn to weave on a loom.
- Students will be able to create textiles which are abstract and representational
- Students will learn that color can be changed/created in fiber related works of art using a variety of techniques in including resist, tie dye, dip dye, discharge, printing, painting, etc.
- Students will view, learn about and create textiles in the styles that are specific to selected cultures.
- Students will understand that importance of culture specific fiber arts, and know that certain works are created by a group of people.
- Students will correctly use related vocabulary/terminology.
- Student work will be displayed in the building throughout the year and during school exhibits.



Art K-4

Unit Title / Topic: Art History/Appreciation & Multicultural Art

Unit Duration: 8-15 class sessions; varies by grade level

Stage 1: Desired Results

Established Goals:

- 1.1. **The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.1.2.D.1 - The basic [elements of art](#) and [principles of design](#) govern art creation and composition. - Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 - Recognizing the [elements of art](#) and [principles of design](#) in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. - Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.2.2.A.1- Dance, music, theatre, and visual artwork from diverse cultures and [historical eras](#) have distinct characteristics and common themes that are revealed by contextual clues within the works of art. - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 - The function and purpose of art-making across cultures is a reflection of societal values and beliefs. - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.4 **Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- 1.3.5.D.2 - Contextual clues to culturally specific thematic content, symbolism, compositional approach and stylistic nuance are prevalent in works of art throughout the ages.

Transfer Goal:

- Students will understand that there are many different periods of art history and that art is created in a variety of styles.
- Students will understand that there are many forms of culture specific art. Student will become familiar with selected artists and famous works of art.
- Students will begin to form a vocabulary of art terms, and begin to recognize the evidence of the design elements and principles in the works viewed in class.

Students will understand that:

- Students will understand that the way that an artist works is their style.
- That some artists are credited for creating certain styles of art.
- That some artists are influenced by other artists.
- Basic factual information about artists studied in class.
- What can we learn about a specific culture by viewing their art?

Essential Questions:

- Why do people create art?
- What can learn about an artist by viewing their work?
- What can we learn about a culture by viewing their work?
- Why is it important to learn about artwork that was created a long time ago?

Students will know:

- That there are many periods and styles and periods in art history.
- That some artists are credited for creating certain styles of art.
- That some artists are influenced by other artists.
- Basic information about selected artists studied in class

Key Terms : art history, multicultural art, painting, landscape, still life, abstract, portrait.

Students will be able to:

- Recognize the work of selected artists.
- Determine if a work viewed in class is a portrait, landscape, still life or abstract.
- Recognize the style of selected artists studied in class.
- Experiment with working in a specific artist's style.
- Be able to identify certain art elements and design principles which are evident in selected works of art shown in class.

Stage 2: Acceptable Evidence

Transfer Task

1. Students will become familiar with selected periods and styles in art history. Students will become familiar with the art which is created in selected regions.

Other Evidence

- Student portfolio
- Teacher observation
- Class participation
- Use of classroom/library resources
- Classroom activities for reinforcement/practice
- Individualized instruction
- Building displays/exhibits

Stage 3: Activities to Foster Learning

- Students will have knowledge of selected periods and styles in art history.
- Students will be familiar with the work of selected artists studied in class.
- Student will be able to identify aspects of selected periods and style of art.
- Students will be able to verbally communicate general knowledge/anecdotal information and the visual characteristics associated with selected artists studied in class.
- Students will understand that the creation of art reflects periods of time in history.
- Students will be exposed to grade appropriate art history related literature.
- Students will be able to create works of art which mimic a particular artist's style identified in class.

- Students will be able to converse using art terminology.
- Students will be able to use art terms and vocabulary to verbalize visual contrasts and comparisons.
- Students will be able to identify the use of art elements and design principles utilized in works of art viewed in class.
- Students will understand that there are art forms, styles, and processes which are culture specific and important to various regions and people.
- Students will understand the importance of certain visual elements and symbols to a specific culture.
- Students will be able to create works of art inspired by multicultural art that is viewed in class.
- Student work will be displayed throughout the year and in building exhibits.