

J.M.J.

Curriculum Maps 2010

Art Education

St. Matthew School

Grade: K

Topic	Media and Processes	State goals	Essential learning; Strategies; exemplars	Skills Composition Design Principles	Assessment
Line design	Markers	25a.1	Students will understand how artists use different types of lines in conjunction with each other. Learn about the different types of lines: thick, thin, bold, soft, wiggly, etc. Have students name different types of lines and then reenact them with either pipe cleaners or ribbon (while teacher draws them on the board). Students then identify these lines in several paintings and learn how lines are used to create shapes	Building visual vocabulary of lines. Line/shape/unity	Oral review and Product produced by the student.
Organic and geometric shapes	Paper Collage	25.a.1d 26.a.1e 26.b.1d	Students will understand the difference between geometric and organic shapes and understand how to use the line vocabulary they have created to help us draw these shapes. Students will then discuss how Henri Matisse (in his later works) used shapes in his work. They will then create an abstract work using the basic shapes.	Cutting and gluing Using line vocabulary Line/shape Overlapping	Oral review and Product produced by the student.
Animal Drawing	Oil pastels Water colors	25.a.1	Students will understand the process of observational drawing techniques and learning to draw what they see, by taking the lines and shapes they have created and being shown by the teacher how they can turn those into objects. They will practice this technique before applying it to a drawing of toy animals. They will also learn about the process of resist and figure-ground drawing.	Observational drawing; Watercolor resist Proportion/space /figure-ground	Oral review and Product produced by the student.
My favorite thing...	Colored Markers	25.a.1d 27.a.1b	Students will understand and discuss how the human figure has been portrayed in art history by looking at works from Vermeer, Renoir and Johnson-Calloway, in which people are involved in daily activities. They will then learn how to draw a person and then use that knowledge to depict themselves in one of their daily activities.	Develop a visual narrative Proportion/space /figure-ground.	Oral review and Product produced by the student.

Color wheel	Crayons	25.a.1d	Students will understand through discussion the color wheel and then asked to identify primary and secondary colors on the wheel and learn why the wheel is organized the way it is. They will then create a drawing with the theme of ocean life which will then be divided into a color wheel and colored in appropriately.	Primary and secondary colors	Oral review and Product produced by the student.
My family	Collage	25.a.1d 25.b.1 26.b.1d 27.b.1	Students will be shown works by Renoir, Biggers, Ringgold depicting relationships among people and discuss how they know who is the most important person in the picture and whether or not they are related. They will then understand how artists use size and scale in order to portray relative importance of people. They will then create a collage of their family making sure to show size differences among its members.	Cutting/gluing Craftsmanship Size/scale Proportion/ space/ figure-ground	Oral review and Product produced by the student.
Around the world	Painting	25.a.1d 26.a.1e 27.a.1a 27.b.1	Students will be read the book “Josephine’s World” and discuss how life in her time is different from ours. They will then create a mural that captures what a typical day in their life is like in their community.	Large scale works Composition	Oral review and Product produced by the student.
Cave Art	Painting	25.A.1d 27A.1a 27A.1b	Students will examine and discuss the cave paintings of Lascaux and how these works reflected the caveman’s environment and daily life. Students will then painting using the techniques and style of the caveman.	Painting technique and working with charcoal.	Oral review and Product produced by the student.
Memory box	3D collage	26.A.1e, 26.A.1d 26.B.1d	Students will read the book “Welcome to Josephina’s World” and then discuss daily the similarities and differences between her daily life and ours. Students will also discuss how it is important to keep memories alive as Josephina did with the memory box of her mother. They will hen create their own memory box.	Painting techniques and collage.	Oral review and Product produced by the student.
Book making	Markers Crayons	25.a.1d 27.a.1b	Students will understand through a discussion and the reading of the book “Rainbow Wings” the different parts of a book and what makes a good story. Students will then develop their own narrative in a book. Students will discuss the difference between fantasy and reality and choose one of the sentences for the topic of their book. If I could fly to...I would live there forever; If I were a...what would I be like? etc...	Pairing a visual and narrative Unity.	Oral review and Product produced by the student.

Clay tablet	Clay	25.a.1d 25.a.4	Students will understand through discussion and demonstration the various properties of clay and how it can be manipulated. They will then learn how clay tablets have been used as a means of communication, by looking at Mayan Steles and Roman artifacts. They will then create a clay tablet that contains a story from the bible.	3D Manipulation Variety/rhythm Unity/movement	Oral review and Product produced by the student.
Weather in art	Tempera paint Markers	25.a.1d 27.a.1	Students will understand through discussion of works by Fragonard, Hopper, Homer and Hokusai how artists use the weather as background to help convey their meaning.	Composition and planning	Oral review and Product produced by the student.
Earth sculpture	Various	25.a.1d 26.a.1e 26.b.1d 27.a.1a	Students will understand through the works of Andy Goldsworthy how art can be created in a 3D space, and also learn how art is not always a permanent thing. They will then discuss how they can use various natural materials to create sculpture.	3D manipulation	Oral review and Product produced by the student.
What I like		27.a.1a 27.a.1b	Students will understand through discussion what types of art work they like and why they like them. The teacher will have various artworks spanning history and cultures along with cued signs such as “The one I like the best”, “the one that took the longest to make”, etc.	Art criticism.	Oral Discussion

Grade: 1

Topic	Media and Processes	State goals	Essential learning; Strategies; exemplars	Skills Composition Design Principles	Assessment
Nature drawing	Tempera paint and Watercolors	25.a.1d 26.b.1d	Students will understand how different types of lines in conjunction with each other. Learn about the different types of lines; thick, thin, bold, soft, wiggly, etc. Learn how lines are used to create shapes. Students will take a walk around the grounds to collect objects they feel represent various types of lines and be introduced to observational drawing	Line/shape/unity	Oral review and Product produced by the student.
Animal Drawing	Oil pastels Watercolor	25.a.1d	Students will continue the process of observational drawing techniques and learning to draw what they see as well as figure-ground. They will practice this technique before applying it to a drawing of toy animals. They will also learn about the process of resist.	Observational drawing; Watercolor resist Space Figure-ground	Oral review and Product produced by the student.
Face print	Printmaking Markers	25.a.1d 26.a.1e 26.b.1d	Students will understand through discussion of works by Warhol, Vermeer, Renoir, and Morales why artists create portraits of people and of themselves. They will practice this technique through step-by-step demo with the teacher, and then create a self-portrait they will then transfer to Styrofoam in order to print.	Drawing people Proportion/line	Oral review and Product produced by the student.
Color wheel	Crayons	25.a.1d	Students will review through discussion the color wheel and then asked to identify primary and secondary colors on the wheel and learn why the wheel is organized the way it is.	Primary and secondary colors	Oral review.
Mr. Mondrain	Painting	25.a.1d 27.a.1a	Students will understand through discussion and the works of Piet Mondrian and his work. In addition, students will identify basic geometric shapes used in the work on Mondrian, Through demonstration students will be shown how to create their own work based on his pattern of squares and rectangles.	Painting skills/ Using a ruler Color Balance Basic composition	Oral review and Product produced by the student.

Pattern quilt	Collage	25.a.1d 25.b.1 26.a.1e 26.b.1d 27.b.1	Students will understand through discussion what a pattern is and then study the works of quilt makers like Faith Ringgold to see how patterns are used in quilt squares. Students will also listen to a tape that involves the story of a quilt. They will then create a quilt square of their own as part of a larger quilt with the theme of The four seasons.	Pattern making	Oral review and Product produced by the student.
Clay square	Clay Glazes	25.a.1d 26.b.1d	Students will understand through discussion and demonstration the properties of clay. Students will also discuss the difference between 2D and 3D work and examine various types of texture. Students will then create a clay square that utilizes different types of textures.	Manipulating a 3D object. Form/texture/pattern Shape.	Oral review and Product produced by the student.
Book making	Mix media	25.a.1d 27.a.1b	Students will understand through discussion about the different parts of a book and what makes a good story. Students will then develop their own narrative, based on a life experience.	Pairing a visual and narrative. Variety/rhythm Unity Movement	Oral review and Product produced by the student.
Details with Durer	Watercolor Tempera paint Ink	25.a.1d 27.a.1b	Students will understand through discussion the works of Durer and discuss the details of his drawings. Students will then go outside and select a leaf, branch, etc to use in order to create their own detailed painting of nature.	Observational drawing Line Shape proportion	Oral review and Product produced by the student.
Sculpture	Wire	25.a.1d 26.a.1e 26.b.1d	Students will understand through discussion the works of Alexander Calder and discuss the differences between 2D and 3D artwork. They will then be shown through demonstration how to create a wire mobile sculpture.	3D manipulation Differentiate between 2d/3d; 3D design	Oral review and Product produced by the student.
What I like		27.a.1a 27.a.1b	Students will understand through discussion what types of art work they like and why they like them. The teacher will have various artworks spanning history and cultures along with cued signs such as “The one I like the best”, “the one that took the longest to make”, etc.	Art criticism	Oral Discussion

Grade: 2nd

Topic	Media and Processes	State goals	Essential learning; Strategies; exemplars	Skills Composition Design Principles	Assessment
Color wheel	Painting	25.A.1d	Students will have a discussion of the color wheel involving the how and why behind its organization. They will then create their own version of the color wheel given only the primary colors.	Color mixing Demo painting technique.	Oral review and Product produced by the student.
Color Grid	Painting	25.A.1d	Students will be introduced to tints and shades and learn how to use them in order to make colors lighter and darker. Students will then create their own color grid showing the different types of values.	Color mixing Value Pattern	Oral review and Product produced by the student.
Value Painting	Painting	25.A.1d	Students will have discussion on how the fauvists made colors using tints and shades to create a painting. After a refresher presentation on proportions of the face; students will apply their knowledge of color mixing in order to create a painting in the style of the fauvists using Henri Matisse as inspiration	Color mixing Focus on neatness Unity	Oral review and Product produced by the student.
Clay sculpture	Clay	25.A.1d 26.B.1	Students will have a discussion about texture and the difference between working in 3d and 2d formats and how emotions can be shown thru facial expressions. Students will then be given a presentation on clay techniques, tools and terminology. Students will then create a face/mask that shows a specific emotion.	Clay manipulation Texture/ emphasis	Oral review and Product produced by the student.
Re-cycled Sculptures	Mixed media	25.A.1d 26.a.1d 26.b.1d	Students will continue their discussion on 3d sculpture and include a discussion on how we can recycle goods and services in order to help save the earth. They will then work in groups of three and write a small play about the environment, and used recycled objects in order to create a set for their work. They will then read play aloud.	3D manipulation	Oral review and Product produced by the student.

Nature patterns	Oil Pastels	25.A.1d	Students will have a discussion on the different patterns we find in the natural world and how they differ from man made patterns. I.E.-How they are used for camouflage, etc. Students will then take inspiration from patterns found on animals, in leaves, etc. to create a distinctive pattern.	Creating a pattern Pattern/unity	Oral review and Product produced by the student.
Book making	Mixed media	25.A.1d 27.B.1	Students will have a discussion on what a narrative or story is and the components of a good story (begin. Middle, end) and how pictures can enhance story telling, using the works of Chris VanAllsburg as inspiration.	Creating a narrative Unity/emphasis	Oral review and Product produced by the student.
Torn paper Collage	Mixed media	25.A.1d 27.B.1	Student will build on their knowledge of a narrative/color and create a collage made entirely of torn/cut paper with the theme of the family history. Students will first discuss quilt making and how quilts were often used to tell stories of family histories using Faith Ringgold as inspiration.	Figure ground	Oral review and Product produced by the student.
Oaxacan Animals	Paper mache	25.A.1d	Students will look at and discuss the Oaxacan animal sculptures and talk about their significance to the culture. What culture icons can we identify? Students will then create a sculpture out of paper mache.		Oral review and Product produced by the student.
Aboriginal Art	Painting	27.A.1b	Students will examine and discuss the work of the Aboriginal people of Australia to find out how and why they created such works. They will then create a work of their own based on the techniques and styles of Aboriginal art.		Oral review and Product produced by the student.

Grade: 3

Topic	Media and Processes	State goals	Essential learning; Strategies; exemplars	Skills Composition Design Principles	Assessment
Sketch drawing	Pencils and markers	25.a.3d 25.a.3e	Student will have a discussion about the process of creating as work of art and how artists often practice/sketch their ideas before actually starting a painting. Students will then be introduced to the technique of contour drawing and create a drawing of artificial flowers which they then will serve as a practice drawing for their next work.	Observational drawing Color Value	Oral review and Product produced by the student.
Flower painting	Paint	25.a.3d 25.a.3e	Using the techniques they have learned about observational drawing and a review of color mixing, students will use Van Gogh's sunflowers (as well as other artists) as inspiration to create their own painting based on observations of real flowers.	Observational drawing Color Value	Oral review and Product produced by the student.
Japanese Sumi painting	Water color India ink	27.a.1 26.a.3e	Students will learn about rhythm in art through music and then study Japanese Sumi paintings. Students will depict rhythm through creation of their own Sumi painting.	Analogous colors Rhythm Overlapping	Oral review and Product produced by the student.
Cartoon character	Oil pastels	27.b.1	Students will have a discussion on series and sequence and how pictures can tell a story thru illustration. They will then discuss they types of cartoons they watch and what types/styles they fit into. Students will then discuss how animated drawing is simply an abstraction of real-life. They will then create their own cartoon character and strip	Resist Sequence/series	Oral review and Product produced by the student.
Cartoon strip	Black markers Colored pencils	27.b.1	Students will have a discussion on series and sequence and how pictures can tell a story thru illustration. They will then discuss they types of cartoons they watch and what types/styles they fit into. Students will then discuss how animated drawing is simply an abstraction of real-life. They will then create their own cartoon character and strip	Resist Sequence/series	Oral review and Product produced by the student.

Mask Making	Paper Mache/ Paint Mixed media	26.b.1	Students will have a discussion on the emotions and drama that facial expression create within a play/movie and how masks are used to hide emotions we do not want others to see. They will then create a mask that is an example of a hidden part of themselves. They will use African Masks as examples.	Manipulating 3D form Form/texture/ emphasis	Oral review and Product produced by the student.
Book of hours	Mixed media	27.a.1a 27.a.1b	Students will look at the work of the Limbourg Brothers and then have a discussion on the importance of prayer in our life and how, in the past, when the mass was said in Latin people used prayer books to help them get closer to God. Students will then create their own prayer book and have them blessed by a Priest.	Figure ground Unity/emphasis	Oral review and Product produced by the student.
Fairy tale book	Mixed media	26.b.4d	Students will read the book “The true story of the three little pigs” and then have a discussion on how the same event may be told from several different points of view. They will then create their own fairy tale book, that re-tells the story from another characters point of view.	Figure ground Emphasis Narrative story telling	Oral review and Product produced by the student.
Wood Sculpture	Wood And glue	26.b.1d	Students will have a discussion on human movement, and then create a sculpture that depicts the human body in motion.	3d Manipulation Movement Rhythm	Oral review and Product produced by the student.
Mobile	Wire/tape	26.a.1d	After viewing the works of Alexander Calder and Claus Oldenberg, students will have a discussion on different types of sculpture beyond what we are familiar with; and using Alexander Calder as an exemplar, students will create their own mobile sculpture.	3d Manipulation Movement Rhythm	Oral review and Product produced by the student.
Abstraction	Water colors	25.a.2d	Students will first be introduced to the media of watercolor and be given a demo on watercolor techniques. Students will then be allowed to experiment with these different techniques. Then, based on what they have learned about observational drawing, students will have a discussion on how we can simplify the forms of objects to create an abstraction. Students will then create an abstract self-portrait.	Drawing Painting Abstraction	Oral review and Product produced by the student.

Pointillism	Painting	26.A.1e 26.B.2d	Students will understand through discussion the works of George Seraut. They will take under further study his work “Sunday Afternoon at LaGrande Jatte” They will then create a work using his style of pointillism and color mixing techniques.	Sketching Pointillism technique	Oral review and Product produced by the student.
Warhol Compliments	Markers	25.A.1d 25.B.1	Students will understand through discussion the works of Andy Warhol and will take understudy his collection of Campbell Soup can screen prints. Students will then discuss complimentary pairs, where they are located on the color wheel and why they are paired together. They will then produce a work in they style of Warhol using complimentary pairs.	Drawing Craftsmanship	Oral review and Product produced by the student.

Grade: 4

Topic	Media and Processes	State goals	Essential learning; Strategies; exemplars	Skills Composition Design Principles	Assessment
Coil pot	Clay	26.b.1d	Students will have a discussion on 2d v. 3d form and the different types of 3d form a vessel may take (beyond the cylinder). Students will then be given a presentation on clay techniques/tools/terminology and create 3d vessel/container that is at least 6” in height.	Clay/glaze manipulation Form	Oral review and Product produced by the student.
Offrendo	Mixed media	27.b.1 27.a.2e	Students will have a discussion in Spanish class on how the Latin culture use offrendos in order to remember deceased ancestors. In art class, they will create an offrendo in memory of a loved one.	3d manipulation Emphasis	Oral review and Product produced by the student.
Self portrait	Mixed media	25.a.1d	Students will look at self-portraits/portraits of van Gogh, Picasso, Vermeer, and other artists, then have a discussion on the proportions of the human face and create practice drawings before moving on to the final project. They will be encouraged to observe details in their own face and try to break old habits.	Observational drawing Proportion/balance	Oral review and Product produced by the student.
Figure 5	Mixed Media	25.A.2d 25.B.2	Students will examine the Charles Demuth work “Figure 5 in Gold” for its use of Rhythm and Movement. They will then create a work of their in the style of the work understudy.	Rhythm Movement	Oral review and Product produced by the student.
Cubist portrait	Mixed media	25.a.1d	Using their knowledge of proportion students will have a discussion and be shown examples of how the cubist movement broke all the rules when it came to proportion and realistic presentation of the human face. Students will then create a portrait using the cubists as inspiration.	Using proportion/ balance in an unexpected manner.	Oral review and Product produced by the student.

Stained glass	Oil pastels	27.b.1 27.a.1e 25.b.3	Students will look at various representations of stain glass windows from Gothic Churches, and discuss how stained glass is used as decoration and an instructive form of worship. Students will use the theme of Lent as inspiration to create their own version of a stained glass window.	Cutting/pasting Balance/rhythm	Oral review and Product produced by the student.
Mosaic	Construct. paper	27.b.1 27.a.1e 25.b.3	Students will look at Byzantine and Roman mosaics and learn how mosaic works were used both as a decorative and instructive forms. Students will then create a mosaic using their sacramental life as inspiration.	Cutting/pasting Balance/rhythm	Oral review and Product produced by the student.
Observation Drawing	Pencil	25.a.1d	Students will be given a demonstration on the technique of contour drawing and then practice several drawings of various objects including their hand, in order to begin to practice this technique.	Drawing Emphasis	Oral review and Product produced by the student.
Still life	Pencil	25.a.1d	Students will have a discussion on the historical aspects of still life and then be given a demonstration on cross hatching technique of shading. Students will then create their own drawing of a still life.	Drawing Value/contrast	Oral review and Product produced by the student.
Jungle Collage	Mixed Media	25.A.1d 27.A.1	Student will understand through discussion the use of fore-ground, middle-ground and back-ground by examining the work “Tropical Forest” by Henri Rousseau.	fore-ground, middle-ground and back-ground	Oral review and Product produced by the student.
Print making	Ink/ Styrofoam	25.a.1d	Students will use the still life drawing as a basis for creating a printing plate on Styrofoam. Students will be given a demo on Engraving v. intaglio styles of printmaking.	Printmaking Value/contrast	Oral review and Product produced by the student.

Grade: 5

Topic	Media and Processes	State goals	Essential learning; Strategies; exemplars	Skills Composition Design Principles	Assessment
Surreal Drawing	Colored pencil	25.a.3e	Students will look at the works of Salvador Dali, Marc Chagall and understand through discussion about realism v. surrealism and how the surrealists broke the bounds of reality. Students will then create a round robin sentence and then try to illustrate that sentence in a surrealistic style.	Drawing Composition Unity	Oral review and Product produced by the student.
Pop up book	Colored pencil Const. Paper	25.a.3e 26.b.2d	Students will build on their knowledge of surrealism and create a pop up book that illustrates a surrealistic principle of non-reality/fantasy.	Composition Unity	Oral review and Product produced by the student.
Texture design	Perm. Markers	26.b.2d 25.a.2d 25.a.1d	Students will examine the early works of Edward Hopper for their striking contrast and visual texture. Students will then create their own abstract visual texture drawing.	Drawing Texture Pattern	Oral review and Product produced by the student.
B/W drawing	India ink	26.b.2d 25.a.2d 25.a.1d	Students will build on their knowledge of visual texture to create a drawing in India ink using only blacks and whites. They will use the theme of nature for their inspiration and collect various elements from outside the classroom to use as a subject matter.	Drawing Texture Pattern	Oral review and Product produced by the student.

Value scale	Paint	26.b.2d 25.a.2d 25.a.1d	Students will discuss how artists use value/contrast in order to achieve special effects or draw attention to specific areas of a composition. They will then create a 10-point value scale that will inform their next work.	Painting Value	Oral review and Product produced by the student.
Gray scale painting	Paint	26.b.2d 25.a.2d 25.a.1d	Students will build on their knowledge of working in black and white in order to create a work that illustrates a scene from an important event in their life.	Painting Composition Value Contrast Texture	Oral review and Product produced by the student.
Advertising	Colored pencil Magazine ads	25.b.3 27.a.2b	Students will examine ads from various magazines they have brought in and discuss how they use artistic means in order to convey their message. They will the ad they have brought and re-design it for their own tastes.	Composition Rhythm Unity	Oral review and Product produced by the student.
Self portrait	Paint	25.a.1d 27.a.1a 27.b.2	Students will discuss the works of various artists and understand through discussion how the human face has been represented through history, factoring in time and place differential. They will then choose a specific period of history in which to set their own self-portrait. They must adhere to the basic principles of that time period.	Composition Emphasis Unity	Oral review and Product produced by the student.
Mayan Steele	Mixed media	27.b.3 26.a.2f	Students will understand through discussion how Mayan Steeles were used in Mayan culture. They will then create their own Steele with clay using the bas-relief method.	Composition Emphasis Unity Rhythm	Oral review and Product produced by the student.
Nature Drawings	India Ink	26.B.2	Student will be introduced to the technique of blind contour and modified contour drawing as preparation for a drawing to be done outdoors with India Ink. They will concentrate on drawing what they observe and not what is in their imagination.	Observational Drawing Texture Value	Oral review and Product produced by the student.

Grade: 6

Topic	Media and Processes	State goals	Essential learning; Strategies; exemplars	Skills Composition Design Principles	Assessment
Universal themes	Pencil Sketchbook	27.a.4b 27.b.2	Students will be introduced to the universal themes found in art (Cycle of Life; Self; Relationship to others; Spirituality: Nature) and then compare and contrast varying works of art for these themes.	Compare Contrast Analyze	Oral review and Product produced by the student.
Theme book	Mixed media	27a.4b 27.b.2	Students will understand through discussion the differences between traditional and non-traditional bookmaking methods. They will then choose one of the universal themes of art in order to create a non-traditional book.	Various Unity Form	Oral review and Product produced by the student.
Treasure box	Mixed media	25.a.3e 27.b.1	Students will learn how their personal concerns mirror the greater concerns of society and what they treasure most because of this.	Creating a 3d form with emphasis	Oral review and Product produced by the student.
Public sculpture	Mixed media	25.b.1 26.a.2f	Students will discuss the different types of public sculpture found and compare/contrast private v. public art making and viewing. They will then work in groups to create a public sculpture for a given site.	Creating a 3d form with emphasis	Oral review and Product produced by the student.

Nature sculpture	Mixed media	25.b.1 26.a.2f 26.a.3e	Students will be introduced to the works of Andy Goldsworthy and using the theme of nature create their own sculpture that uses all natural elements in order to convey a concern they have about recent environmental trends.	3d form	Oral review and Product produced by the student.
Recycled sculpture	Mixed media	25.b.1 26.a.2f 26.a.3e	Students will continue their discussion of environmental concerns and then create a sculpture using only man-made objects in order to convey a concern they have about recent environmental trends.	3d form	Oral review and Product produced by the student.
Mobil Sculpture	Wire	25.b.1 26.a.2f 26.a.3e	Students will be introduced to the work of Alexander Calder, and then choose one of the universal themes for inspiration in order to create a mobile sculpture.	3d form	Oral review and Product produced by the student.
Narrative vessel	Clay	26.a.3e 26.a.2f	Students will have a discussion on how ceramics have been used through out history to convey meaning. They will also examine the difference between relief and 3d sculpture. Students will then create their own relief sculpture using the theme of dreams.	Clay construction Texture Pattern	Oral review and Product produced by the student.
Fore shortening	Mixed media	25.a.2d 26.a.3e	Students will understand through discussion the concept of foreshortening in art. They examine the works of various artists from different genre that have used foreshortening. They will then create their own foreshortened works by tracing their hands and feet, drawing in their body and setting themselves in outer space.	Composition Proportion Scale	Oral review and Product produced by the student.
1 pt. perspective	Colored pencil	25.a.2d 26.a.3e	Students will understand through discussion the concept of how we create the illusion of depth on a page with 1 pt. Perspective. They will then use several practice packets that take them through step-by-step of how to use this technique. The final project will consist of students drawing a view of the main school hallway that uses 1 pt perspective.	Composition Proportion Scale	Oral review and Product produced by the student.

Still life	Mixed Media	26.b.3d 25.a.3d	Students will be given a presentation on the subject of still life in art history and discuss the reasons for such representations. They will also be given a demonstration of various drawing and compositional techniques. Then, using a view finder, they will select and create their own version of a still life from the material provided.	Composition Value Contrast Unity	Oral review and Product produced by the student.
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Grade: 7

Topic	Media and Processes	State goals	Essential learning; Strategies; exemplars	Skills Composition Design Principles	Assessment
Wheel	Ceramics Glaze	26.b.3d 26.a.3e	Students will be given a demo on throwing techniques and terminology. They will then sketch out a vessel they would like to throw and be given up to 3 chances to throw such a vessel.	Eye hand co-ordination 3D Form Texture	Oral review and Product produced by the student.
Artists play Ongoing	Mixed media	26.b.3d	Students will work in groups to research and write a short vignette play about the life of an artist they have chosen. They will be responsible for all aspects of the production.	Unity Emphasis Rhythm	Oral review and Product produced by the student.
Digital story telling	Digital camera Laptops	25.a.3e 26.b.3d	How can we give students opportunities to continue the tradition of storytelling by using digital media? How can we motivate them to utilize multimedia tools to connect to users in the same ways our ancestors did at the local barbershop or around campfires? How can we increase writing skills through digital storytelling? Students review basic principles of storytelling and elements of fiction, create storyboards, capture images with digital cameras or scanners, and write accompanying stories, Students also host a Digital Storytelling Festival and share their stories with the community.	Various	Oral review and Product produced by the student.
1 pt. Perspective	Colored pencil	25.a.3d	Students will discuss the illusion artists create using one point and atmospheric perspectives. They then will be given a demo on how to use one point perspective and go through the work packet that takes them through some basic exercises. They then will create their own 1 pt. Perspective drawing.	Space Emphasis Movement	Oral review and Product produced by the student.

Weaving	Loom Shed stick Needle yarn	26.a.3e 26.b.3d	Students will discuss the history of fiber arts in art and shown examples of various artists. They then will be given a demo on weaving techniques and terminology, which they will use to create their own basic weaving.	Unity Color	Oral review and Product produced by the student.
Interior design	Colored pencil Mixed media	26.b.3d	Students will examine design shows on television and discuss how (or if) they alter the lives of the people involved and whether they artist must supplant all of their aesthetic in order to please the client. They will then create a room (in secret) for one of their classmates.	Various research and planning 2d design Color Unity Space	Oral review and Product produced by the student.
Architecture plan	Colored pencil	26.b.3d 27.b.4b	Students will examine various forms of architecture from history and then be given the charge of developing their own 5-acre fictional plot of land. They must create three full color sketches (front view, one pt. View, their choice).	Various research and planning 3d design Form Space	Oral review and Product produced by the student.
Architecture model	Mixed media	26.b.3d 27.b.4b	Students will take the sketches they have made from the previous project and construct a 3d model of their plan.	Various construction skills 3d form	Oral review and Product produced by the student.
Architecture tour		26.b.3d 27.b.4b	Students will be given a riverboat tour provided by the Chicago Architecture Foundation, which presents the various historical aspects of how architecture developed along the Chicago river.		Oral review and Product produced by the student.
Written Reports		27.a.3e	Students will do quarterly written reports that reflect various themes and interests in the visual arts and connected fields.		Oral review and Product produced by the student.

Sill life	Mixed media	26.b.3d 25.a.3d	Students will be given a presentation on the subject of still life in art history and discuss the reasons for such representations. The will also be given a demonstration of various drawing and compositional techniques. Then, using a view finder, they will select and create their own version of a still life from the material provided.	Composition Value Contrast Unity	Oral review and Product produced by the student.
Photography	Digital media	26.A.2	Students will be given a presentation on the history of photography and discuss its various applications through the generations. They will then take images of light/shadow, line and texture, learning the rules of composition and lighting along the way.	Various	Oral review and Product produced by the student.

Grade: 8

Topic	Media and Processes	State goals	Essential learning; Strategies; exemplars	Skills Composition Design Principles	Assessment
Written reports		27.a.3a	Students will write quarterly reports on various careers in and around the visual arts. They must find out the education level, salary, and validity of the career they have chosen.		Written product produced by the student.
Value scale	Painting	25.A.3d	Students will understand through discussion the role that value and contrast play in a work of art. They will then create their own 10-point value scale in preparation for a monochromatic painting.	Value Contrast	Oral review and Product produced by the student.
Mono chromatic painting	Painting	25.A.3e	Student will understand through discussion the challenge of working in a singular chroma. Then, using the color of their value scale they will create a monochromatic work that must include at least 10 values.	Value Contrast Chroma	
Intro to styles	Colored pencil	27.b.3 26.b.2d	Students will be introduced to the 5 main styles of art- REALISM; IMPRESSIONISM; CUBISM; SURREALISM; ABSTRACT/NON-OBJECTIVE. They will then bring in a magazine picture which they will translate into each one of these styles.		Oral review and Product produced by the student.
Styles work	Mixed media	27.b.3 26.b.2d	Students will choose one style in which to work and then create a work of their choice in the theme/media of this style.	Composition Unity Emphasis	Oral review and Product produced by the student.

Map portrait	Mixed media	25.a.3d 26.b.2d	Students will be introduced to the proportions of the human face and then create a self portrait that incorporates a section of map that is reflective of their heritage or of their personalities.	Unity Proportion Color	Oral review and Product produced by the student.
Adinker cloth	Mixed media	27.b.3 26.a.2f	Students will be given a presentation on the Adinka cloth of the Ghana people from Africa and how the rich symbolism is reflective of their cultural beliefs. They will then bring in a colored piece of cloth and other various printmaking objects to create a cloth that is reflective of their religious and cultural heritage.	Unity Rhythm	Oral review and Product produced by the student.
Figure ground drawing	Charcoal Wire	25.a.3d	Students will be given a demonstration on charcoal drawing techniques, along with various teacher exemplars and then asked to bend a wire into various shapes or forms and create a negative ground drawing.	Proportion	Oral review and Product produced by the student.
Pastiche	Mixed media	25.a.3d 25.b.3	Students will be given a presentation on the technique and use of Pastiche in art history. They will then return to the theme of artistic styles and create a pastiche in two different styles combining two original works. They will then prep the work for restoration by a classmate.		Oral review and Product produced by the student.
Art restoration	Mixed media	26.a.3e 27.b.3	Given a presentation on various restoration techniques and the reasons for art restoration, students will restore a work created by a classmate from the previous project.		Oral review and Product produced by the student.
Graphic design	Mixed media	25.a.3d 27.a.3a 27.a.3b 27.a.4a	Students will be given a presentation on graphic representation in art, then discuss the significance of such representation on consumer products. They will then create their own magazine cover, product ad, or album cover.	Emphasis Color Composition	Oral review and Product produced by the student.

Modern art	Mixed media	27.a.4b 27.b.3	Students will be given a presentation on modern and contemporary art, then discuss the significance of this art form and how it has changed the world of communication through art.	Various	Oral review and Product produced by the student.
2 pt. Perspective	Mixed media	25.a.3d	Students will discuss the illusion artists create using 2 point and atmospheric perspectives. They then will be given a demo on how to use 2 point perspective and go through the work packet that takes them through some basic exercises. They then will create their own 2 pt. Perspective work in the media of their own choosing.	Space Emphasis Movement	Oral review and Product produced by the student.
Abstraction	Mixed media	27.b.3	Students will be given a presentation on the history of abstract art and then discuss why artists would choose this form of art as a way of communicating. They will then create their own abstract work using a media of their choosing.		Oral review and Product produced by the student.
Abstract expressionism	Tempera and Acrylic paint	27.b.3	Students will be given a presentation on the history of abstract expressionism (Jackson Pollack) and then discuss why artists would choose this form of art as a way of communicating. They will then be given a demonstration of various techniques used in abstract expressionism, and then create their own abstract expressionist work using tempera and acrylic paints.		Oral review and Product produced by the student.