***MISSION***

***The Faculty and staff of Chadwick R-1 Schools in partnership with parents and the community, will establish high standards of learning and high expectations for achievement while providing comprehensive guidance for success****.*

*Subject:*

*Art 1*

*Grade Level:*

*9th – 12th*

*Grade:9th-12th Subject: Art1*

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| --- | --- | --- | --- |
| ***Time Period*** | ***GLE/******MO Standard/******Common Core*** | ***Description*** | ***Notes--*** |
| ***August:* Introduce Lines including the many types and way they can be used in artwork. Introduce steps in an art criticism. Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis. Students will have Vocabulary quizzes at the end of each month.**  |
| *August* |  | *Student Portfolio Creation* * + Fold a large piece of paper in half to create a “portfolio” to store their artwork in throughout the year
	+ Design the outside of the “portfolio” to reflect their individual personality
 |  |
| *August*  | **GLEs:** Strand I: 3A Strand II: 1AStrand II: 2B**MO Standards:** FA 1 FA 2 **DOK:** Level 1Level 2 Level 4**CC Standards for English/Writing:** SL 1 | *Contour Line Practice/Weighted Contour Line Still Life* * + Identify and use blind, continuous and weighted contour lines
	+ Create a still life drawing using weighted contour lines
	+ Create emphasis through contrast in line quality

**Pre-Project Assessment:** * Question/Answer
* Practice Drawings

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished Project
* Self Evaluation on Rubric
* Teacher Evaluation on Rubric
 |  |
| *August*  | **GLEs**: Strand I: 3C Strand II: 1A Strand V: 1A **MO Standards:** FA 1 FA 2 FA 5 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** SL 1 |  *Contour Lines Hand Illusion* * + Use contour lines and value to create an optical illusion
	+ Define: Op Art, value, contour line
	+ Use a ruler to measure consistent spaces and to create straight lines
	+ Observe the contours of the hand and record them appropriately in drawing

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Vocab. Quiz
* Question/Answer
* Finished project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| *August*  | GLEs: Strand III: 1A Strand III: 2A Strand IV: 2A Strand V: 1A Strand V: 1B **MO Standards:** FA 3FA 4FA 5**DOK**: Level 1 Level 2 Level 3 Level 4 **CC Standards for English/Writing:** RI 1,2,4, 6,7,8 W 1, 2 ,4SL 1,4 | *Art Criticism* * Describe, Analyze, Interpret and Evaluate an artwork in writing and verbally
* Recognize artworks from a variety of cultures

**Pre-Project Assessment:** * Question/Answer
* Do example as a class
* Class Collaboration

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished written Art Criticism
* Discussion
* Question/Answer
 |  |
| *August* | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4 **CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * varies

**Mid-Project Assessment:** * varies

**Post-Project Assessment:** * **varies**
 |  |
| *August* | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| *August* | **GLEs:** Varies by project **MO Standards:** Varies by project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| ***September:* Continue lines. Introduce shapes, forms, value and a little bit about texture, variety, harmony and unity. . Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis.** |
| *September* | **GLEs:** Strand II: 1A **MO Standards:** FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Calligraphic Lines Composition* * + Identify and use calligraphic lines
	+ Create variations in line with a sumi brush experimenting with line quality
	+ Create a still life drawing using calligraphy lines and varying line quality to mimic the objects being painted

**Pre-Project Assessment:** * Question/Answer
* Sumi-brush Practice Activity

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| *September* | **GLEs:** Strand I: 1AStrand I: 3A Strand II: 1A Strand II: 1B Strand II: 1D Strand II: 1G**MO Standards:** FA 1 FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | White Out Letter Zentangle * + Create a zentangle, carefully making decisions on where to place Elements
	+ Define and know the difference between a geometric shape and an organic shape.
	+ Define pattern, variety, harmony and unity.
	+ Create and use a variety patterns including patterns of lines, shapes and colors.
	+ Experiment with line quality
	+ Define positive and negative space and effectively use them to create an interesting composition

**Pre-Project Assessment:** * Vocabulary and Pre-Test on Material
* Question/Answer

**Mid-Project Assessment:** * Question/Answer
* Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished Project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
* Written Artist Statement
* TEST –Lines and Shapes
 |  |
| *September* | **GLEs:** Strand 1: 1AStrand II: 1AStrand II: 1CStrand II: 1F Strand II: 2C**MO Standards:** FA 1 **DOK:** Level 1 Level 2Level 4**CC Standards for English/Writing:** SL 1 | *Value Scale –Using Lines to Create Value* -Define value and create a series of value scales-Define form. -Explain the difference between a shape and a form.-Identify and use various shading techniques including but not limited to blending, stippling, hatching and cross hatching-Use value to shade forms properly -Understand the use of light and shadow and be able to define terms such as highlight, shadow, reflected light, cast shadow, etc. **Pre-Project Assessment:** * Question/Answer
* Value Scale Practice
* Pre-quiz on forms –who can identify the most game

**Mid-Project Assessment:** * Consult students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| *September* | **GLEs:** Strand I: 1A Strand I: 3AStrand II: 1CStrand II: 1F**MO Standards:** FA 1 FA 2 **DOK:** Level 1 Level 2**CC Standards for English/Writing:** SL 1 | *Shaded Forms Still Life* * Create smooth, continuous value through even pressure
* Define edge through variations in pressure or angle
* Demonstrate proficiency with pencil
* Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)
* Be able to name types of forms.

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| *September* |  | **BENCHMARK – Line, Shape, Form, Value, Texture**  |  |
| *September* | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| *September* | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| *September* | **GLEs:** Varies by project **MO Standards:** Varies by Project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| ***October:* Introduce space including a variety of techniques for showing space in an artwork. Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis.** |
| *October* |  **GLEs:** Strand I: 3AStrand II: 1G **MO Standards:** FA 1 FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Looking Forward to Summer Drawing* * + Identify and use foreground, middle ground, and background
	+ Define landscape.
	+ Create an artwork using landscape as a subject matter
	+ Identify and use perspective techniques to create the illusion of space (change of size, detail, placement, etc.)
	+ Use contrast to create an interesting composition juxtaposing summer vs. winter/fall

**Pre-Project Assessment:** * Question/Answer
* Pre-test on Space

**Mid-Project Assessment:** * Question/Answer
* Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished Project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
* Written Artist Statement

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| *October* | **GLEs:** Strand I: 1A Strand II: 1A Strand II: 1G **MO Standards:** FA 1FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Winding One Point Perspective* * Create a 1 point perspective drawing using vanishing point, horizon line and converging lines
* Define vanishing point, horizon line, converging lines, parallel and perpendicular.
* Use ruler to make horizontal, vertical, parallel and perpendicular lines.
* Use a ruler to create precise angles.

**Pre-Project Assessment:** * Question/Answer
* Do Perspective Example as a Group

**Mid-Project Assessment:** * Question/Answer
* Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished Project
* Question/Answer
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| *October* | **GLEs:** Strand 1: 1AStrand 1: 3AStrand II: 1GStrand II: 2B**MO Standards:** FA 1 FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Two Point Perspective Drawing* * Create a 2 point perspective drawing using 2 vanishing points, horizon line and converging lines
* Define vanishing point, horizon line, converging lines, parallel and perpendicular.
* Use ruler to make horizontal, vertical, parallel and perpendicular lines.
* Use a ruler to create precise angles.
* Correctly decide which vanishing point each line should go to or if it goes to a vanishing point at all
* Create depth and space in a 2 dimensional plane/artwork

**Pre-Project Assessment:** * Question/Answer
* Do 2 Point Perspective Example as a Group

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Question/Answer
* Rubric- Self and Teacher Assessment
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| *September* | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| *September* | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| *September* | **GLEs:** Varies by project **MO Standards:** Varies by Project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| *September* | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| **November:** **Briefly talk about symmetry. Begin a series of projects that deal with adhering/layering materials together. These projects should combine all of the concepts that students have learned so far this year. Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis.** |
| *November* | **GLEs:** Strand II: 2A Strand II: 1BStrand II: 1G**MO Standards:** FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Symmetrical Notan Collage** + Identify, define and use symmetry, balance, positive space and negative space to create a Notan style collage
	+ Understand that the negative space in an artwork is just as important as the positive space

**Pre-Project Assessment:** * Vocabulary Worksheet
* Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished Project
* Question/Answer
* Self/Class Critique and Discussion
* Rubric-Self and Teacher Assessment
 |  |
| November |  **GLEs:** Strand I: 2A Strand II: 1BStrand I: 3C **MO Standards:** FA 1 FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Family Structure Shape Sculpture* -Identify and Use Positive and Negative Space in 3D work -Differentiate between shapes and forms. Differentiate between organic and geometric shapes as well as organic and geometric forms.-Create a sculpture by layering and adhering material or objects (paper, wood, foam, pipe cleaners, etc.) -Create original artwork that communicates ideas about family identity -Define each member of their family using a single characteristic (physical or social) and choose an appropriate object(shapes or forms) or combination of objects to represent that person/characteristic. -Arrange sculpture to represent family relationship, taking care to think about distance places between objects, size of objects in relation to one another, etc. -Write a detailed explanation about their sculpture and present it orally**Pre-Project Assessment:** * Question/Answer
* Do examples as group

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Question/Answer
* Presentations Of Each Project to Class/ Discussion
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
* Written Artist Statement
 |  |
| November | **GLEs:** Strand II: 2A **MO Standards:** FA 2 **DOK:** Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Detailed Collage* * Create a collage by layering materials
* Choose subject matter on own.
* Determine best materials to use to compliment and support subject matter chosen for artwork.
* Arrange materials in an aesthetically pleasing manner.

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished Project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| *November*  | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| *November* | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| *November* | **GLEs:** Varies by project **MO Standards:** Varies by Project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| *November* | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| ***December:* Start Unit on Color Theory. Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis.** |
| December | **GLEs:** Strand 1: 1BStrand II: 1E**MO Standards:** FA 1 **DOK:** Level 1 Level 2Level 4**CC Standards for English/Writing:** SL 1 | *Creative Color Wheel* * Be able to define primary, secondary and intermediate colors as well as name them.
* Define tint, shade, value and intensity.
* Create a color wheel with the colors in the correct order
* Create a value and intensity scale
* Create an original and interesting design to display the color spectrum

**Pre-Project Assessment:** * Question Answer
* Pre-Test on Color

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| December  | **GLEs:** Strand I: 1AStrand I: 1BStrand I: 3AStrand II: 2CStrand V: 1AStrand IV: 2A**MO Standards:** FA 1 FA 2 FA 5 FA 4 **DOK:** Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Pop Art Tints and Shades Portrait of Self* * Mix tempera/acrylic paints to create different hues
* Choose a color scheme to use in artwork and use appropriately
* Apply paint to create a solid area of color with no visible brushstrokes, change in value or intensity
* Blend one color/value smoothly into another
* Demonstrate proper use and cleaning of brushes and palettes
* Use brushes of various sizes/types
* Create a portrait
* Identify and use variation within a single element to create contrast (e.g., different values)
* Relate to Warhol and POP Art
* Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Question/Answer
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment

**BENCHMARK- FINAL EXAM**  |  |
| December | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| December | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| December | **GLEs:** Varies by project **MO Standards:** Varies by Project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| December | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| ***January:* Continue Unit on Color Theory. Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis.** |
| January | **GLEs:** Strand I: 3A Strand I: 3C Strand II: 1E Strand V: 1A **MO Standards:** FA 1FA 2 FA 5 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Lichtenstein Inspired Pop Art Portrait of Self* * Create a Pop Art Portrait in the style of Roy Lichtenstein
	+ - * Color dots
			* Newpaper/comic style
			* Stylized lines
* Make informed decisions about color choice.

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished Project
* Question/Answer
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
* Written Artist Statement
 |  |
| January | **GLEs:** Strand I: 1A Strand I: 3A Strand II: 1E**MO Standards:** FA 1 FA 2 **DOK:** Level 1 Level 2**CC Standards for English/Writing:** SL 1 | *Split Color Scheme Still Life with Intensity* * + Create a still life painting
	+ Mix tempera/acrylic paints to create a minimum range of 4 values and levels of intensity
	+ Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished project
* TEST-Color Theory, Color Schemes
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| January | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| January | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| January | **GLEs:** Varies by project **MO Standards:** Varies by Project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| January | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| ***February:* Start unit on balance. Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis.** |
| February | **GLEs:** Strand II: 2A Strand II: 2E Strand V:1A **MO Standards:** FA 2 FA 5 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Mandalas (symmetry and radial balance)* * Create a Symmetrical/Radial Design in the form of a mandala
* Identify artwork from India
* Define symmetry, radial balance, central axis, diameter, radius and circumference
* Create repetition/patterns with the Elements of Art

**Pre-Project Assessment:** * Pre-test on Radial Balance and Symmetry
* Question/ Answer

**Mid-Project Assessment:** * Consult with individual students as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Self/Class Critique and Discussion
* Rubric-Teacher/Self Assessment
 |  |
| February | **GLEs:** Strand I: 1DStrand II: 2A**MO Standards:** FA 1 FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Radial Balance Huichol Yarn Design* * + Use a fiber arts process (yarn painting) to create a radial balance design.
	+ Recognize the works of the Huichol Indians, particularly yarn painting
	+ Define radial balance, central axis, diameter, radius, and circumference

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with individual students are needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
* Written Artist Statement
 |  |
| February | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| February | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| February | **GLEs:** Varies by project **MO Standards:** Varies by Project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| February | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| ***March:* Continue working with balance. Work with texture in 3D artwork. Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis.** |
| March  | **GLEs:** Strand I: 1C**MO Standards:** FA 1 **DOK:** Level 1 Level 2Level 3 Level 4 | *Computerized Artwork** Utilize an online art making website ([www.sumopaint.com](http://www.sumopaint.com)) to create an artwork of their choice
* Explore the variety of online art creation tools offered

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
* Written Artist Statement
 |  |
| March | **GLEs:** Strand I: 3C Strand II: 2AStrand IV: 2A Strand V: 1A **MO Standards:** FA 1 FA 2 FA 4 FA 5**DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4 SL 1 | *Asymmetrical Mardi Gras Mask Design* * -Identify and use asymmetrical balance to create a Paper Mache Mardi Gras Mask design
* Define Asymmetry
* Compare the culture associated with Mardi Gras to the artwork associated with Mardi Gras.

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
* Written Artist Statement
 |  |
| March | **GLEs:** Strand I: 2AStrand II: 1CStrand II: 1D **MO Standards:** FA 1 FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Whimsical Texture Creature Sculpture* * + Understand and Use actual or real texture to create a Whimsical animal sculpture
	+ Manipulate paper to create relief in sculpture as well as numerous textures
	+ Define Actual texture, relief
	+ Make informed decisions to construct a sculpture by layering and adhering material or objects together

**Pre-Project Assessment:** * Question/answer
* Sketches

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
* Written Artist Statement
 |  |
| March | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| March | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| March | **GLEs:** Varies by project **MO Standards:** Varies by Project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| March | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| ***April:*** **Misc. Lessons that tie everything learned throughout the year together. Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis.** |
| April | **GLEs:** Strand I: 2A Strand I: 3BStrand V: 1A**MO Standards:** FA 1 FA 5 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Traditional Greek Coil Vessel** Create a functional object from a cultural example
* Identify works of Art from Ancient Rome and Greece
* Construct a functional ceramic piece using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

**Pre-Project Assessment:** * Question/Answer
* Pre-test on Ceramics

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Self/class Critique and Discussion
* Rubric-Self/Teacher Assessment
* TEST- Ceramics
 |  |
| April  | **GLEs:** Strand I: 1DStrand II: 1C**MO Standards:** FA 1FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Relief Printmaking/Screenprinting* * + Demonstrate a relief print making process

**Or** Create a screen printed t-shirt * + Use both negative and positive space to create design.

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Question/Answer
* Finished Project
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment

Written Artist Statement   |  |
| April  | **GLEs:** Strand IV: 1A **MO Standards:** FA 4 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4  SL 1 | *Arts Connection to Music* * + Connect meanings of elements in art with terms in music
	+ Relate a work of music to a work of art in writing.
	+ Recognize relationships between particular cultures and the music from those cultures; United States, Africa

**Pre-Project Assessment:** * Do Comparison/Contrast Chart as a Class on the Board
* Question/Answer

**Mid-Project Assessment:** * Consult with individual students as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Question/Answer
* Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
* Written Artist Statement
 |  |
| April | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| April | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| April | **GLEs:** Varies by project **MO Standards:** Varies by Project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| April | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| ***May:* Misc. Lessons that tie everything learned throughout the year together. Students will have daily Bell Work with critical thinking activities (activities may be oral, written, hand-on, group or individual). Scholastic Art Magazine with written/discussion activities will be done monthly. Critiques of work will be completed on a project-by-project basis.** |
| May | **GLEs:** Strand I: 3A Strand II: 2FStrand I: 3C**MO Standards:** FA 1FA 2 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** SL 1 | *Acrimboldo Self Portrait* * + Create original artwork that communicates ideas about themselves by creating a themed portrait that includes ideas about themselves and interests.

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished Project
* Self/Class Critique and Discussion
* Individual Presentations of Projects with Explanations
* Rubrics-Self/Teacher Assessment

**BENCHMARK-FINAL EXAM**  |  |
| May | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| May | **GLEs:** Varies by day/month **MO Standards:** Varies by day/month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,3,4 | *Daily Bell Work/Weekly Vocabulary* * Activities vary by day
* 3 to 5 new vocabulary word weekly
* Vocabulary Quiz at end of month
 |  |
| May | **GLEs:** Varies by project **MO Standards:** Varies by Project **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** W1, 2,4SL 1,3,4 | *Class, Individual and Self Critiques Upon Project Completion* -Critique method varies with project -Critiques may be verbal or written, group or individual-Critique artwork based on Elements Art and Principles of Design |  |
| May | **GLEs:** Varies by month **MO Standards:** Varies by month **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** RI 1,2,4, 6,7,8W 1, 2,4SL 1,4 | *Scholastic Art Magazine Reading/Writing Activities* * Activities vary by month

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |