***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:*

*Painting/Drawing or Art II*

*Grade Level:*

*9th-12th*

*Grade: 9th -12th Subject: Painting/Drawing or Art II*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time Period*** | ***GLE/******MO Standard/******Common Core*** | ***Description and Assessments***  | ***Notes--*** |
| ***August: Lines. Art Criticism.***  |
| *August* | **GLEs:** Strand 1: 3A Strand II: 1A**MO Standards:** **DOK:** Level 1Level 2 **CC Standards for English/Writing:** *SL 1,4* | *Contour Line Practice Drawings* * -Identify and use contour lines to create continuous contour line drawings, blind contour drawings, and weighted contour line drawings
* Define contour line, emphasis, focal point

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

**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
 |  |
| *August* | **GLEs:** Strand 1: 3AStrand II: 1AStrand II: 2C**MO Standards:** **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Contour Line Animal Portraits* -Draw a grid in the correct measurements and use it to draw an animal to proportion -After completing an accurate light line drawing, the portrait will be finished using cross contour lines constructed of implied wrapping using pencil and pen**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
 |  |
| *August*  | **GLEs:** Strand II: 2EStrand III: 2A**MO Standards:** **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** RI 1,2,4, 6,7,8 W 1, 2 ,4SL 1,4 | *Art Criticism* -Identify the parts of an art criticism (Describe, Analyze, Interpret, and Judgment)and use them to discuss artwork -Compare and contrast two artworks: describe artwork, analyze the use of elements and principles in the work, Interpret the meaning of the work (subject, theme, symbolism, message communicated), Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism), Expressing feelings (Emotionalism/ Expressionism), Emphasis on elements and principles (Formalism), Serving a purpose in the society or culture (Functional-ism)-Compare and contrast two artworks on: Time, Place, Artist, Subject matter, Theme, Characteristics, Material/ Technology, Ideas and beliefs of culture, Function of art in culture/society**Pre-Project Assessment:** * Question/Answer
* Do examples as class

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

**Post-Project Assessment:** * Finished Written Assignment/Rubric
* Discussion as class
* 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: Lines. Shapes. Patterns.Variety.***  |
| *September* | **GLEs:** Strand I: 3CStrand II: 1AStrand II: 1BStrand II: 1GStrand V: 1A**MO Standards:** FA 1FA 2FA 5 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Implied Line Op Art* * Define and Recognize Op Art, Contrast
* Create an Optical Illusion using color contrast and implied lines
* Use lines and geometric shapes to create illusion

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

**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
 |  |
| *September* | **GLEs:** Strand II: 1BStrand V: 1A**MO Standards:** FA 2FA 5 **DOK:** Level 1Level 2 Level 3Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Islamic Geometric Design* * + Create a geometric design using lines and shapes
	+ Define Geometric and Organic Shape and be able to differentiate between the two
	+ Use a ruler to create a precise design influenced by Islamic Art

**Pre-Project Assessment:** * Question/Answer
* Pre-test on shapes
* Do small example as class

**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
 |  |
| *September* | **GLEs:** Strand I: 1A Strand I: 3A Strand II: 1AStrand II: 1BStrand II: 1DStrand II: 2CStrand II: 2C**MO Standards:** FA 1 FA 2**DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Mixed Medium Zentangle or Animal Zentangle* * + Create zentangle using a variety of lines and shapes to create numerous patterns.
	+ Use patterns and repetition strategically to create rhythm in zentangle
	+ Define geometric shape, organic shape, pattern, rhythm, repetition
	+ Use a minimum of 3 mediums to complete drawing, careful thought should be put in to make design aesthetically pleasing

**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* | **GLEs:** Strand I: 1A Strand I: 3C Strand II: 1B Strand II: 1E Strand III:1A**MO Standards:** **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** *RI 1,2,4,8**W 1,2,4,6,7,8,9**SL 1,2,4,5,6* | *Keith Haring Project* * Recognize the artwork of Keith Haring
* Identify Elements of Art found in Keith Haring’s artwork
* Develop a graphic organizer of ideas
* Create a set of thumbnail sketches
* Choose a social or political issue, take a stance on the issue and illustrate it in the style of Keith Haring
* Explain their poster in an oral presentation to the class; must defend and make stance on issue clear

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

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

**Post-Project Assessment:** * Finished project
* Presentations/Explanations of projects to class
* Quiz on shapes
* 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 |  |
| ***October: Space.***  |
| *October*  | **GLEs:** Strand I: 1A Strand II: 1AStrand II: 1GStrand II: 2BStrand V: 1A**MO Standards:** FA 1 FA 2FA 5**DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** *SL 1,4* | *One Point Perspective Drawing* * Use a variety of shapes and patterns
* 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:** * Pre-test on space
* Question/Answer
* Do perspective walk through example as class

**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
 |  |
| *October*  | **GLEs:** Strand 1: 1AStrand 1: 3AStrand II: 1GStrand II: 2B**MO Standards:** FA 1 FA 2 **DOK:** Level 1 Level 2Level 3Level 4**CC Standards for English/Writing:** *SL 1,4* | *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

**Pre-Project Assessment:** * Question/Answer
* Do 2 point perspective walk through example as class

**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
 |  |
| *October*  | **GLEs:** Strand 1: 1AStrand II: 1G **MO Standards:** **DOK:** Level 1Level 2Level 2Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Three Point Perspective Drawing* * Create a 2 dimensional box/pipe drawing using 3 point perspective.
* Use changes in value to create a feeling of space and 3 dimensionality

**Pre-Project Assessment:** * Question/Answer
* Do 3 point perspective walk through example as class

**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

**BENCHMARK TEST-** Lines, Shapes & Space |  |
| *October* | **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
 |  |
| *October* | **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
 |  |
| *October* | **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: Variety of lessons.***  |
| *November*  | **GLEs:** Strand I: 1AStrand I: 3AStrand II: 1AStrand II: 1BStrand II: 1DStrand II: 2BStrand V: 1A**MO Standards:** FA 1 FA 2FA 5**DOK:** Level 1Level 2Level 3Level 4**CC Standards for English/Writing:** *SL 1,4* | *Neo-Pop Realism Ink Pen Drawing* * + Learn about NeoPopRealism ink pen / pattern drawing style and its creator Nadia Russ, see <http://neopoprealismblackwhiteink.blogspot.com/>.
	+ -Develop skills in imaginative drawing - draw from their mind.
	+ -Develop skills in drawing the flowing whimsical lines and a variety of patterns.
	+ Use contrast of black and white effectively

**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
 |  |
| *November*  | **GLEs:** Strand I: 3AStrand II: 1GStrand II: 2AStrand II: 2F**MO Standards:** FA 1FA 2 **DOK:** Level 1Level 2 Level 3Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Symmetrical Foreshortening Lesson* * + Create a symmetrical portrait of self using foreshortening techniques to show space.
	+ Define balance, symmetry, foreshortening
	+ Develop a variety of patterns

**Pre-Project Assessment:** * Pre-quiz on balance
* 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
 |  |
| *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* * Activities vary by day

**Pre-Project Assessment:** * Varies

**Mid-Project Assessment:** * Varies

**Post-Project Assessment:** * Varies
 |  |
| *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 |  |
| ***December: Figure Drawing. Proportion.***  |
| *December*  | **GLEs:** Strand I: 3A **MO Standards:** FA 1 **DOK:** Level 1Level 2Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Figure Drawing* * Draw the human figure in correct proportion
* Define proportion.

**Pre-Project Assessment:** * Question/Answer
* Practice sketches as a class

**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

**BENCHMARK- SEMESTER 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 |  |
| ***January: Color Unit.***  |
| *January* | **GLEs:** Strand 1: 1BStrand II: 1E**MO Standards:** **DOK:** Level 1 Level 2Level 4**CC Standards for English/Writing:** *SL 1,4* | *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
* Develop a unique design for displaying 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
 |  |
| *January* | **GLEs:** Strand 1: 1BStrand 1: 3AStrand II: 1EStrand II: 2F**MO Standards:** **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Pop Art Paintings* * Define proportion, pop art, color scheme, tint and shade
* Identify examples of pop art
* Create a 2 dimensional painting of a series of self-portraits in varying color schemes (Pop art style-students will reference Warhol’s- Marilyn.)
* Mix tints and shades

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

**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 on Color Theory
 |  |
| *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 |  |
| ***February: Abstract Unit.***  |
| *February* | **GLEs:** Strand I: 1BStrand I: 3AStrand II: 1AStrand II: 1BStrand II: 1EStrand II: 2BStrand V: 1A**MO Standards:** FA 1FA 2 FA 5**DOK:** Level 1 Level 2Level 4**CC Standards for English/Writing:** *SL 1,4* | *Kandinky Abstract Art-Painting** + Identify works of art by Kandinsky
	+ Create an abstract artwork using paint
	+ Layer, blend, mix and use paint in a variety of ways

**Pre-Project Assessment:** * Question/Answer
* Abstract vs. realistic chart worksheet

**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
 |  |
| *February* | **GLEs:** Strand I: 1AStrand I: 3A Strand II: 1AStrand II: 1BStrand II: 1EStrand II: 2BStrand V: 1A**MO Standards:** FA 1 FA 2FA 5**DOK:** Level 1Level 2Level 3 Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Abstract Oil Pastel Drawing* * Create an abstract design using oil pastel
* Manipulate oil pastel to fill a space solid, blend colors together

**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
 |  |
| *February*  | **GLEs:** Strand 1: 1AStrand 1: 3AStrand II: 1BStrand II: 2A**MO Standards:** **DOK:** Level 1 Level 2 Level 3 Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Abstract Formalism* * + Identify the work of Piet Mondrian
	+ Identify and describe characteristics associated with Abstract Formalism
	+ Create their own Abstract Formalism work based on an object in nature

**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

**BENCHMARK TEST- Color Theory, Painting Techniques, Abstract vs. Realism**  |  |
| *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 |  |
| ***March: Painting. Balance. Scratch art.***  |
| *March* | **GLEs:** Strand I: 1 B Strand I: 3A **MO Standards:** FA 1**DOK:** Level 1 Level 2 Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Watercolor Lesson* * Learn and understand a variety of watercolor painting techniques such as wash, graduated wash, etc.
* Use variety of watercolor techniques to create a painting

**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: 3AStrand II: 1AStrand II: 1BStrand II: 2AStrand II: 2BStrand V: 1A**MO Standards:** FA 1 FA 2FA 5**DOK:** Level 1 Level 2 Level 3 Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Mandala/Symmetrical and Radial Design* * Create a Symmetrical/Radial Design in the form of a **Mandala(symmetrical and Radial Balance)**
* 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 balance
* 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: 3CStrand II: 1AStrand II: 1BStrand II: 2BStrand V: 1A**MO Standards:** FA 1FA 2FA 5**DOK:** Level 1 Level 2 Level 3Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Day of the Dead Scratch Art Lesson* * + Create a scratch art design using positive and negative space
	+ Identify the work of Jose Pasada
	+ Learn about the Day of the Dead

 **Pre-Project Assessment:** * Question/Answer
* Sample Scratch Art Practice

**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
* 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 |  |
| ***April: Computer Art. Tessellations.***  |
| *April*  | **GLEs:** Strand 1: 1C**MO Standards:** FA 1 **DOK:** Level 1Level 2 Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Computer Generated Art* * Create an artwork using computer generated software

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

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

**Post-Project Assessment:** * Self/Class Critique and Discussion
* Rubric- Self/Teacher Assessment
 |  |
| *April*  | **GLEs:** Strand II: 2D**MO Standards:** FA 2 **DOK:** Level 1 Level 2Level 3 Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Tessellations** Identify and describe the works of MC Escher and other tessellation artists
* Identify and use elements to create regular rhythm-repeat an element, in a tessellation

**Pre-Project Assessment:** * 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
 |  |
| *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 |  |
| ***May: Printmaking. Finish up needed assignments.***  |
| *May*  | **GLEs:** Stand I: 1D**MO Standards:** FA 1 **DOK:** Level 1 Level 2 Level 3 Level 4 **CC Standards for English/Writing:** *SL 1,4* | *Printmaking* * Use a relief printmaking process to design a printing plate
* Create 3 successful prints
* Define printmaking terms such as brayer, print, printing plate, edition, etc.

**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

**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* |  | *Final Review* |  |