

***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*

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| ***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 1  Level 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: 3A  Strand II: 1A  Strand II: 2C  **MO Standards:**  **DOK:**  Level 1  Level 2  Level 3  Level 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: 2E  Strand III: 2A  **MO Standards:**  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2 ,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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: 3C  Strand II: 1A  Strand II: 1B  Strand II: 1G  Strand V: 1A  **MO Standards:**  FA 1  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 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: 1B  Strand V: 1A  **MO Standards:**  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 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: 1A  Strand II: 1B  Strand II: 1D  Strand II: 2C  Strand II: 2C  **MO Standards:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 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 1  Level 2  Level 3  Level 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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: 1A  Strand II: 1G  Strand II: 2B  Strand V: 1A  **MO Standards:**  FA 1  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 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: 1A  Strand 1: 3A  Strand II: 1G  Strand II: 2B  **MO Standards:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 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: 1A  Strand II: 1G  **MO Standards:**  **DOK:**  Level 1  Level 2  Level 2  Level 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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: 1A  Strand I: 3A  Strand II: 1A  Strand II: 1B  Strand II: 1D  Strand II: 2B  Strand V: 1A  **MO Standards:**  FA 1  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 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: 3A  Strand II: 1G  Strand II: 2A  Strand II: 2F  **MO Standards:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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 1  Level 2  Level 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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: 1B  Strand II: 1E  **MO Standards:**  **DOK:**  Level 1  Level 2  Level 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: 1B  Strand 1: 3A  Strand II: 1E  Strand II: 2F  **MO Standards:**  **DOK:**  Level 1  Level 2  Level 3  Level 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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: 1B  Strand I: 3A  Strand II: 1A  Strand II: 1B  Strand II: 1E  Strand II: 2B  Strand V: 1A  **MO Standards:**  FA 1  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 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: 1A  Strand I: 3A  Strand II: 1A  Strand II: 1B  Strand II: 1E  Strand II: 2B  Strand V: 1A  **MO Standards:**  FA 1  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 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: 1A  Strand 1: 3A  Strand II: 1B  Strand 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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: 3A  Strand II: 1A  Strand II: 1B  Strand II: 2A  Strand II: 2B  Strand V: 1A  **MO Standards:**  FA 1  FA 2  FA 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: 3C  Strand II: 1A  Strand II: 1B  Strand II: 2B  Strand V: 1A  **MO Standards:**  FA 1  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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 1  Level 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 2  Level 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4, 6,7,8  W 1, 2,4  SL 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 2  Level 3  Level 4  **CC Standards for English/Writing:**  W1, 2,4  SL 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* |  |