

2020 Visual and Performing Arts Standards-Art
2022 mandated implementation date, Board Approved August 25, 2021

	Unit 1 7 Weeks	Unit 2 7 Weeks	Unit 3 7 Weeks	Unit 4 7 Weeks	Unit 5 7 Weeks
Grade K	Color Spectrum In this unit, the students begin with a study of the visual light spectrum and the color wheel. They will develop an understanding of primary and secondary colors as well as warm and cool colors.	Shapes In this unit, we will focus on the study of shapes, both geometric and organic, including but not limited to stencils and other support materials.	Collage In this unit, students will focus on the study of collage, multimedia product use, geometric and organic shapes, and a variety of paints and adhesives. There is also an emphasis on how to safely and properly use multiple art tools.	3D Art In this unit, students will focus on the study of the creation of three dimensional objects using a variety of found objects and modeling materials with the use of appropriate tools as needed.	Ancient Art In this unit, we will study ancient time periods through pictorial representations of humans, animals, and environments. As a response, students will use a variety of materials and tools to create their own ancient-inspired art pieces.
Standards	<p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through</p>	<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</p> <p>1.5.2.Cn11a: Compare, contrast and describe why people from different places and</p>

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	Unit 1 7 Weeks	Unit 2 7 Weeks	Unit 3 7 Weeks	Unit 4 7 Weeks	Unit 5 7 Weeks
Grade 1	<p>Light Study In this unit, students will study light through natural and constructed environments. They will observe and react to the natural world through the artwork examined. Students will utilize a variety of common drawing or painting materials to create their own artwork.</p>	<p>Multimedia Nature Study/3D In this unit, students will incorporate a variety of tools, materials, mediums, and techniques to create an end product, which can include the study of natural or created worlds. Through this exploration, students will understand how several mediums can be used to create art.</p>	<p>Symmetry In this unit, students will study the importance of symmetry and asymmetry as it exists through the natural world. This will occur through the examination of living and nonliving things in the natural world. The end goal of this unit is for students to understand the symmetrical relationships of objects through the creation of two and/or three dimensional artwork.</p>	<p>Weaving In this unit, students will learn the proper technique(s) and terminology to evaluate and the proper tools and materials to create a successful weaving project(s).</p>	<p>Impressionists In this unit, students will study the work of Impressionists artists. They will use the art of the impressionists to study the culture and history of the time through art. They will study what a museum is and how to select works to put into the study. They will especially focus on light, color and hue.</p>
Standards	<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p>	<p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>1.5.2.Cr.2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr.2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>1.5.2.Cr.2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p>	<p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr.3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>1.5.2.Pr.4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</p> <p>1.5.2.Pr.5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</p>

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Grade 2	<p>Symmetry & Asymmetry In this unit, symmetry and asymmetry will be emphasized through created objects. Students will use a variety of materials to create a vessel from a selection of time periods and/or cultures that demonstrates the functionality and decorative elements of the chosen object.</p>	<p>Multimedia Projects/3D In this unit, students will create 2D and/or 3D objects made of assembled items including repurposed and newly designed objects.</p>	<p>Habitats and Environments In this unit, students will study a wide variety of environments, habitats, humans, and animals represented through times recorded by artists. From this perspective, they will produce a two or three dimensional work of art. Within this framework, students react to the topic of climate change through discussions and/or artwork.</p>	<p>Post Impressionists In this unit, students will apply knowledge of the elements of art to works by famous artists. They will also create art that tells a story or describes life events at home, school and within the community. From a presentational standpoint, students will assist in the process of displaying work to be observed and critiqued by others.</p>
Standards	<p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p>	<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize Artwork based on a theme or concept for an exhibit.</p>	<p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</p> <p>1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</p> <p>1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in</p>

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	Unit 1 9 Weeks	Unit 2 9 Weeks	Unit 3 9 Weeks	Unit 4 9 Weeks
Grade 3	<p>Assemblage</p> <p>In this unit, students will study and create the connection between related and unrelated objects to create cohesive two and/or three dimensional pieces of artwork.</p>	<p>Cubism</p> <p>In this unit, students will break down objects into simple geometric shapes and/or forms to create two and/or three dimensional pieces of artwork.</p>	<p>Art Cultures</p> <p>In this unit, students will study a variety of art from global cultures and periods of history. From this perspective, they will create their own two and/or three dimensional pieces of artwork of personal significance.</p>	<p>Printmaking</p> <p>In this unit, students will study the processes and principles that lead to the successful production of a print or series of printmaking pieces.</p>
Standards	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve problems during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses</p>	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p>	<p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re7b: Analyze visual arts including cultural associations.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>	<p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>

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Grade 4	<p>Tessellations</p> <p>In this unit, students will study the processes and principles for the creation of a successful tessellation work, including positive and negative space, shapes, and/or perspective.</p>	<p>Pointillism</p> <p>In this unit, students will study the processes and visual dynamics allowing for the creation of successful pieces of artwork in the realm of pointillism.</p>	<p>Still Life</p> <p>In this unit, students will develop and acquire the skill set necessary to create a successful still life. Accordingly, they will reference components from the principles and elements of art and design.</p>	<p>Papermaking</p> <p>In this unit, students will study and develop the processes and techniques necessary to create a successful papermaking creation.</p>
Standards	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p>

	Unit 1 2 ½ Weeks	Unit 2 2 ½ Weeks	Unit 3 2 ½ Weeks	Unit 4 2 ½ Weeks
Grade 5	Painting In this unit, students will study the processes and techniques necessary to produce a successful painted product. Accordingly, they will reference components from the principles and elements of art and design.	Masks In this unit, students will study the purposes and representational qualities of mask making across cultures for the purpose of creating their own two and/or three dimensional mask(s).	Multicultural Art In this unit, students will investigate and represent important themes across multiple cultures. Attention will be paid to specific and broad cultural connections from which students will produce and present their own multicultural pieces of artwork.	Student Voice and Choice In this unit, students will collaboratively examine the connections made between artists and communities. As an eventual goal, students will create, curate, and present artwork that reflects community and/or global issues that personally represent the artist(s).
Standards	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>	<p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>	<p>1.5.5.Re7b: Analyze visual arts including cultural associations.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p>1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</p>	<p>1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.</p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p>1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p> <p>1.5.5.Re7b: Analyze visual arts including cultural associations.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>

	Unit 1 4 ½ Weeks	Unit 2 4 ½ Weeks
Grade 6	Principles and Elements of Art and Design In this unit of study, students are learning preparatory skills to create, plan, and revise. Students will review and/or deepen their knowledge of the artistic vocabulary necessary to investigate and analyze art. This unit will focus on the creation process, thumbnails, the use of a sketchbook, and the revision process.	Concepts into Creation In this unit, students will apply terminology to the creation of two and three dimensional artworks. They will investigate aspects of everyday life as depicted in art as well as justify their choices for subject and/or genre. Another key aspect of this unit is the ongoing refinement of techniques and working with materials through a more independent approach.
Standards	<p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>	<p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>

	<p style="text-align: center;">Unit 1 4 ½ Weeks</p>	<p style="text-align: center;">Unit 2 4 ½ Weeks</p>
<p>Grade 7</p>	<p style="text-align: center;">Museum Studies</p> <p>In this unit of study, students will navigate art collections (virtual, physical, and/or local) to investigate and analyze the ways artwork is presented. Students will engage in the creation and analysis of still life, portraits, and/or sculptures and respond to the aesthetic decisions intended to represent the artist’s perceptions and reactions to social and physical environments. Students will also craft an argumentative evaluation to support their critiques.</p>	<p style="text-align: center;">Calling Art to Action</p> <p>In this unit, students will plan, revise, and create artwork that represents personal significance in local, societal, and/or environmental events. This will be supported by a written artist statement that follows the conventions for formal writing. The creative mediums will include but not be limited to printmaking, multimedia, and digital media platforms.</p>
<p>Standards</p>	<p>1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p> <p>1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.</p>	<p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</p> <p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>

	Unit 1 4 ½ Weeks	Unit 2 4 ½ Weeks
Grade 8	Reinventing Art In this unit of study, students will redesign/ reinvent a piece of artwork with contemporary art approaches. To support this creative process, they will individually and/or collaboratively research the genres of painting, sculpture, photography and architecture, and cooperatively develop the evaluative criteria for this task. At the same time, students will construct arguments in support of their artistic choices.	Collaborative Identities In this unit of study, students will focus on how art is a reflection of identity and culture. With this in mind, they will analyze and contrast how art forms are used to establish, represent, and support group identity and culture. Students will generate theme-based artwork that shows their identity from an individual and/or collaborative perspective. They will also construct an exhibition narrative to convey and capture their artistic approaches.
Standards	<p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p>1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.</p>	<p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p>