

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Middle School Art

Grade 8

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Visual Art

Grade 8

These guaranteed experiences for all 8th grade students in art will provide a comprehensive overview of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, and critical thinking. These units include two-dimensional drawing, STEAM, three-dimensional ceramics and sculpture, and painting.

The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, the attainability of this curriculum is based upon a half-semester class seen twice every six days.

Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic Elements and Principles of Design and academic vocabulary, within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

NATIONAL CORE ARTS STANDARDS

Cr

Creating

Conceiving and developing new artistic ideas and work.

Pr

Performing
Presenting
Producing

Presenting (visual arts): Interpreting and sharing artistic work.

Re

Responding

Understanding and evaluating how the arts convey meaning.

Cn

Connecting

Relating artistic ideas and work with personal meaning and external context.

Pacing Guide

Unit 1 -- Observational Drawing: 4-5 Classes

Unit 2 -- STEAM/Crafts: 4-5 Classes

Unit 3 -- Sculpture/Ceramics: 5-6 Classes

Unit 4 -- Painting: 4-5 Classes

Unit 1: Observational Drawing

UbD Template 2.0

| Stage 1 Desired Results | | |
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| ESTABLISHED GOALS | <i>Transfer</i> | |
| <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>CCSS.ELA-Literacy.whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic</p> | <p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.</p> <p>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p> <p>VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p> | |
| | <i>Meaning</i> | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>How is art used to impact the views of a society? How does art preserve aspects of life?</p> |

| Acquisition | | |
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| | <p><i>Students will know...</i></p> <p><i>investigation, aspect, life, practice, art, design, willingness, risks, ideas, forms, process and group identity.</i></p> | <p><i>Students will be skilled at...</i></p> <p><i>distinguishing, representing, establishing, reinforcing, reflecting, using, demonstrating, experimenting, innovating, taking, pursuing, emerging, art making and designing.</i></p> |

Stage 2 – Evidence

| Code | Evaluative Criteria | Assessment Evidence |
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| <p>Acquisition</p> | <p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> | <p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> |
| <p>Meaning</p> | <p>Artwork supports knowledge of technique(s) and proper use of media.</p> <p>Explaining personal choice, using art vocabulary.</p> | <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of the Elements of Art; focusing on line, shape, color, and unity. .</i> - <i>demonstrating applied observational drawing skills such as contour line, shading and value.</i> - <i>applied Principles of Design; focusing on balance, rhythm, pattern, and contrast.</i> - <i>application of visual art media such as, markers, pencils, colored pencils and watercolor skills.</i> <p>Students self evaluate based on required criteria. Students will correctly apply media techniques to appropriately produce their original artwork.</p> <p>Suggested activities: Introduction to, but not limited to, study of the art movement, Cubism. Students may study the art of Pablo Picasso, Georges Braque and Charis Tsevis. Students may also study line drawing skills, contour line drawing methods, drawing from observation, portraiture technique skills and using appropriate media. Students may experiment with drawing pencils, colored pencils, markers, permanent markers, and watercolors, to generate an original and organized artwork incorporating line, shape, color, pattern, contrast and movement; composed in a rhythmic and unified design. This unit may also apply to digital design.</p> <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflection to discuss their original artwork.</p> <p>creating an original drawing reflecting personal and/or group identifying traits.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives.</p> |

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Stage 3 – Learning Plan

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| Meaning | <p style="text-align: center;"><i>Pre-Assessment</i></p> Teachers will check students prior knowledge with the District-Wide Baseline Assessment. |
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| Transfer | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> | Progress Monitoring |
| Acquisition | <ul style="list-style-type: none"> - <i>teacher and students analyze use of line drawing from observation throughout history and cultures. WHEO</i> - <i>teacher and students analyze portraiture throughout history and cultures. WHEO</i> - <i>teacher and students survey the art movement, Cubism. WHEO</i> - <i>Teacher demonstrates organization of elements to create cohesive artwork. HET</i> | <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment. - through direct observation - through critiques - specific feedback - peer collaboration and peer coaching |
| Meaning | <ul style="list-style-type: none"> - <i>students recognize effective use of line/contour line to create shape. WREET</i> - <i>students practice collaboratively creating portraits using contour line. WREET</i> - <i>students investigate the use of repetition to create depth and balance within their artwork. WREET</i> - <i>students select patterns to create interest and unity within their artwork. WHREET</i> - <i>students select appropriate colors to add emphasis and movement to their art. WHREET</i> - <i>teachers will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TR</i> <p>Essential Resources: Artroom with SMARTBoard, appropriate artist prints, white paper, pencils, permanent markers, colored pencils, watercolor, paint brushes, erasers, pastels, ink, liquid watercolors. digital art software and computers.</p> | |

| Stage 1 Desired Results | |
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| <p>ESTABLISHED GOALS</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>CCSS.ELA-Literacy.whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic.</p> | Transfer |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Re.7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p>VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> |
| | Meaning |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>visual imagery influences understanding of and responses to the world.</p> <p>people gain insights into meanings of artworks by engaging in the process of art criticism</p> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>what is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p>what is the value of engaging in the process of art criticism? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p> |
| | Acquisition |

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| | <p><i>Students will know...</i></p> <p>contexts, media, viewers, images, ideas, emotions, actions, art, the interaction, subject matter, form, structure, media, information, messages, mood.</p> | <p><i>Students will be skilled at...</i></p> <p>comparing, contrasting, encountering, influencing, interpreting, analyzing, understanding.</p> |
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Stage 2 – Evidence

| Code | Evaluative Criteria | Assessment Evidence |
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| <p>Acquisition</p> | <p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> <p>Artwork supports knowledge of technique(s) and proper use of media.</p> | <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of 21st Century Skills such as critical thinking, creativity, collaboration, communication, and media literacy</i> - <i>demonstrating and applying the transition from 2 dimensions to 3 dimensions</i> - <i>demonstrating and applying geometry skills</i> - <i>constructing their own geometric template incorporating balance</i> - <i>demonstrating the use of radial designs and design parts that become a whole</i> - <i>demonstrating and applying life skills, building upon prior knowledge, with cutting, folding, assembling and attaching techniques</i> - <i>use of measurement tools such as rulers and template design</i> - <i>incorporation of 3D movement within a design.</i> <p>Students self evaluate based on required criteria. Students will correctly apply media techniques to appropriately produce their original artwork.</p> <p>Suggested activities: Introduction to, but not limited to, the history of handheld games (ie. kaleidoscopes) and paper construction. Students may study the art of David Collier, and mandalas. Students discuss form vs. function. Students study the use of STEAM- paper based toys. Students review geometry terms (ie. equilateral shapes). Students review the use of ruler skills and template making. Students may experiment with colored pencils, markers, permanent markers, and rulers to generate a measured, original and organized artwork incorporating multiple radial designs</p> |
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| Meaning | Explaining personal choice, using STEAM vocabulary. | <p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>students will use correct art vocabulary in reflection to discuss their original craft.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives.</p> |
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Stage 3 – Learning Plan

| Stage 3 – Learning Plan | |
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| Meaning | <i>Pre-Assessment</i> Teachers will check students prior knowledge with the District-Wide Baseline Assessment focusing on line, shape, and space. |
| <p>Acquisition</p> <p>Transfer</p> <p>Meaning</p> | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - <i>teacher and students analyze the history of handheld games throughout past eras and cultures. WHEO</i> - <i>teacher demonstrates proper ruler use and technique. WHEOT</i> - <i>teacher and students review and discuss equilateral shapes in geometric terms. WHEOT</i> - <i>students recognize the organization of elements to create radial designs. TER</i> - <i>students practice the idea of design from parts to combine as a whole. TER</i> - <i>students investigate the use of repetition to create pattern and rhythm within their artwork. TER</i> - <i>students select appropriate colors to add emphasis to their art. TER</i> - <i>students practice proper cutting and folding skills. TER</i> - <i>students use appropriate assembling proficiencies. TER</i> - <i>teachers will coach students to enhance their artwork through individual skill, personal choice and student collaboration. ER</i> <p>Essential Resources: Artroom with SMARTboard, white paper, templates, pencils, markers, permanent markers, colored pencils, erasers, pastels, ink, rulers, compasses, and protractors a laminator, packing tape, double sided tape and glue.</p> |
| | <p>Progress Monitoring</p> <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment. - through direct observation - through critiques - specific feedback - peer coaching - guided responses |

| Stage 1 Desired Results | | |
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| <p>ESTABLISHED GOALS</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>CCSS.ELA-LITERACY.WHST.6-8.1B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p> <p>VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>people develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> | <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>how does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>how do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> |
| | Acquisition | |
| <p><i>Students will know...</i></p> <p>willingness, ideas, forms, meanings, process, design, identity and art.</p> | <p><i>Students will be skilled at...</i></p> <p>demonstrating, experimenting, innovating, taking risks, pursuing, artmaking, designing, distinguishing, representing, establishing, reinforcing and reflecting.</p> | |

Stage 2 – Evidence

| Code | Evaluative Criteria | Assessment Evidence |
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| Acquisition | <p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique which reflects the influences of different time periods, cultures and/or environments.</p> | <p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of relief and 3-Dimensional form</i> - <i>applying safe practices with carving and clay tools</i> - <i>demonstrating and applying relief carving techniques appropriate to material used</i> - <i>demonstrating use of additive and subtractive sculpting techniques</i> - <i>conveying use of effective color schemes and use of the Color Wheel as reference</i> - <i>conveying meaning through unity</i> - <i>comprehend that sculpture requires practice and perseverance.</i> <p>Students will show that they comprehend sculptural concepts by creating an original relief and 3 dimensional form.</p> <p>Students will use imagery which reflects personal and/or group identity connecting to societal norms and/or trends.</p> <p>Suggested activities: Introduction to, but not limited to, the genres of bas relief, the use of bas relief throughout history, Egyptian Art, Pre-Columbian Art, Pop Art themes, carving, sculpture, additive, subtractive, and texture techniques. Students may experiment with carving and clay tools, drywall, linoleum, soapstone, clay, cardboard, wood, oasis foam, or foam core.</p> |
| Meaning | <p>Students will correctly apply media techniques to appropriately produce their original artwork.</p> <p>Artwork supports knowledge of technique(s) and proper use of tools, and media.</p> | |

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| Meaning | Defend choice of relevant criteria, using art vocabulary. | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will defend their imagery reflecting personal and/or group identity connecting to societal norms and/or trends.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives.</p> |

Stage 3 – Learning Plan

Pre-Assessment

Meaning

Teachers will check students prior knowledge with the District-Wide Baseline Assessment focusing on form and texture.

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| | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - <i>teacher and students analyze the use of carving techniques (bas relief) throughout history and cultures (Egyptian and Pre-Columbian Art). WHEO</i> - <i>teacher and students analyze the use of art representing popular cultural themes (Pop Art). WHEO</i> - <i>teacher demonstrates advanced carving/sculpture techniques. WHEO</i> - <i>teacher demonstrates proper tool usage. WE</i> - <i>students generate a designs which suitably lend themselves to carving/sculpture. WHOE</i> - <i>students will produce an original 3-Dimensional carving/sculpture. HRET</i> - <i>teacher demonstrates additive and subtractive building methods, as well as, texture methods to create a cohesive relief/ 3 dimensional artwork. WHEO</i> - <i>students apply the appropriate color medium to their sculpture. HOTE</i> - <i>students practice following directions in sequence for process, classroom procedure and clean-up. OWE</i> - <i>students maintain and safely use tools and equipment. WHET</i> - <i>teachers will coach students to enhance their artwork through individual skill, personal choice and student collaboration. WERT</i> <p>Essential Resources: Artroom with Smartboard, appropriate artist prints, white paper, pencils, markers, colored pencils, drywall, oasis foam, foam core, linoleum, soapstone, clay, cardboard, sinks, carving and clay tools, various linoleum cutters, ribbon tools, modeling tools, sponges, glazes, acrylic paint, Mod Podge, watercolor, paint brushes, erasers, liquid watercolors.</p> | <p>Progress Monitoring</p> <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment. - through direct observation - through critiques - specific feedback - peer coaching |
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Stage 1 Desired Results

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| ESTABLISHED GOALS | | |
| <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 3: Refine and complete artistic work</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p> <p>VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> | |
| | Meaning | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>how do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>what role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?</p> </td> </tr> </table> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>how do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>what role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?</p> | |
| Acquisition | | |
| <p><i>Students will know...</i></p> <p>willingness, risks, ideas, forms, meanings and process.</p> | <p><i>Students will be skilled at...</i></p> <p>demonstrating, experimenting, innovating, taking risks, pursuing, emerging, art making and designing.</p> | |

Stage 2 – Evidence

| Code | Evaluative Criteria | Assessment Evidence |
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| Acquisition | <p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> <p>Artwork supports knowledge of technique(s) and proper use of media.</p> | <p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>demonstrating and applying proper use of drawing tools such as rulers, templates and protractors.</i> - <i>application and incorporation of concepts of the Color Wheel and use of value to create form</i> - <i>demonstrating and applying line, color, unity and space.</i> - <i>application of visual art media such as, various types of paint, pencils, and watercolor skills.</i> - <i>producing pattern through repetition.</i> - <i>application of the use of outlines for emphasis.</i> |
| Meaning | Defend their personal choice using art vocabulary. | <p>Students will recognize repeated designs, create a pattern and use value to create form.</p> <p>Students self evaluate based on required criteria. Students will correctly apply painting techniques and outlines to appropriately produce their original artwork.</p> <p>Students will create a unified art work of repeated designs. Their art will reflect upon the use of pattern as a significant Principle of Design employed throughout modern art.</p> <p>Suggested activities: Introduction to, but not limited to, the Op Art, Geometric Abstraction and Cubism movements. Students may study the art of Victor Vassarely, Josef Albers, and Frank Stella. Students can experiment with proper use of tools and paints, to generate an original and organized artwork. Work can incorporate the Elements of Design: Line, shape, color, form, and value, as well as the Principles of Design, such as unity, rhythm, balance, movement, emphasis, repetition and pattern. Students can use outlines for emphasis and mount their work for presentation.</p> |

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| | | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives.</p> |

Stage 3 – Learning Plan

Pre-assessment

Meaning

Teachers will check students prior knowledge with the District-Wide Baseline Assessment.

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| Transfer | <p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> | Progress Monitoring |
| Acquisition | <ul style="list-style-type: none"> - <i>teacher and students analyze use of and color/value in paintings throughout history and cultures. WHEO</i> - <i>teacher and student analyze appropriate art movements.WHEO</i> - <i>teacher demonstrates organization of design elements to create an original composition that reflects the Principles of Design such as repetition, value, and pattern. WHEO</i> | <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment. - through direct observation - through critiques - specific feedback - peer coaching/critique - exit slips |
| Meaning | <ul style="list-style-type: none"> - <i>teacher demonstrates proper use of design tools, such as templates and rulers. WHEO</i> - <i>students formulate geometric designs. OETER</i> - <i>students recognize geometric shapes as a part of a whole composition. ER</i> - <i>students investigate the use of repetition, value and color to create unity, rhythm and balance and form within their artwork. ETRH</i> - <i>students apply knowledge of use of tints and shades to create form. ETRH</i> - <i>students apply knowledge of the Color Wheel to appropriately add color schemes to their composition. TER</i> - <i>students prepare artwork for presentation by appropriately adding outlines for emphasis and mounting to a board. ER</i> - <i>teachers will coach students to enhance their artwork through individual skill and personal choice. WHTO</i> <p>Essential Resources: Art room with SMARTboard, appropriate artist prints, white paper, watercolor paper, pencils, colored pencils, erasers, watercolor, tempera paints, acrylic paints, assorted brushes, ink, liquid watercolors, tempera cakes, railroad board, mat board, gel pens, metallic pens, markers and permanent markers, construction paper, watercolor pencils, geometric templates, rulers.</p> | |

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