

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Art

Grade Level: K-5

Date of Board Approval: _____2018_____

Planned Instruction

Title of Planned Instruction: Art K-5

Subject Area: Art Education

Grade(s): K-5

Course Description:

This course is designed to provide an enriching, purposeful, meaningful educational art experience for Delaware Valley elementary students. The students will integrate ideas from cultural, historical, and environmental experiences during the creative process. Students will be taught the foundational skills of the principles and elements of design as a universal language amongst cultures and artists. Students will develop and refine skills and techniques as appropriate to the individual. Participation in the Delaware Valley elementary art program will provide the students with a foundation of learning that will support future endeavors. Through this course it will provide the creative spark and foundational blocks that will engage and motivate the students into later professions, such as architecture, illustration, advertisement, professional artist, science, technology, engineering, and so forth.

Time/Credit for the Course: 1 hour per week

Curriculum Writing Committee:

Anna Avery

Stephanie Cavallaro

Katie Wasco

Danielle Zito

Curriculum Map

Kindergarten Goals

Understanding of:

Drawing

- Pertinent vocabulary words
- Curved and straight lines to create patterns
- Combine lines to create shape
- Combine shapes to create a recognizable subject
- Draw using various media: marker, crayon, color pencil, oil pastel, computer
- Use line to create a simple landscape

Painting

- Watercolor wash and resist
- Paint to create a simple landscape or portrait
- Identify primary and secondary colors
- Explore and experiment with assorted tools to apply paint

Ceramics

- Pinch pot technique
- Slab rolling
- Use modeling tools and other objects to impress a pattern onto a clay surface
- Decorate a clay object using glaze

Crafts and Sculpture

- Introductory to over-under weave technique
- Follow a three-step directions to create an origami form
- Choose from assorted materials to create a collage
- Manipulate paper to make a three-dimensional form
- Construct a basic puppet (paper bag, stick, sock)

Printmaking

- Stamp with found objects to decorate a surface
- Use brushes or sponges to stamp a texture

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First Grade Goals

Understanding of:

Drawing

- Informational Writing: Children will write pertinent vocabulary on each project to reinforce concepts learned
- Represent real objects using shapes
- Ground line, background and foreground

Painting

- Use paint media to create a landscape
- Watercolor wash and crayon resist
- Paint alternate techniques, such as blottos, stamped, or sponged designs
- Mix colors, including neutrals
- Use paint to decorate a three dimensional object.

Ceramics

- Modeling recognizable representation of an animal or figure
- Clay slabs
- Clay slab impressions
- Slab drapery
- Apply glaze

Crafts and Sculpture

- Children will create a hand puppet from paper
- Children will stitch a more complex shape
- Paper tabby weave
- Mixed media collage
- Manipulate paper 3-dimensionally
- Children will follow directions to complete an origami form

Printmaking

- Texture rubbing (frottage)
- Simple printing plate or stamp
- Monoprint
- Border or pattern stamping with found objects

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Second Grade Goals:

Understanding of:

Drawing

- Use pertinent vocabulary
- Use and understand symbols to represent words
- Contour line to represent shapes (introductory skill)
- Use and apply texture or directional line.

Painting

- Surface painting
- Warm and cool colors
- Non-objective painting using just line, shape and color
- Resist painting
- Scratch art

Ceramics

- Clay coils
- Clay coil construction
- Ball and coil figure construction
- Distinguishing form and function
- Clay glazing

Crafts and Sculpture

- Layered paper collage
- Circular weaving
- Double running stitch to create a solid two color line of stitching
- Decoupage
- Origami

Printmaking

- Collagraph (printing plate from found objects) - introductory
- Apply ink with a brayer - introductory
- Printing in a series - introductory

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Third Grade Goals

Understanding of:

Drawing

- Informational Writing: Use of a journal or other recording processes - *Introductory*
- Tone to suggest depth in drawing
- Foreground and background in a landscape through the use of size, to represent distance
- Highlights and shadow to create dimension when drawing objects

Painting

- Watercolor resist
- Pattern
- Tone and value in representational objects
- Expressive qualities of color
- Understand and mix secondary colors
- Paint as embellishment
- Color Wheel- identify and locate primary, secondary, cool, and warm colors

Ceramics

- Clay slab vessel
- Roll a slab of clay to a consistent thickness
- Use clay knives to cut a form neatly and carefully
- Clay joining with slip and scoring techniques
- Decorate clay forms using incised or impressed designs

Crafts and Sculpture

- Paper sculpture techniques to create 3-dimensional forms
- Weaving with mixed materials
- Embellish fabrics with stitching
- Complex origami forms
- Collage to represent a 2-dimensional object
- Bookmaking with a decorative cover and simple binding

Printmaking

- Collagraph (printing plate from found objects) or a foam plate
- Apply ink with a brayer using consistent pressure
- Printing in a series and label

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Fourth Grade Goals:

Understanding of:

Drawing

- Reinforce learned concepts through writing
- Expand drawing skills into other media including computer software
- Draw from an arrangement of realistic objects
- Abstraction - Introductory
- Establish a horizon line, background, middleground, and foreground in a scene

Painting

- Distinguish and identify realistic and abstract
- Express emotion in their painting through individual color selection
- Use appropriate tools to create a style of painting
- Use art appropriate in vocabulary in oral or written reflection
- Continue study of color wheel- identify and increase color vocabulary and relationships (ie complementary colors)

Ceramics

- Constructing built slab vessel using score and slip technique
- Improved craftsmanship techniques in hand building
- Ball and cone technique to create a figure
- Hollowing clay forms
- Decorate clay forms using incised or impressed design
- Surface application- consistent glazing & detail painting

Crafts and Sculpture

- Stitching - decorative and/or utilitarian
- Proper construction techniques in craft processes
- Surface decoration with stencil, collage, or layered media
- Relief sculpture

Printmaking

- Plan and execute a reverse image printing plate
- Use natural materials and objects to create a printed image
- Ink Application -thickness, consistency

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Fifth Grade Goals:

Understanding of:

Drawing

- Writing about their work and the work of others
- Choose from a variety of drawing media including computer software
- Proportion in portrait and figure drawing
- Style in drawing
- Write vocabulary and definitions on the back of the paper or in a journal
- Critiquing own artwork and of others
- Discuss and infuse art careers in lessons

Painting

- Understand and apply historical styles
- Cultural art
- Use refined painting techniques
- Use appropriate vocabulary when discussing art
- Write vocabulary and definitions on the back of the painting or in a journal
- Discuss and infuse art careers into lessons

Ceramics

- Combine pinch, coil and slab techniques
- Choose surface decoration as appropriate
- Development of clay styles over time
- Glaze Application
- Discuss and infuse art careers options into lessons

Crafts and Sculpture

- Historical and cultural craft techniques
- Advanced weaving techniques
- Combining techniques and materials
- Surface decoration and embellishment - Advanced
- Discuss and infuse art careers options into lessons

Printmaking

- Relate printmaking processes to books, prints and works of art
- Reference cultural or historical works in a printmaking project.
- Ink application- controlled brayer pressure
- Discuss and infuse art careers options into lessons

Kindergarten

Curriculum Plan

Unit: Kindergarten **Drawing**

Standards: PA Academic Standards for Arts and Humanities, PACS English/Language Arts, PACS Math

[9.1.3.A](#), [9.1.3.B](#), [9.1.3.C](#), [9.1.3.E](#), [9.1.3.F](#), [9.3.3.B](#), [9.3.3.C](#)

[CC.1.2.K.J](#), [CC.1.2.K.L](#), [CC.1.3.K.G](#), [CC.1.3.K.J](#)

Anchors

[M03.A-F.1.1](#) .1.4 ,[M03.B-03.1.5](#), [M03.C-G1.1](#)

[E03.A-K.1.1.2](#) ,[E03.A-C.2.1.1](#) , [E03.B-K.1.1](#),

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

How do artists use the elements of line, shape, pattern and texture to create art?

How does an artist use various media to create art?

How do artists use art to communicate experiences and ideas?

Concepts:

Artists use a variety of line to invent simple shapes, patterns and textures.

Artists combine basic shapes to create more complex images.

Artists use a variety of tools, materials and techniques to create art.

Art conveys emotion.

Competencies:

Create shapes, simple textures and patterns using a variety of line.

Combine shapes to represent subject matter.

Use a variety of media to draw on assorted surfaces.

Express ideas and feelings through art.

Big Idea #2: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions:

How does an artist learn new skills?

Concepts:

Artists practice and repeat a task many times to learn a new skill.

Competencies:

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Combine both organic and geometric shapes to represent subject matter.
Combine line and shape to compose a recognizable image.

Overview: Basic drawing skills are important to an artist. Drawing as preparation and basis for all other visual art forms has a long tradition. Artists use a combination of line and simple shapes to represent subject matter.

Goals: Use different drawing media to communicate ideas, experiences and visual representations. Observe, select and utilize a variety of subject matter in creating works of art.

Objectives:

1. Student will recognize and use a variety of lines. (DOK 1)
2. Student will understand and demonstrate that line has direction and weight. (DOK 1)
3. Student will use line to create a variety of shapes and patterns. (DOK 4)
4. Student will be able to combine shapes to represent subject matter. (DOK 2)
5. Student will be able to use a variety of drawing media to create art. (DOK 4)
6. Student will distinguish the differences between materials and techniques. (DOK 2)
7. Students will understand and use appropriate visual arts vocabulary (DOK 1)
8. Students will describe an artwork by identifying the color, shape, line or texture used. (DOK 3)
9. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: straight line, curved line, shape, circle, square, rectangle, triangle, oval, pattern, detail (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Build background knowledge on Lines and Shapes
Group reading; Discussion.
2. Understand and use vocabulary
Dialog; Storytelling
3. Combine lines and shapes to make patterns and recognizable subject matter
Observation from life; Guided practice; Teacher demonstration; Modeling;
Hands on project.

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Suggested projects:

- Snail drawings: Read and discuss Leo Lionni's, *Biggest House in the World*. Use continuous line to make a spiral.
- Seasonal drawings and landscapes. Animal drawings.
- Mondrian style drawings: Create a work of art in his style using just horizontal and vertical lines.
- Portrait drawings based on Paul Klees *Head of a Man*. Discuss how images can be portrayed in varying degrees of realism.
- Seasonal or themed drawings

Assessments:

- Diagnostic:** Questioning
- Formative:** Teacher observation
- Summative:** Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources

Materials

Media: Pencils- graphite and colored; crayons of various types; markers; chalk and oil pastels

Supplies: Erasers; glue; assorted art papers

Equipment: Computer; iPad

Resources:

World map or globe

Teacher and student made examples

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Photographs

Art prints and posters

Teacher made Powerpoint presentations

Internet resources

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Unit: Kindergarten **Painting**

Standards: PA Academic Standards for Arts and Humanities, PACS English/Language Arts, PACS Math,

[9.1.3.A](#), [9.1.3.B](#), [9.1.3.C](#), [9.1.3.E](#), [9.1.3.F](#), [9.3.3.B](#), [9.3.3.C](#)

Anchors

[M03.A-F.1.1.1.4](#), [M03.B-03.1.5](#),

[E03.A-K.1.1.2](#), [E03.A-C.2.1.1](#), [E03.B-K.1.1](#), [B-K.1.1](#), [E03.D.2.1](#)

Big Idea # 1 The skills, techniques, elements and principles of the arts can be learned, studied refined and practiced

Essential Questions:

How do artists learn new skills?

Concepts:

Artists often repeat a task many times to learn a new skill

Competencies:

Use the process of repetition and experimentation using paint media and various techniques.

Big Idea #2: people use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Essential Questions:

How do people share ideas about art?

Concepts:

People have different opinions about art

Competencies:

Identify and express ideas and feelings in regard to looking at and creating art

Overview: Growth in painting ability is dependent upon frequent and varied painting experiences.

Goals: Identify and mix colors expressively; Use a variety of application methods. Identify different styles of painting and subject matter.

Objectives:

1. Student will be able to identify the primary and secondary colors. (DOK 1)

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2. Student will demonstrate application methods using a variety of objects. (DOK 1)
3. Student will demonstrate color mixing skills. (DOK 1)
4. Student will relate the use of color to expression. (DOK 3)
5. Student will be able to explain the tone and mood of images. (DOK 2)
6. Student will be able to identify content and subject matter. (DOK 1)
7. Student will compare and discuss objects within an artwork using terms such as color, line, texture, color family and/or shape. (DOK 3)
8. Student will be able to recognize value in a painting and describe it in terms of dark/light colors. (DOK 1)
9. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: primary colors, secondary colors, landscape, portrait, abstract. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Build background knowledge on color theory.
 - a. Group and individual discussion
 - b. Demonstration
 - c. Discovery learning
2. Understand and use appropriate vocabulary.
 - a. Dialog
 - b. Critiques
 - c. Storytelling
3. Experiment with and practice various paint application methods and unconventional tools.
 - a. Teacher modeling
 - b. Guided practice with various types of brushes and mark making effects
 - c. Demonstration
4. Create paintings using different paint mediums and variety of subject matter. Apply paint in both a representational and expressive manner.
 - a. Demonstration
 - b. Discovery learning
 - c. Guided practice

Suggested Projects:

Secondary color mixing activity based on the book, *Mouse Paint* by Ellen Stoll Walsh.

Fall Landscape paintings with an emphasis on warm colors.

Ocean scenes/ portal pictures using a crayon water color resist technique.

Rainbow paintings with an emphasis on rainbow/spectrum color order.

Symmetrical "Blotto" paint butterflies.

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Winter themed picture incorporating toothbrush splatter painting to represent falling snow.

Assessments:

- Diagnostic:** Questioning
Formative: Teacher observation
Summative: Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources

Materials:

Paint media: Watercolors; block and liquid tempera; finger paint
Tools: Paintbrushes appropriate to media; found objects; pipettes; dabbers
Crayons
Varied art papers and painting surfaces

Suggested Resources:

Teacher and student made sample projects.
Color wheel and color mixing chart(s)
Stoll-Walsh, Ellen. Mouse Paint. New York: Harcourt, Inc., n.d.
Venezia, Mike. Getting to Know the Worlds Greatest Artists: Jackson Pollock. Chicago: Childrens Press, 1994.
www.nga.gov/feature/pollock/artist1.shtm - (Jackson Pollock's painting process)

Suggested Reproductions:

Bierstadt, *Merced River, Yosemite Valley*
Inness, *Home at Montclair*
O'Keefe, *Bear Lake (Desert Abstraction)*

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O'Keefe, Red Hills and Bones
Van Gogh, *The Plain of Auvers*
Pollock, *Autumn Rhythm*
Audobon, *Golden Eagle*

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Unit: Kindergarten Ceramics

Standards: PA Academic Standards for Arts and Humanities,
[9.1.3.B](#), [9.1.3.C](#), [9.1.3.H](#), [9.2.3.A](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

How do artists use everyday objects to create art?

Concepts:

People make art from every-day, found objects and materials.

Competencies:

Use common tools and found materials to create decorative elements.

Overview: Clay is a natural material that has been used historically for both decorative and functional purposes.

Goals: Introduction to the clay process; Practice basic clay building skills.

Objectives:

1. Students will know the origin of clay. (DOK 1)
2. Students can explain the clay process. (DOK 2)
3. Students demonstrate basic handbuilding techniques of pinching, rolling and modeling. (DOK 2)
4. Understand that clay products can be decorative or functional. (DOK 3)
5. Implement the use of everyday found objects to create an impression in clay. (DOK 1)
6. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: clay, ceramic, glaze, tile, pinch pot, kiln, firing, texture, impression (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Manipulate clay into simple familiar forms.
 - a. Teacher Demonstration
 - b. Guided Practice
 - c. Discovery learning
2. Create a simple container using the pinch pot technique.
 - a. Teacher Demonstration
 - b. Guided Practice

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- c. Observe and analyze examples
 - d. Printed resources
3. Create a decorative tile using the process of creating impressions with found objects.
 - a. Teacher demonstration
 - b. Guided practice
4. Understand and use appropriate vocabulary.
 - a. Dialog
 - b. Critiques
 - c. Storytelling

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources

Materials:

Media: Clay; Model Magic

Tools: Modeling tools; rolling pins; clay knives; found objects

Brushes

Suggested Resources:

Teacher and student made sample projects.

derbycity.com/michael/aesthet.html - (Tile Image Gallery)

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Kong, Ellen. The Great Clay Adventure: Creative Handbuilding Projects for Young Artists.
Worcester: Davis Publications, 1999.

Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist.
New York: Lark Books, 2002.

Suggested Reproductions:

Crystal Publications ceramics prints

Ceramic tiles of Lubna Chowdhary

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Unit: Kindergarten **Sculpture and Crafts**

Standards: PA Academic Standards for Arts and Humanities, PACS English/Language Arts, PACS Math

[9.1.3.A](#), [9.1.3.B](#), [9.1.3.C](#), [9.1.3.E](#), [9.1.3.F](#), [9.3.3.B](#), [9.3.3.C](#)

CC.2.3.K.A.1, CC.2.3.K.A.2

Big Idea # 1 The arts provide a medium to understand and exchange ideas

Essential Questions:

How do artists use their artwork to celebrate special occasions and events?

Concepts:

People create art to celebrate and mark special occasions and events.

Competencies:

Create artworks that celebrate special occasions and events.

Develop and expand knowledge of the arts in world cultures

Big Idea #2: Artists use tools and resources as well as their own experiences and skills to create art

Essential Questions:

How do people use everyday objects to create art?

Concepts:

People make art from everyday objects.

Competencies:

Create art from everyday objects

Overview: Works of art reflect the historical and cultural context in which they were made.

Goals: Develop and expand knowledge of the arts in world cultures

Objectives:

1. Students will distinguish between 2 dimensional and 3 dimensional artworks. (DOK 3)
2. Students will investigate the sculptural potential of everyday materials. (DOK 2)
3. Students will know that historical and cultural events impact purposes of works of art. (DOK 1)
4. Students will create works of art based on other cultures. (DOK 2)
5. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: weaving, stitching, needle, yarn, origami, mobile, collage, sculpture, fabric (DOK 1)

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Core Activities and Corresponding Instructional Methods:

1. Analyze an artwork to decide if it is similar to his/her own culture.
 - a. Observation
 - b. Group and individual discussion
 - c. Teacher led discussion
2. Create an artwork based on another culture
 - a. Independent technique development
 - b. Teacher modeling/ demonstration
 - c. Cultural/teacher made examples
3. Suggested:
 - a. Paper sculpture
 - b. Origami
 - c. Collage
 - d. Mosaic
 - e. Simple stitching
 - f. Pipe cleaner weaving on burlap
 - g. Paper weaving
 - h. Stick puppets

Assessments:

- Diagnostic:** Questioning
- Formative:** Teacher observation
- Summative:** Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

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Materials and Resources

Materials:

Media: Burlap; fabric; felt; assorted papers; pipe cleaners; soft weaving yarn; rug yarn;
sticks – natural, popsicle, tongue depressors

Tools: 3” plastic needles; scissors; cotton tipped applicator

Supplies: Glue; Pritt art paste; polyfill/cotton batting; beads; sequins; feathers; buttons

Suggested Resources:

World map/globe

Teacher and student made sample projects.

Woven household objects and woven art form

Picture File

Poster – “Life Cycle of the Butterfly” Frank Schaffer Publications, 1989.

Poydar, Nancy. Snip, Snip... Snow! New York: Holiday House, 1997.

Suggested Reproductions:

Krieghoff, *Indian Family in the Forest*

Hopper, *House and Boats*

Klee, *Alter Klang*

Hofmann, *Fall Euphony*

Crystal Publications sculpture print series

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Unit: Kindergarten Printmaking

Standards: PA Academic Standards for Arts and Humanities

[9.1.3.B](#), [9.1.3.H](#), [9.2.3.D](#), [9.2.3.L](#), [9.3.3.F](#)

Big Idea # 1: The arts provide a medium to understand and exchange ideas.

Essential Questions:

How do artists use art to communicate ideas?

Concepts:

Artists use art to communicate ideas

Competencies:

Create works that communicate an idea

Overview: Printmaking is the art of creating a repeat image. This technique can be used to create all over patterns or to create a mono print.

Goals: Create a printed image using a simple stamping technique. Build concept of multiple imagery made from a single tool

Objectives:

1. Students will create an all over repeat pattern using a simple stamping technique. (DOK 2)
2. Students can explain the printmaking process. (DOK 1)
3. Students can differentiate between a mono print and multiple print technique. (DOK 3).
4. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: printmaking, stamping, pattern, multiple, monoprint (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Understand the process of creating multiple images
 - a. Teacher Demonstration
 - b. Guided practice
 - c. Teacher modeling
 - d. Observation of actual printed objects (wallpapers, fabrics, stationary)
 - e. teacher led discussion of artist's reproductions
2. Be able to create an overall repetitive pattern using the printmaking process.
 - a. Discovery learning

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3. Suggested activities:
 - a. vegetable printing
 - b. gadget prints
 - c. incised relief prints with Styrofoam
 - d. tempera paint monoprint

Assessments:

- Diagnostic:** Questioning
Formative: Teacher observation
Summative: Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources

Materials:

Media: Liquid tempera;
Tools: Found objects; stampers; gadgets
Supplies: Assorted papers
Varied art papers

Resources:

Patterned fabric swatches
Teacher and student made sample projects
Picture File

GRADE 1

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Unit: First Grade Drawing

Standards: PA Academic Standards for Arts and Humanities
[9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.E; 9.1.3.F; 9.1.3.G, 9.3.3.A, 9.2.3. A,](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

How does a person's past experience influence their art making?

Concepts:

Artists draw inspiration from past experiences.

Competencies:

Create a work of art influenced by a personal experience

Big Idea #2: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions:

What role does reflection play in improving artistic skills and techniques?

Concepts:

Artists reflect on the processes of making art in order to improve their skills and techniques

Competencies:

Develop an awareness of the processes artists use to produce art and reflect on how the processes have evolved through time.

Overview: Inspiration for Drawings can be based on personal experiences, imaginative expression and observation. Skills can be refined through practice and personal reflection

Goals: Use different drawing media to communicate ideas, experiences and visual representations; Realize logical scale/ size relationships; Establish and incorporate a ground line. Create realistic representations of actual objects according to age/ability. Create a variety of simple textures using a variety of media: Identify color, texture, line and size in the natural and manmade environment; Relate a personal experience through art.

Objectives:

1. Student will recognize and use a variety of lines to create a variety of shapes and

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patterns. (DOK 1)

2. Student will understand and demonstrate that line has direction and weight. (DOK1)
3. Student will be able to combine shapes to represent subject matter. (DOK2)
4. Student will be able to use a variety of different drawing media to create art (DOK 1)
5. Student will distinguish the differences between materials and techniques. (DOK2)
6. Students will explain how personal experiences can influence art. (DOK 3)
7. Students will be able to establish a ground line and explain its purpose. (DOK 2)
8. Students will incorporate logical scale relationships within their artwork. (DOK 3)
9. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: line, shape, organic shape, texture, composition, proportion, ground line, depth, distance, scale, background, foreground, overlap.

Core Activities and Corresponding Instructional Methods:

1. Build background knowledge on Drawing techniques and skills.
 - a. Group and individual discussion
 - b. Demonstration
 - c. Discovery learning

2. Combine lines and shapes to make patterns, textures and recognizable subject matter in a composition
 - a. Observation from life;
 - b. Guided practice;
 - c. Teacher demonstration
 - d. Modeling
 - e. Hands on project.

3. Suggested Activities:
 - a. Preliminary drawings for paintings and other projects
 - b. Themed/ representational / seasonal drawings
 - c. Line, shape and pattern drawings
 - d. Combining line and shape to compose a recognizable image
 - e. Symmetrical Drawings
 - f. Landscape drawings
 - g. Portraits
 - h. Architectural drawings
 - i. Still lifes
 - j. Imaginary drawings

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Assessments:

- Diagnostic:** Questioning
Formative: Teacher observation
Summative: Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources:

Materials

Media: Pencils- graphite and colored; crayons of various types; markers; chalk and oil pastels

Supplies: Erasers; glue; assorted art papers

Equipment: Computer; iPad

Resources:

World map or globe

Teacher and student made examples

Photographs

Art prints and posters

Teacher made Powerpoint presentations

Internet resources

Crystal Publications: Elements of Art posters

Johnson, Crockett. Harold and the Purple Crayon. New York: Scholastic, Inc., 1959

Suggested Reproductions

Kandinsky, Blue Mountain

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Native American sand painting

Russian nesting dolls

Art of the Indian Frontier series – Detroit Institute of Art

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Unit: First Grade Painting

Standards: PA Academic Standards for Arts and Humanities

[9.1.3.A](#), [9.1.3.B](#), [9.1.3.C](#), [9.1.3.H](#), [9.3.3.D](#) [9.4.3.A](#), [9.4.3.B](#), [9.4.3.D](#)

Big Idea # 1: The skills techniques elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions:

How do artists improve their skills and techniques?

What role does reflection play in this process.

Concepts:

Artists reflect on the process of making art in order to improve their skills and techniques.

Competencies:

Engage in a repeated artistic process, document the process and reflect on how the processes evolve through time.

Big Idea #2: People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Essential Questions:

Why do people come to different conclusions about what an artwork means?

Concepts:

People have different opinions about the meaning of an artwork.

Competencies:

Describe the individual meaning of works of art and acknowledge the divergent opinions of their classmates.

Overview: Purposeful reflection and repetitive practice helps to develop painting skills.

Goals: Use materials, techniques, tools and personal reflection to improve skills and express meaning through artworks.

Objectives:

1. Student will name the primary colors. (DOK 1)
2. Student will explain/demonstrate how the secondary colors are mixed. (DOK1)
3. Student will understand the need for keeping a clean brush and tidy workspace. (DOK 2)

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4. Student will further define and enhance their color mixing skills. (DOK1)
5. Student will form an opinion about the meaning of a work of art. (DOK)
6. Student will recognize the initial process used to examine works of art (compare/contrast and interpret) (DOK)
7. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: primary colors, secondary colors, horizon line, resist technique, foreground, background, portrait, self-portrait, landscape, still life.

Core Activities and Corresponding Instructional Methods:

1. Expand and build color awareness
 - a. Observe environment/ art reproductions
 - b. Discussion/dialog
 - c. Discovery learning
 - d. Group and individual discussion
 - e. Demonstration
2. Use a variety of paint media and subject matter
 - a. Teacher demonstration
 - b. Guided practice
 - c. Independent technique development
 - d. Demonstration
3. Experiment with compositional design
 - a. Guided practice
 - b. Discovery learning
 - c. Teacher demonstration
 - d. Observation of art reproductions
4. Suggested activities:
 - a. Blotto paintings
 - b. Landscapes
 - c. Wax resist compositions
 - d. Still lifes
 - e. Portraits/ self portraits
 - f. Abstract/ non-representational paintings
 - g. Animals
 - h. Seasonal themes

Assessments:

- Diagnostic:** Questioning
- Formative:** Teacher observation
- Summative:** Completed project

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- Extensions:**
1. Student creates his own “tool” using found objects in the classroom
 2. Create two paintings using contrasting color schemes and compare their outcomes
 3. Use Brushes application on iPads or similar program for digital tools

Correctives:

1. Wall charts or personal color wheels with “How to” for tool painting

Materials and Resources:

Materials:

Paint media: Watercolors; block and liquid tempera; finger paint

Tools: Paintbrushes appropriate to media; found objects; pipettes; dabbers; crayons

Supplies: Varied art papers and painting surfaces; Still life objects

Suggested Resources:

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

Novak, Matt. Claude and Sun. New York: Bradbury Press, 1987.

Suggested artists:

Van Gogh, *Self Portrait*

Monet, *La pie, waterlilies*

Grandma Moses, *It Snows, Oh It Snows*

Duffy, *Blue Train*

Mondrian

Matisse

Monet

Kandinsky

Picasso

Curriculum Plan

Unit: First Grade **Ceramics**

Standards: PA Academic Standards for Arts and Humanities
[9.1.3.A](#), [9.1.3.B](#), [9.1.3.C](#), [9.1.3.E](#), [9.1.3.G](#), [9.1.3.H](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

How might a person's past experience influence their artmaking?

Concepts:

Artists draw inspiration from past experiences.

Competencies:

Create a work of art influenced by a personal experience.

Big Idea #2: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions:

What role does reflection play in improving skills and techniques?

Concepts:

Artists reflect on the process of making art in order to improve their skills and techniques.

Competencies:

Document the processes they use to produce art and reflect on how the processes have evolved through time.

Overview: Clay is a natural material which has been used by artist throughout time for both a decorative and functional purpose.

Goals: Practice handbuilding and modeling skills. Understand the various steps in the clay process.

Objectives:

1. Student will roll a clay slab with reasonable accuracy and uniform thickness. (DOK 2)
2. Student will create a clay container by draping. (DOK 2)

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3. Student will manipulate a clay ball into a sculptural form. (DOK 2)
4. Student will understand the clay process of building, firing, glazing. (DOK 1)
5. Student will recognize the 3 dimensional potential of the clay medium. (DOK 3)
6. Student will recognize that artworks made from clay can be functional as well as decorative. (DOK 3)
7. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: drape, model, slab, sculpture, three-dimensional, fire, glaze (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Design and create a draped slab container.
 - a. Demonstration
 - b. Teacher modeling
 - c. Discovery learning
 - d. Individual work session
 - e. Diagrams, posters, reproductions illustrating the clay process
2. Model an animal sculpture from a ball of clay.
 - a. Demonstration
 - b. Teacher modeling
 - c. Teacher made examples
 - d. Discovery learning
 - e. Individual work session
 - f. Diagrams, posters, reproductions illustrating the clay process

Assessments:

- Diagnostic:** Questioning
- Formative:** Teacher observation
Pinch test for proper clay thickness
- Summative:** Completed project

- Extensions:**
1. Create a coiled pot with both open and closed shapes.
 2. Use underglaze for enhanced glaze decoration technique

- Correctives:**
1. Use spiral printed template for coil shaping
 2. Use smaller forms for draped pieces

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Materials and Resources:

Materials

Media: Clay; glaze; Model Magic

Tools: Modeling tools; rolling pins; clay knives; assorted gadgets; brushes

Supplies: Paper towels; water containers; tempera paint; varied art papers

Resources:

Teacher and student made sample projects.

Native American coil pottery

Nativetech.org/pottery/chrono.htm - Chronology of pottery forms of
Native Americans in southern New England.

Kong, Ellen. The Great Clay Adventure: Creative Handbuilding Projects for Young Artists.
Worcester: Davis Publications, 1999.

Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist.
New York: Lark Books, 2002.

Crystal Publications Ceramics series

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Unit: First Grade **Sculpture and Crafts**

Standards: PA Academic Standards for Arts and Humanities

[9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.1.3.F, 9.1.3.H, 9.1.3.k, 9.3.3.A, 9.3.3.B, 9.3.3.D, 9.3.3.E, 9.3.3.G, 9.2.3.L](#)

Big Idea # 1 People have expressed experiences and ideas through the arts throughout time and across cultures;

Essential Questions:

How do people use art to communicate about current/ historical events in the world?

Concepts:

People make art to communicate ideas about historical/ contemporary events.

Competencies:

Make an artwork that communicates an idea about a contemporary event.

Big Idea #2: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions:

How do people talk about the quality of artwork?

Concepts:

There is a language of criticism used when discussing the quality of a work of art.

Competencies:

Use a basic vocabulary of artistic criticism when viewing and discussing many different types of art.

Overview: Historical/Contemporary events and cultural beliefs have impacted the purpose of works in the arts.

Goals: Recognize differences in cultures as represented through works of art; Understand that there are different opinions about works in the arts both in terms of quality as well as meaning.

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Objectives:

1. Students will make connections between crafted items and other cultures. (DOK 3)
2. Students will understand that there are different opinions about meanings in works of art. (DOK 2)
3. Students will recognize that cultural/ historical perspectives are represented by works in the arts. (DOK 1)
4. Students will categorize works of art based on the materials they are made from and based on the process used in their creation. (DOK 2)
5. Students will be able to do a simple weaving using an over/under tabby pattern. (DOK 2)
6. Students will demonstrate simple paper manipulation skills: folding, curling, rolling, fringing. (DOK 2)
7. Student will successfully demonstrate a simple running stitch. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Create a work of art which is based on the art of another culture
 - a. observation of actual artifacts
 - b. demonstration
 - c. reproductions
 - d. discussion
 - e. discovery learning
2. Describe the historical and cultural context of a work of art
 - a. Teacher provides resources to help student make connections between artwork discussed and artwork created
 - b. Group reading; Discussion.
 - c. Direct instruction
 - d. observation of artifacts
3. Suggested activities:
 - a. Puppets
 - b. Stitching projects
 - c. Collage
 - d. mobiles
 - e. Weaving: paper, pipe cleaner, burlap
 - f. Paper sculptures: playgrounds, faces, windsocks, carp kites
 - g. Papier-mache

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Assessments:

- Diagnostic:** Questioning
- Formative:** Teacher observation
Pinch test for proper clay thickness
- Summative:** Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources:

Materials:

Media: Burlap; fabric; felt; assorted papers; pipe cleaners; soft weaving yarn; rug yarn; sticks – natural, popsicle, tongue depressors

Tools: 3” plastic needles; scissors; cotton tipped applicator

Supplies: Glue; Pritt art paste; wheat paste; papier mache; paint; polyfill/cotton batting; beads; sequins; feathers; buttons; origami paper; sandpaper; wallpaper

Suggested Resources:

World map/globe

Teacher and student made sample projects.

Authentic multi-cultural artifacts

Weaving samples

Native American prints

Picture File

A’ Court, Angela and Paul Jackson. The Ultimate Papercraft and Origami Book. East Granby, Connecticut: Annes Publishing, 1992.

Eric Carle children’s books

Urton, Andrea. 50 Nifty Origami Crafts. N.c.: RGA publishing, 1992.

www.artwindows.com

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www.metmuseum.org/explore/Tiffany8.htm

Suggested Reproductions:

Lonning, *Architexture*

Mtewa, *Basket*

Carlson, *Porcupine Basket*

Kendellen, *In the Daring Night*

Art of the Indian Frontier series: Detroit Institute of Art

Crystal Publications 3-Dimensional art series

Crystal Publications Masks series

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Unit: First Grade **Printmaking**

Standards: PA Academic Standards for Arts and Humanities

[9.1.3.B](#), [9.1.3.C](#), [9.1.3.E](#), [9.1.3.H](#), [9.1.3.J](#), [9.1.3.k](#), [9.1.3.F](#), [9.2.3.F](#), [9.2.3.L](#), [9.3.3.C](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

How do artists use everyday materials to create art?

Concepts:

People make art from everyday objects.

Competencies:

Create art from everyday objects

Big Idea #2: The arts provide a medium to understand and exchange ideas.

Essential Questions:

How do people use art to communicate ideas about events in the world?

Concepts:

People make art to communicate ideas about events

Competencies:

Make art that communicates an idea about an event.

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Overview: Printmaking has a long history as a medium of communication. The intent of printmaking is to make multiple copies of an image.

Goals: Experiment with various objects to make a printing plate. Successfully transfer an image.

Objectives:

1. Students can formulate and share responses to classmates' artwork. (DOK Level 2)
2. Students will develop a deeper sense of the historical roots and purposes behind printmaking. (DOK Level 3)
3. Students can successfully execute the steps in a relief printmaking technique. (DOK Level 2)
4. Students will successfully demonstrate the mono print technique. (DOK Level 1)
5. Students can compare and contrast the different techniques of simple printmaking (DOK Level 3)
6. Students can execute a print by stamping multiple images from a single object. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

1. Understand the process of creating multiple images.
 - a. Relate the printmaking process to everyday life: understand the communicative aspect of printmaking
 - b. View examples of printed media: greeting cards, newspapers, magazines
 - c. Discussion
2. Explore various printmaking techniques
3. Suggested Activities:
 - a. Monoprints
 - b. Blotto bugs, butterflies
 - c. Fall reflections
 - d. Object printing:
 - e. Berry basket snowflakes
 - f. Yarn prints
 - g. Gytaku fish prints
 - h. Lego prints
 - i. Glue prints
 - j. Fruit and vegetable prints

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- k. Texture rubbings

Assessments:

- Diagnostic:** Questioning
- Formative:** Teacher observation
- Summative:** Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources:

Resources:

- World Map or Globe
- Teacher and student made project samples
- African textile samples
- www.marshall.edu/akanart/adinkracloth.html - Akan Adinkra Cloths
- www.marshall.edu/akanart/cloth_kente.html - Akan Kente Cloths
- Crystal Publications Elements of Art posters

GRADE 2

DELAWARE VALLEY SCHOOL DISTRICT

Unit **Second Grade** **Drawing**

Standards: PA Academic Standards for Arts and Humanities, PACS for English Language Arts, [9.1.3.A](#); [9.1.3.B](#); [9.1.3.C](#); [9.1.3.E](#); [9.2.3.A](#); [9.3.3.A](#); [9.4.3.D](#)
[CC.1.2.2.F](#); [CC.1.2.2.J](#); [CC.1.3.3.A](#)

Anchors

[E03.C.1.1](#); [CC.1.1.3.E](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

How does an artist show depth or distance in a piece of artwork?

Concepts:

Artists use different methods to create depth and add dimension.

Competencies:

Use foreground and background in order to create depth, distance, and dimension.

Big Idea #2: The arts provide a medium to understand and exchange ideas.

Essential Questions:

How are the Elements and Principles of Design used to create and enhance art?

Concepts:

Artists use the Elements and Principles of Design to help convey artistic intent.

Competencies:

Use color in a purposeful manner to convey a particular meaning or emotion.

Big Idea # 3 There are formal and informal processes to assess the quality of work in the arts.

Essential Questions:

What qualifies a piece of art being “good?”

Concepts:

People make judgements about the quality of an artwork utilizing the Elements of Principles of Design as a guideline.

Competencies:

Articulate opinions verbally and in written form using basic descriptions for the Elements and Principles of Design.

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Overview: Visual perspective can be achieved through overlapping, scale, and shading. Artists sometimes use color in their work to convey feelings and emotions.

Goals: Create the illusion of depth and distance using new techniques and concepts. Express one's emotions visually and articulate awareness of intention.

Objectives:

1. Students will use contour line to represent shapes. (DOK Level 1)
2. Students will utilize basic terminology to speak about and identify the Elements and Principles of Design in an artwork. (DOK Level 3)
3. Students will formulate critiques on their artwork and that of other artists. (DOK Level 3)
4. Students will imply depth / distance in a drawing through overlapping and scale (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

1. Property of line, contour outline, directional line
 - a. Read and discuss *The Shape of Me and Other Stuff*
 - b. Trace bodies or profiles to delineate outline creating silhouettes.
 - c. Turn body silhouettes into a "map", using outlines, thick/thin lines, dotted or dashed lines, directional lines. Design map to illustrate the theme: "All about me"
 - d. Write a legend for their body map
2. Comparing proportion and scale; Creating depth and distance
 - a. Observational drawing of simple common objects using simple comparison of width to height (ex: The vase is wider than it is taller; The flower is wider than the vase)
 - b. Victorian Architectural drawings using various sized rectangles
 - c. Landscape drawings modelled after Grant Wood
 - d. Read *Where the Wild Things Are* and create depth and distance through a forest scene.
 - e. Create Imaginary creatures (insects, fish, birds) from disproportionate animal parts (giant fish tail with skinny body and tiny eyes)
3. Recognizing and using the Elements and Principles of Design in art

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- a. View and discuss examples of artworks which use the E & P of Design in their work.
 - b. Use examples and non-examples to compare and contrast for individual Elements and Principles.
 - c. Create an artwork that clearly demonstrates the use of a specified element or principle.
4. Suggested Projects:
- a. A series of miniature artworks that individually demonstrate an Element and Principle of Design.
 - b. Abstract based artwork with inspiration from Piet Mondrian or Henri Matisse.
5. Formulate critiques
- a. Use class discussion to identify Elements and Principles of Design within artwork and write a brief paragraph about them.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Written paragraph incorporating proper usage of learned vocabulary

Completed project with E & P identification paragraph on back (“In this project, I see the following Elements and Principles of Design....”)

Extensions:

1. Continued independent practice of learned concepts/techniques.
2. Discussion of how E & P of Design could be used differently to change the intent of the artwork.

Correctives:

1. Use of step / cards for projects
2. Provide handout for E & P Design and their meanings
3. Skeletal sentences for reflective writing on the E & P found within specific artworks.

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Materials and Resources:

Materials

Media: Pencils- graphite and colored; crayons of various types; markers; chalk and oil pastels

Supplies: Erasers; glue; assorted art papers

Resources:

Teacher and student made examples

Art prints and posters: Mondrian Composition series: Matisse "The Cut-Outs" series.

Suess, Dr. The Shape of Me and Other Stuff. New York: Random House, Inc. 1973.

Sendak, Maurice. Where the Wild Things Are. N.c.: Harper Collins Publishers, 1963.

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Unit Second Grade **Painting**

Standards: PA Academic Standards for Arts and Humanities, PACS English/Language Arts, [9.1.3.A](#); [9.1.3.B](#); [9.1.3.C](#); [9.3.3.C](#); [9.3.3F](#); [9.4.3.B](#)
[CC.1.2.3.J](#)

Anchors

[E03.A-V.4.1](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

How do artists create texture in a piece of artwork?

Concepts:

Artists use different materials.

Competencies:

Create texture by using everyday materials.

Big Idea #2: The arts provide a medium to understand and exchange ideas.

Essential Questions

How can the element of color effect the perception and meaning for a piece of art?

Concepts:

Color is an essential element that can shape emotion and meaning in the visual arts.

Competencies:

Use color in a purposeful manner to convey a particular meaning or emotion.

Big Idea # 3: There are formal and informal processes used to assess the quality of work in the arts.

Essential Questions:

What qualifies a piece of art being “good?”

Concepts:

People make judgements about the quality of an artwork utilizing the Elements of Principles of Design as a guideline.

Competencies:

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Articulate opinions verbally and in written form using basic descriptions for the Elements and Principles of Design.

Overview: Artists sometimes choose to alter the accuracy in which an image is represented.

Goals: Use media, tools, and color expressively; Explain intention in their own work

Objectives:

1. Student will demonstrate how to lighten and darken a color. (DOK Level 2)
2. Students will demonstrate how to mix secondary colors utilizing primary colors (DOK Level 2)
3. Student will distinguish between representational and nonrepresentational works (DOK Level 2)
4. Student will form personal evaluations of their work and the work of others using basic E & P of Design vocabulary. (DOK Level 4)
5. Student will demonstrate application of experimental water media (DOK Level 2, 3)
6. Student will understand and use the following vocabulary: realistic, abstract, tint, shade, warm, cool, primary, secondary (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Expressive Color
 - a. Observe and study works by expressive artists (Teacher has the option of choosing from the resource list)
 - b. Compare representational color vs interpretative qualities of color (ex: Van Gogh's starry night or Matisse's Fauvist portraits compared to photographs of night skies and people)
 - c. View the 12-step color wheel
 - d. Direct instruction on secondary color, warm and cool color, tints and shades
 - e. Write about color and mood (Describe an experience incorporating 5 colors and adjectives - fluffy white; candy pink; fiery red;
2. Use water media effectively (tempera; watercolor; crayon resist)
 - a. View teacher made example projects
 - b. Direct instruction and demonstration of methods
 - c. Guided practice
 - d. Suggested topics: Landscape painting; Wax resist painting; tool paintings with sticks, q-tips, sponges; brushes, toothbrushes; Seasonal art; Non-representational designs;

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- e. Portraits; Moody Self-portraits
3. Articulate opinions about what makes art good
 - a. Use the Elements and Principles of Design to discuss composition of artwork
 - b. Provide a list of interpretive and expressive words to respond to a work of art
 - c. Token response game using artist reproductions

Assessments:

Diagnostic: Questioning

Formative: Teacher observation
Descriptive story incorporating color words

Summative: Completed project

Extensions:

1. Student creates his own “tool” using found objects in the classroom
2. Create two paintings using contrasting color schemes and compare their outcomes
3. Use Brushes application on iPads or similar program for digital tools

Correctives:

1. Wall charts or personal color wheels with “How to” for tool painting

Materials and Resources:

Materials:

Paint media: Watercolors; block and liquid tempera; finger paint

Tools: Paintbrushes appropriate to media; found objects; pipettes; dabbers; crayons

Supplies: Varied art papers and painting surfaces; Still life objects

Suggested Resources:

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

Novak, Matt. Claude and Sun. New York: Bradbury Press, 1987.

Suggested Reproductions:

Joan Miro, *Hirondelle/Amour*

Mondrian, *Silver Tree*

Monet, *La Pie*

Davis, *Blips and Ifs*

Davis, *Seme*

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El Greco, *View of Toledo*

Curry, *Line Storm*

Bierstadt, *Among the Sierra Nevada Mountains, California*

Take 5 art print series – landscapes

Matisse, *Lady in Blue*

works by Stuart Davis

works by Kandinsky

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Unit: Second Grade Ceramics

Standards: PA Academic Standards for Arts and Humanities
[9.1.3.B](#); [9.1.3.C](#); [9.1.3.H](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

Why do artists use different tools, materials, and process to create one artwork?

Concepts:

People use a variety of tools, materials and processes to create art.

Competencies:

Describe various tools, materials and processes used to create art.

Overview: Clay is a natural material which has been used by artists throughout time.

Goals: Practice the processes and skills of working with clay.

Objectives:

1. Student will roll coils with reasonable consistency. (DOK Level 2)
2. Student will apply joining techniques in attaching coils. (DOK Level 2)
3. Students will understand basic clay process of building, firing, glazing (DOK Level 1)
4. Students will formulate ideas about form and function (DOK Level 3)
5. Students will demonstrate ability of liquid glaze application (DOK Level 2)
6. Students will demonstrate knowledge and correct usage of the following vocabulary:
coil, score, slip, firing

Core Activities and Corresponding Instructional Methods:

1. Design and create a coil constructed ceramics piece that suits a functional or decorative purpose.
 - a. Learn and practice clay construction methods (coiling, score, slip)
 - b. Teacher demonstration
 - c. Guided practice
 - d. Wall posters diagramming clay and firing process
 - e. Analyze clay objects to determine purpose
 - f. View and compare various ceramic pieces (marriage vessels, trivets, bells)

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- g. Teacher made examples
- h. Suggested projects: Coil bowls; Pinch and coil vessel; Figurative sculpture; Draped containers with coiled decorations

Assessments:

- Diagnostic:** Questioning
- Formative:** Teacher observation
Pinch test for proper clay thickness
- Summative:** Completed project

- Extensions:**
1. Create a coiled pot with both open and closed shapes.
 2. Use underglaze for enhanced glaze decoration technique

- Correctives:**
1. Use spiral printed template for coil shaping
 2. Use smaller forms for draped pieces

Materials and Resources:

Materials

Media: Clay; glaze; Model Magic

Tools: Modeling tools; rolling pins; clay knives; assorted gadgets; brushes

Supplies: Paper towels; water containers; tempera paint; varied art papers

Resources:

Teacher and student made sample projects.

Native American coil pottery

www.nativetech.org/pottery/chrono.htm - Chronology of pottery forms of Native Americans in southern New England.

Kong, Ellen. The Great Clay Adventure: Creative Handbuilding Projects for Young Artists.
Worcester: Davis Publications, 1999.

Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist.
New York: Lark Books, 2002.

Crystal Publications Ceramics series

DELAWARE VALLEY SCHOOL DISTRICT

Unit: **Second Grade Sculpture and Crafts**

Standards: PA Academic Standards for Arts and Humanities

[9.3.A](#); [9.1.3.B](#); [9.1.3.C](#); [9.1.3.H](#); [9.1.3.J](#); [9.2.3.D](#); [9.2.3.G](#); [9.2.3.J](#); [9.2.3.L](#); [9.3.3.A](#)

[C.C.1.2.2.J](#); [C.C.1.3.3.A](#)

Big Idea: People have expressed experiences and ideas through the arts throughout time and across cultures.

Essential Questions:

How do artists preserve culture?

Concepts:

Artists preserve culture by visually recording customs and traditions.

Competencies:

Make and analyze art that depicts the customs and traditions of a group of people.

Overview: All cultures have artifacts that reflect their society and values.

Goals: Relate works of art to various cultures.

1. Students will compare and contrast useful and decorative craft forms. (DOK Level 2)
2. Students will draw conclusions about cultures and societies by observing artifacts (DOK Level 4)
3. Students will investigate sculptural qualities of paper and/or fabric. (DOK Level 3)
4. Students will demonstrate knowledge and correct usage of the following vocabulary as it pertains to the activity chosen by the teacher: origami, loom, warp, weft, sculpture, modeling, collage, weaving; sgraffito. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Analyze artifacts for how they are made:

Close observation from artifacts made available to students

Teacher questioning

Worksheets

2. Relate works to geographic regions

Find or point out regions on atlas or globe

Direct instruction about a culture or group of people

Use of stories and picture books

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3. Create a cultural artifact, or work of art based on a cultural art form*

Teacher demonstration

Idea generation through discussions, teacher made and student made examples

** It is understood that some crafts require more time than others and also require different materials. Teacher has the option of designing an age appropriate activity which meets the above objectives and also meets time and material constraints. Inspiration could come from social studies, reading curriculum, or seasonal occasions. Suggested:*

Japanese Origami; Houses; Butterflies; Kites

African or Native American Weaving: Paper sculpture

Collage/decoupage; Tissue paper, found objects; fabric

Cultural Masks: paper mache; paper;

Scratch art

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Completed project

Extensions: 1. Create origami forms with 5 -6 steps
2. Allow students to self-teach from written directions

Corrections: 1. Provide larger warp and weft for weaving projects
2. Provide visual step instructions in addition to demonstration for origami project

Materials and Resources:

Materials:

Media: Burlap; fabric; felt; assorted papers; pipe cleaners; soft weaving yarn; rug yarn; sticks – natural, popsicle, tongue depressors

Tools: 3” plastic needles; scissors; cotton tipped applicator

Supplies: Glue; Pritt art paste; wheat paste; papier mache; paint; polyfill/cotton batting; beads; sequins; feathers; buttons; origami paper; sandpaper; wallpaper

Suggested Resources:

World map/globe

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Teacher and student made sample projects.

Oaxacan sculptures

Weaving samples

Native American prints

Suggested Reproductions:

Crystal Publications 3-Dimensional art series

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Second Grade **Printmaking**

Standards: PA Academic Standards for Arts and Humanities, PACS English/Language Arts, [9.1.3.A](#); [9.1.3.B](#); [9.1.3.C](#); [9.1.3.H](#); [9.2.3.J](#); [9.2.3.L](#); [9.3.3.A](#); [9.3.3.B](#); [9.3.3.G](#); [9.4.3.B](#)
[C.C.1.2.2.J](#)

Anchors:
[E03.C.1.1](#)

Big Idea # 1: The skills, techniques, Elements and Principles of the arts can be learned, studied, refined and practiced

Essential Questions:

How do people describe art when they create or talk about it?

Concepts:

Art has its own vocabulary, the E & P of Design, that people use when making and talking about art.

Competencies:

Utilize basic E & P of Design terminology when making, and expressing ideas about, art.

Big Idea # 2: People use both aesthetic and critical processes to assess quality, interpret meaning and determine value

Essential Questions:

How do people think about art?

Concepts:

People have opinions about art.

Competencies:

Express opinions about and explain preferences for different types of artwork.

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Overview: Printmaking is an art form which often leads to unexpected results.

Goals: Successfully transfer an image from one surface to another by planning, experimenting and refining.

Objectives:

1. Students will be able to design and construct a simple printing plate (DOK Level 2, 4)
2. Students will be able to create a series of prints and number them sequentially (DOK Level 2)
3. Students will demonstrate knowledge and correct usage of the following printmaking vocabulary: brayer, plate, ink, print (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Understand concept of image reversal design a printmaking plate

View printing plate in a mirror to predict outcome of a printed design

Powerpoint slide with printing plates next to final images

2. Demonstrate a working knowledge of printmaking terms

All classroom tools labelled for easy reference

Worksheet with word bank

3. Design an image that will transfer in reverse

Suggested methods: Foam plate prints; String prints; Found object prints

Make multiple prints and compare the outcomes

Number the results from best to worst

Answer reflective questions; "What do I like best about my project?"; "What should I have done instead?"

Assessments:

Diagnostic: Questioning

Formative: Teacher observation
Troubleshoot unfavorable results (too much ink; slipping; design)
Reflection sheet about final outcome

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Summative: Completed project

- Extensions:**
1. Experiment with different colors and printing surfaces
 2. Overprint by combining two printing plates

Correctives:

1. Reduce the number of steps in the assignment.
2. Present instruction one-step at a time.

Materials and Resources

Materials:

Media: Printing ink; tempera paint;

Tools: Stampers; pencils; wooden stylus; brayers; brushes; wooden spoons

Supplies: Assorted papers; crayons; textured materials; foam plates/trays
varied art papers; railroad board; newspaper

Resources:

World Map or Globe

Teacher and student made project samples

Crystal Publications Elements of Art posters

GRADE 3

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 3rd Grade Drawing

Standards: PA Academic Standards, PACS English/Language Arts,
[9.1.5.A](#) ; [9.1.5.B](#); [9.1.5.C](#); [9.1.3.E](#); [9.2.3.A](#); [9.2.3.D](#); [9.2.3.F](#); [9.3.3.A](#); [9.3.3.B](#); [9.4.3.B](#)
[CC.1.2.2.J](#)

Anchors:

[E03.C.1.1](#)

Big Idea #1: The skills, techniques, Elements and Principles of Design can be learned, studied, refined and practiced.

Essential Questions:

Why do artists plan their work?

Concepts:

The art making process includes planning, creating, and refining.

Competencies:

Explain the purpose of planning.

Big Idea #2: Reflection and art criticism are integral parts of creating visual art.

Essential Questions:

How does reflection influence the process and product of art-making?

Concepts:

Collaborative reflection is a crucial part of the art-making process, and often affects the final artwork

Competencies:

Reflect with classmates on an in-process work of art and describe how that reflection affects the final product

Overview: Thinking about our work before beginning allows us to plan how we will effectively use our drawing and design skills.

Goals: Establish foreground, middleground, and background using highlights and shading techniques.

Objectives:

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1. Students will produce tonal variation to suggest depth. (DOK Level 1)
Students will begin to use highlights and shadows on an introductory level. (DOK Level 2)
2. Students will formulate a design including a foreground, middleground, background, and horizon line. (DOK 3)
3. Students will critique their own artwork as well as others. (DOK Level 4)
4. Students will create representational drawings using various media and design principles. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Begin to use highlights and shadows to enhance a drawing

Preliminary drawings for paintings and mixed media projects

Make value scales

Suggested: Still-life with two or three overlapping objects

Figure drawing with cast shadows

Portraits

Landscapes with foreground, middleground, background

2. Collaborate on reflection

Working in small groups, round robin critique with post it note

Journal activity - Student will summarize the comments of their classmates and write an action plan for their final drawing

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Written action plan for a final revised drawing incorporating appropriate vocabulary

Summative: Completed project

- Extensions:**
1. Add additional objects to still-life.
 2. Use still-life objects with complex forms

- Correctives:**
1. Use color coding to divide foreground, middleground, background or highlight mid tone and shadow

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Materials and Resources:

Materials:

Media: Pencils- graphite and colored; crayons of various types; markers of various types;
oil and chalk pastels; colored glue

Supplies: assorted papers; erasers

Equipment: Computer; iPad

Resources:

Teacher and students made sample projects

Landscape photos

Bunting, Eve. Sunflower House. New York: Scholastic Inc.,1996.

Suggested Reproductions and Artists:

Cezanne, Still Life

Van Gogh Sunflowers

DaVinci's *Mona Lisa*

Modigliani

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Unit: Third Grade **Painting**

Standards: PA Academic Standards for Arts and Humanities

[9.1.3.A](#); [9.1.3.B](#); [9.1.3.C](#); [9.1.3.E](#); [9.2.3.A](#); [9.4.3.C](#)

Big Idea # 1: People use both aesthetic and critical processes to assess the quality, interpret meaning and determine value.

Essential Questions:

How do observation and description help us to make meaning about a work of art?

Concepts:

Observation and description help us make meaning about a work of art.

Competencies:

Identify possible meaning of a work of art based on context and the E & P of Design found within an artwork

Big Idea #2: People have expressed experiences and ideas through the arts throughout time and across cultures.

Essential Questions:

What role does art play in defining a culture?

Concepts:

Cultures have unique artistic traditions

Competencies:

Analyze the artistic traditions evidenced in the artwork of a variety of cultures, including works by Pennsylvania artists

Overview: Color is an important element in an artwork and can affect the expressive qualities of a work.

Goals: Learn and use the expressive qualities of color. Reference history and culture when viewing works of art.

Objectives:

1. Student will create range of tone and value using painting media (DOK Level 2)
2. Student will analyze painting in various cultures. (DOK Level 4)
3. Student will assess the expressive qualities of a work of art and support their opinions (DOK Level 3)
4. Students will be able to identify and locate the primary, secondary, warm, cool, and complementary colors on the Color Wheel. (DOK Level 1)

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5. Student will understand and use the following vocabulary: highlight, shadow, monochromatic, texture, warm/cool colors, symmetry (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Understand properties of color: tone; hue; value; intensity

Direct instruction and discussion on 12-step color wheel.

Use of photo references to represent warm and cool - actual pictures or Powerpoint

Guided practice in mixing colors: tints, shades, secondary; bright and dull; creating neutrals from complementary colors

Teacher made Powerpoint including works by artists who used color intentionally to create mood and not representation: Picasso blue and rose periods; Cezanne still lifes; Van Gogh Starry Night; Fauvist paintings.

2. Suggested projects

Japanese paper batik

Landforms painting

Still-life painting

Pennsylvania Dutch Hex signs

Nature inspired designs

Monochromatic painting

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Descriptive writing in journal of color mixing process

Summative: Completed project

Extensions: 1. Experimenting using different tools and found objects.

Correctives: 1. Provide pre-mixed tones in Monochromatic painting

Materials and Resources:

Materials:

Paint media: Watercolors; block and liquid tempera; finger paint

Tools: Paintbrushes appropriate to media; found objects; pipettes; dabbers; crayons

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Supplies: Varied art papers and painting surfaces; Still life objects; Water containers; paper towels

Suggested Resources:

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

Seuss, Dr. My Many Colored Days. New York: Random House, 1996.

Visser, Reona fifth grade class, Coast Episcopal School, Color for Thought... New York: Scholastic, Inc., 2004.

Suggested Reproductions:

Prints by: Cezanne; Matisse Fauvism works; Picasso Blue and Rose period works; Andy Warhol portraits

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Unit: Third Grade Ceramics

Standards: PA Academic Standards for Arts and Humanities,
[9.1.3.B](#); [9.1.3.C](#); [9.1.3.H](#); [9.2.3.J](#); [9.3.3.A](#); [9.3.3.G](#)

Big Idea # 1: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions:

What role does observation play in our assessment of an artwork's quality?

Concepts:

Observing a work of art is an important part of forming a judgment about its quality.

Competencies:

Closely observe a work of art and form a judgment about its quality based on this observation.

Overview: Clay is a natural material that has roots in function, but evolved into including aesthetic form throughout history.

Goals: Practice clay building techniques to create an artwork that has form and function.

Objectives:

1. Students will demonstrate basic slab building techniques (DOK level 2)
2. Students will apply refined skills in joining techniques (DOK Level 3)
3. Students will apply decorative techniques to clay (incise, impress) (DOK Level 1)
4. Vocabulary: vessel, plaque, incise, impress (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Design and create a coil constructed ceramics piece that suits a functional or decorative purpose.

Learn and practice clay construction methods (coiling, score, slip)

Teacher demonstration

Guided practice

Wall posters diagramming clay and firing process

Analyze clay objects to determine purpose

View and compare various ceramic pieces (marriage vessels, trivets, bells)

Teacher made examples

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Suggested:

Pocket pots
Wind chimes
Animal face relief sculpture
Drape mold vessels

Assessments:

Diagnostic: Questioning
Formative: Teacher observation
Pinch Pot test to determine clay thickness
Summative: Completed project

Extensions: 1. Create a three-dimensional vessel built from slab construction
2. Utilize underglaze to create a decorative surface

Correctives: 1. Have prepared slab pieces available
2. Written and visual instructions available that detail the joining process

Materials and Resources:

Materials

Media: Clay; glaze; Model Magic
Tools: Modeling tools; rolling pins; clay knives; assorted gadgets; brushes
Supplies: Paper towels; water containers; tempera paint; varied art papers

Resources:

Teacher and student made sample projects.
Kong, Ellen. The Great Clay Adventure: Creative Handbuilding Projects for Young Artists.
Worcester: Davis Publications, 1999.
Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist.
New York: Lark Books, 2002.
Crystal Publications Ceramics series

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Third Grade **Sculpture and Crafts**

Standards: PA Academic Standards for Arts and Humanities; PACS Math
[9.1.3.A](#); [9.1.3.B](#); [9.1.3.C](#); [9.1.3.H](#); [9.2.3.A](#); [9.2.3.D](#); [9.2.3.K](#); [9.4.3.D](#)

Anchors:

[M3.C.2.1](#); [M3.D.1.1](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

How might the resources available to a person influence the artwork they create?

Concepts:

Artists make art with the resources available to them.

Competencies:

View, discuss, and create works of art that use a limited type or amount of supplies.

Overview: Cultural factors and the materials readily available are directly related to the production of artwork.

Goals: Create an artwork utilizing limited resources.

Objectives:

1. Students will explain cultural significance of a work of art.
2. Student will be to create texture in weaving through the use of combined materials and patterns.
3. Students will make creative decisions in applying paper manipulation in techniques.
4. (rolling, folding, creasing, crumpling, cutting, tabbing weaving,)
5. Students will distinguish shape from form.
6. Vocabulary: texture, mixed media, balance, form, construction,
 - i. paper manipulation (rolling, folding, creasing, crumbling, cutting, tabbing, weaving)

Core Activities and Corresponding Instructional Methods:

1. Analyze artifacts for how they are made:

Close observation from artifacts made available to students

Teacher questioning

Worksheets

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2. Relate works to geographic regions

Find or point out regions on atlas or globe

Direct instruction about a culture or group of people

Use of stories and picture books

3. Create a cultural artifact, or work of art based on a cultural art form*

Teacher demonstration

Idea generation through discussions, teacher made and student made examples

Suggested:

Carpe Kite; Ojo de dios; Weaving

Paper sculpture

Kachina dolls; Masks; Animals

Origami (with 6-7 steps)

Collage

Bookbinding; Journals

Assessments:

Diagnostic: Questioning

Formative: Teacher observation
Written reflection on how resources affected cultural artworks

Summative: Completed project

Extensions: 1. Create more complex forms of origami with 8 steps or more

2. Use stitching to create a simple bag/pouch from a cardboard loom weaving

Correctives: 1. Provide a larger warp and weft for weaving projects

Materials and Resources:

Materials:

Media: Burlap; fabric; felt; assorted papers; pipe cleaners; soft weaving yarn; rug yarn;
sticks – natural, popsicle, tongue depressors

Tools: 3” plastic needles; scissors; cotton tipped applicator

Supplies: Glue; Pritt art paste; wheat paste; papier mache; paint; polyfill/cotton batting;
beads; sequins; feathers; buttons; origami paper; sandpaper; wallpaper

Suggested Resources:

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World map/globe

Teacher and student made sample projects.

Authentic multi-cultural crafts

Weaving samples

Picture File

Scholastic Voyages of Discovery. The History of Making Books: From Clay Tablets, Papyrus Rolls, and Illuminated Manuscripts to the Printing Press. New York: Scholastic, Inc., 1995

Urton, Andrea. 50 Nifty Origami Crafts. N.c.: RGA publishing, 1992.

Suggested Reproductions:

Crystal Publications 3-Dimensional art series

Crystal Publications Mask series

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Unit: Third Grade Printmaking

Standards: PA Academic Standards for Arts and Humanities,

[9.1.3.A](#); [9.1.3.B](#); [9.1.3.C](#); [9.1.3.H](#); [9.2.3.A](#); [9.2.3.K](#); [9.4.3.D](#)

Big Idea # 1: The arts provide a medium to understand and exchange ideas.

Essential Questions:

How has the definition of art changed over time?

Concepts:

The definition of art has changed over time as people have exchanged ideas.

Competencies:

Identify a contemporary work of art that would not have been considered art in another time, and describe the rationale for this choice.

Overview: Artforms have evolved greatly throughout the course of art history and in different cultures.

Objectives: (Learning objectives are specific statements of what students will be able to do after instruction and/or learning activities, the achievement of which contributes to the attainment of the goal. Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels on page 5 & 6.)

Goals: Create an artwork based upon pushing the boundaries of what one considers art.

Objectives:

1. Students will understand that relief areas will print and recessed areas will not.
2. Students will apply their knowledge of printmaking processes to various materials.
3. Vocabulary: relief, recess, series

Core Activities and Corresponding Instructional Methods:

1. Understand concept of image reversal design a printmaking plate

View printing plate in a mirror to predict outcome of a printed design

Powerpoint slide with printing plates next to final images

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2. Demonstrate a working knowledge of printmaking terms

All classroom tools labelled for easy reference

Worksheet with word bank

3. Design an image that will transfer in reverse

Suggested Corrugated cardboard relief: Found object prints

Make multiple prints and compare the outcomes

Number the results from best to worst

Answer reflective questions; "What do I like best about my project?"; "What should I have done instead?"

Assessments:

Diagnostic: Questioning

Formative: Teacher observation
Troubleshoot unfavorable results (too much ink; slipping; design)
Reflection sheet about final outcome

Summative: Completed project graded using the four criteria of creativity, technique, content, and craftsmanship.

Extensions:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room.
3. Reading art related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

Correctives:

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one-step at a time.

Materials and Resources

Materials:

Media: Printing ink; tempera paint;

Tools: Stampers; pencils; wooden stylus; brayers; brushes; wooden spoons; bench hooks;

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Supplies: Assorted papers; crayons; textured materials; foam plates/trays
varied art papers; railroad board; newspaper

Resources:

World Map or Globe

Teacher and student made project samples

Examples of prints from a series

GRADE 4

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Fourth Grade **Drawing**

Standards: PA Academic Standards for Arts and Humanities, PACCS for English Language Arts [9.1.3.A](#), [9.1.3.B](#), [9.1.3.C](#), [9.1.3.E](#), [9.1.3.J](#), [9.2.3.A](#), [9.2.3.D](#), [9.2.3.F](#), [9.2.3.H](#), [9.3.3.A](#), [9.3.3.B](#), [9.3.3.D](#)
[CC.1.1.3.E](#)

Anchors: [E03.C.1.1](#)

Big Idea # 1: The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions:

How do artists show depth in a piece of artwork?

Concepts:

Artists apply the concepts of foreground, middleground, and background.

Artists refine and develop art skills through observations, practice, and cultural inspirations.

Competencies:

Apply multiple grounds (fore-, middle-, and back-) to show depth in art.

Create a symmetrical piece of art

Big Idea #2: The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions:

How do artists tell a story?

Concepts:

Artwork can sometimes be used to tell a story through the use of placement and styles in the arts.

Competencies:

Apply multiple grounds (fore-, middle-, and back-) to show depth in art.

Create a symmetrical piece of art

Overview: Artists use various types of art styles.

Goals: Produce a distinct style of artwork that is culturally inspired.

Objectives:

1. Students will use overlapping to create the illusion of depth. (DOK Level 1)
2. Students will refine existing drawing skills by implementing new techniques

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1. demonstrated (DOK Level 1)
2. Students will formulate critiques on art styles of artists (DOK Level 3)
3. Students will identify and apply vocabulary learned and styles of art (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

1. Analyze how proportion and scale affect perception of depth
 - a. View and discuss optical illusions, (MC Escher) Powerpoint
 - b. Teacher demonstration, guided practice
 - c. Preliminary sketches
 - d. Execute an optical design
2. Compare and contrast art styles of realism, non-representational art, and abstract.
 - a. PowerPoint presentation, Webquest researches, Teacher-led discussion
 - b. Develop or execute art styles that portray the culture around today or another
 - i. time. *Suggested styles of art: Grant Wood's American Gothic, India Warli art from Maharashtra, Pennsylvania Hex Sign.*
3. Apply principles and elements of design in refining drawing skills
4. Discussion
5. Cultural art examples
 - a. c Teacher made examples
6. Demonstration with guided practice
7. *Suggested projects are Chinese scrolls, arranged still lifes, totem poles, Sumie*
 - i. line depth or portraits.
8. Formulate critiques.
9. Interpretive writing about a style of artwork using the language of art.
 - a. (haikus, stories, songs)
10. Comparative writing on elements and principles of art in two different
 - a. Cultures
11. Reflective writing and journal activities

Assessments:

Diagnostic: Questioning, Discussion

Formative: Reflective writing, teacher observation of works in progress, exercises in drawing techniques

Summative: Five-point rubric (craftsmanship, creativity, directions, technique, content)
Writing assignments incorporating vocabulary

Extensions:

Students will engage in independent study/discovery learning that includes

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- a. Continued independent practice of learned concepts/techniques.
- b. Studying art prints that are available in the art room.
- c. Reading art related books available in the art room.
- d. Learning an advanced technique appropriate to the lesson.

Correctives:

Adapt instruction as appropriate to the needs of the child

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one-step at a time or through use of step cards.
4. Provide handouts for meanings and styles/techniques.

Materials and Resources:

Materials:

Media: Pencils- graphite and colored; crayons of various types; markers of various types; oil and chalk pastels; colored glue

Supplies: assorted papers; erasers

Equipment: Computer; iPad

Resources:

World map/globe

Teacher and students made sample projects

National Geographic Magazines

Picture file

awf.org/slection/wildlife/gallery -African Wildlife Foundation

deepspaceparkle.com -Various artists and drawing lessons

The American Indian. Time Life Books: Alexandria, VA, 1993

Suggested Reproductions and Artists:

MC Escher

O'Keefe, *Iris; Landscape with Bones*

Totem Pole print, Scholastic Art Publications

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Unit: Fourth Grade **Painting**

Standards:

PA Academic Standards for Arts and Humanities, PACS English/Language Arts

[9.1.5.A](#), [9.1.5.B](#), [9.1.5.C](#), [9.1.5.E](#), [9.2.5.A](#), [9.4.3.C](#)

[CC.1.4.5.O](#), [CC.1.4.5.P](#)

Anchors :

[EO5.D.2.1](#); [EO3.C.1.1](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

Why do artists choose specific art styles from the past to create a piece of art?

How do past artists inspire future artists?

Concepts:

Artists sometimes use the works of others as inspiration for their own works.

Competencies:

Create pieces of artwork that are created from masterpieces, our own culture or others.

Big Idea #2: People have expressed experiences and ideas through the arts throughout time and across cultures.

Essential Questions:

What does color and subject communicate to the viewer about the artists?

Concepts:

Artwork is a reflection of the artist through the expressive color used and details placed in the painting.

Competencies:

Create a piece of art that increases the knowledge of the viewer of the artist through color and details.

Big Idea # 3: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions:

What creates quality art?

Concepts:

Communicate concepts through painting styles to help formulate quality judgment.

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Competencies:

Student critique to discuss the works of their work and others.

Overview: Artists communicate concepts through painting styles and expressive color.

Goals: Use specific art styles in the creation of a work of art, use color with expressive qualities, and communicate concepts about their own personal pieces and others.

Objectives:

1. Students will demonstrate a style of art through painting technique (DOK Level 1)
2. Students will recall what elements and principles of design were used in their own creative processes. (DOK Level 3)
3. Students will analyze characteristic of an artwork to determine cultural influences (DOK Level 3)
4. Students will use understand and use appropriate vocabulary, such as realism, stylized, linear, texture, mural, analogous color scheme, complementary colors, silhouette, dimension, warm, cool (DOK Level 1)
5. Students will be distinguishing and compare different art styles (DOK Level 3)
6. Students will be able to execute and revise experimental and learned painting techniques (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

1. Use specific art styles in the creation of a work of art.
 - a. Study and observe stylized, cultural art vs. realistic art.
 - b. Compare expressionistic art to representational: teacher made Powerpoints,
 - i. classroom reproductions
 - c. Direct instruction on the color wheel and analogous color scheme,
 - i. complementary colors, warm and cool colors.
 - d. Compare and contrast color schemes in art: artist reproductions
2. Communicate concepts through art.
 - a. Demonstration on chosen water media technique (watercolor, tempera, wax resist).
 - b. View teacher made examples, Powerpoints, and famous prints to inspire students' art.
 - c. Preliminary sketches, practice studies
 - d. Execute a culturally inspired work: *Some examples:*
 - i. *African safari silhouette (wax resist) using animals and geographical backgrounds to the chosen area;*
 - ii. *Sumi ink paintings, pointillist paintings*

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iii. *Grant Wood's American Gothic. (Changing the couple for various cultures' clothes, lifestyles, homes, etc)*

3. Reflect on concepts and culture.
 - a. Collaborative critique on cultural art or specific art styles.
 - b. Opinion writing explaining the artist's intention in a work supported with examples.

Assessments:

Diagnostic: Questioning, discussion

Formative: Reflective writing
Teacher observation of works in progress,
Practice sketches and technique sheets

Summative: Five-point rubric (craftsmanship, creativity, directions, technique, and content),
Writing assignments incorporating vocabulary
Narrative story reflecting art style and color.

Extensions:

Students will engage in independent study/discovery learning that includes

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room.
3. Reading art related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

Correctives:

Adapt instruction as appropriate to the needs of the child

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one-step at a time.

Materials and Resources:

Materials:

Paint media: Watercolors; block and liquid tempera; India Ink;

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Tools: Paintbrushes appropriate to media; found objects; pipettes; dabbers; crayons; oil pastels; Q-Tips, Bamboo Brushes

Supplies: Varied art papers and painting surfaces; Still life objects; Water containers; paper towels; worksheets on cultural symbols

Suggested Resources:

World map and/or globe

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

www.firstpalette.com

Suggested Reproductions:

Prints by: Japanese Block Prints; Warhol; Haring

Botero, *Dancing in Columbia*

Seurat, *A Sunday on La Grande Jatte*

Crystal Publications Australian Aboriginal Painting print series

Chinese Scroll Paintings

Warli Art by the Maharashtra tribe in India

Rangoli Art and Henna from India

Internet:

<http://kids.nationalgeographics.com/kids>

<http://besthistorysites.net/art-history/>

www.artofed.com

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Unit: Fourth Grade Ceramics

Standards: PA Academic Standards for Arts and Humanities, PACS English/Language Arts, [9.1.3.B](#), [9.1.3.C](#), [9.1.3.H](#), [9.3.5.A](#), [9.4.5.D](#)

Anchors:

[E03.C.1.1](#); [E04.A-K.1.1](#)

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

Why do artists use different tools, materials, and process to create artwork?

Concepts:

Artists sometimes use the works of others as inspiration for their own works.

Competencies:

Create and describe the process of work inspired by others.

Big Idea #2: The arts provide a medium to understand and exchange ideas.

Essential Questions:

How can art tell a story?

Concepts:

Artwork can be used to tell a story.

Competencies:

Create works that tell a story.

Create works that can relate to stories

Overview: Clay is a natural material that has been used by artists throughout time using various techniques.

Goals: Create a piece of clay using new techniques of additive and subtractive skills.

Evaluate a clay piece for craftsmanship and proper techniques.

Objectives:

1. Students will draw a sketch of the outlay of their clay piece. (DOK Level 1)
2. Students will design a clay piece that relates to a story. (DOK Level 4)
3. Students will apply joining techniques (slip and score) in attaching clay pieces together through slab or additive clay. (DOK Level 2)
4. Students will understand basic clay processes of building, firing, and glazing (DOK Level1)

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5. Students will formulate ideas about form and function (DOK Level 3)
6. Students will demonstrate knowledge and correct usage of the following vocabulary: vessel, container, score, additive, subtractive, craftsmanship, slip, glaze, fire (DOK)
7. Students will evaluate clay pieces for proper craftsmanship and correct technique (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

1. Design and create a clay sculpture or vessel using additive and/or subtractive clay
 - a. Use proper joining techniques.
 - b. Teacher demonstration and guided practice in slip and scoring.
2. Preliminary sketches and designs
3. Execute a project following a classroom example
4. Evaluate a clay piece for craftsmanship and proper technique.
5. Use of checklists, photo examples illustrating levels of craftsmanship
6. Communicate and reflect on one's art
7. Write a story to describe the clay piece.

Assessments:

Diagnostic: Questioning, discussion

Formative: Reflective writing
Teacher observation of works in progress
Practice sketches and technique sheets

Summative: Five-point rubric (craftsmanship, creativity, directions, technique, and content)
Writing assignments incorporating vocabulary
Narrative story reflecting art style and color.

Extensions:

Students will engage in independent study/discovery learning that includes

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room.
3. Reading art related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.
5. Write a folklore or writing that pertains to the ceramic piece.

Correctives:

Adapt instruction as appropriate to the needs of the child

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1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one-step at a time or through the use of visual step cards.

Materials and Resources:

Materials

Media: Clay; glaze; Model Magic

Tools: Modeling tools; rolling pins; clay knives; assorted gadgets; brushes; popsicle sticks

Supplies: Paper towels; water containers; tempera paint; varied art papers

Resources:

Teacher and student made sample projects.

Examples of 3-dimensional sculpture

Picture file

Kong, Ellen. The Great Clay Adventure: Creative Handbuilding Projects for Young Artists.

Worcester: Davis Publications, 1999.

Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist.

New York: Lark Books, 2002.

Howard-Shroyer, Nancy. Helen Cordaro and the Storytellers of Cochiti Pueblo

Crystal Publications Ceramics series

Unit: **Fourth Grade Crafts and Sculpture**

Standards: PA Academic Standards for Arts and Humanities, PACS English/Language Arts , PACS Math

[9.1.5.A](#), [9.1.5.B](#), [9.1.5.C](#), [9.1.5.H](#), [9.1.5.J](#), [9.2.5.G](#), [9.2.5.H](#), [9.2.5.K](#), [9.3.5.D](#), [9.4.5.A](#)

[CC.1.3.4.A](#); [CC.2.3.4.A.1](#); [CC.2.3.4.A.3](#)

Anchors:

[E04.A-C.3](#)

[M04.B-O.3](#)

Big Idea #1: People have expressed experiences and ideas through the arts throughout time and across cultures.

Essential Questions:

What can we learn about an artist through their artwork?

Concepts:

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Artwork is a reflection of the artists, and their art can help us understand the artist's era and culture.

Competencies:

Observe a body of work from one artist or culture and analyze the work, citing characteristics that increase understanding of the artist's life.

Overview: All cultures have artifacts that reflect their society and values. Artists celebrate their heritage by creating both functional and decorative artifacts

Goals: Relate works of art to various cultures.

Objectives:

1. Students will compare and contrast useful and decorative craft forms (DOK Level 2)
2. Students will draw conclusions about cultures and societies by observing artifacts (DOK Level 4)
3. Students will investigate sculptural qualities of paper, fabric, and/or plaster of Paris. (DOK Level 3)
4. Students will demonstrate knowledge and correct usage of the following vocabulary
5. as it pertains to the activity chosen by the teacher: construction, mixed media,
6. stencil, positive space, negative space, weaving techniques (leno, stitch, embroidery, warp, weft, fringe, beading, knotting, pulled thread), origami, overlapping, stylized (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Analyze artifacts for how they are made:
 - a. Close observation from artifacts made available to students
 - b. PowerPoint on culture (language, clothes, art)
 - c. Teacher questioning
 - d. Worksheets
2. Relate works to geographic regions
 - a. Find or point out regions on atlas or globe
 - b. Direct instruction about a culture or group of people
 - c. Use stories, folklores, or books for inspiration, motivation
3. Create a cultural artifact, or work of art based on a cultural art form.
 - a. Teacher demonstration
 - b. Idea generation through discussions, teacher made and students made
 - c. examples.

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** It is understood that some crafts require more time than others and also require different materials. Teacher has the option of designing an age appropriate activity that meets the above objectives and also meets time and material constraints. Inspiration could come from social studies or reading curriculum.*

Suggested: Weaving (Embellish Burlap), Masks (paper Mache, plaster of Paris, Sculptamold relief sculpture, clay), Collage (Kuna Indian molas, Australian Aboriginal Dream Paintings, layered texture landscape), Paper sculpture (Origami, Paper Mache Rainforest animals, Chilean Rain sticks) Bookmaking, Cooper tooling

Assessments:

Diagnostic: Questioning, discussion

Formative: Reflective writing
Teacher observation of works in progress
Practice sketches and technique sheets

Summative: Five-point rubric (craftsmanship, creativity, directions, technique, and content)
Writing assignments incorporating vocabulary
Narrative story reflecting art style and color.

Extensions:

1. Encourage more complexity in designs
2. Encourage cross-disciplinary activities: (Write a report, make puppet show, perform a skit on the culture related to the art activity)
3. Encourage independence by using written directions.

Correctives:

1. Provide larger warp and weft for weaving projects.
2. Less detailed designs.

Materials and Resources:

Materials:

Media: Burlap; fabric; felt; assorted papers; pipe cleaners; soft weaving yarn; rug yarn; sticks – natural, popsicle, tongue depressors; copper sheeting
Tools: 3” plastic needles; scissors; cotton tipped applicator

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Supplies: Glue; Pritt art paste; Sculpta-mold; wheat paste; papier mache; paint; polyfill/cotton batting; beads; sequins; feathers; buttons; origami paper; sandpaper; wallpaper

Suggested Resources:

World map/globe

Teacher and student made sample projects.

Authentic multicultural crafts

Weaving samples

Native American prints

Picture File

The History of Making Books: From Clay Tablets, Papyrus Rolls, and Illuminated Manuscripts to the Printing Press. New York: Scholastic, Inc., 1995

Urton, Andrea. 50 Nifty Origami Crafts. N.c.: RGA publishing, 1992.

Furst, Jill L. and Peter T. North American Indian Art. New York: Annellen Publications, Inc., 1982.

Better Homes and Gardens. American Patchwork and Quiltery. Meredith Corporation: N.c., 1985.

INTERNET:

www.kids.nationalgeographic.com/kids

www.dickblick.com/multicultural/lessonplans/

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Fourth Grade **Printmaking**

Standards:

PA Academic Standards for Arts and Humanities, PACS Math, PACS English/Language Arts, [9.1.5.A](#); [9.1.5.B](#); [9.1.5.C](#); [9.1.5.H](#); [9.1.5.J](#); [9.2.5.K](#)
[C.C.2.3.4.A.3](#); [CC.1.2.4.C](#)

Anchors:

[E04.B-K.1](#)

Big Idea # 1 People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Essential Questions:

What role does description play in an assessment of a work's quality?

Concepts:

Describing a work of art is an important component in forming a judgment about its quality.

Competencies:

Create a detailed description of a work of art and identify aspects of the work that might affect its value.

Overview: Printmaking is an art form which requires planning sequential steps to execute

Goals: Successfully design and execute a design in reverse through the printmaking process.

Objectives:

1. Students will be able to design and construct a simple printing plate or with a use of a mold (DOK Level 2, 4)
2. Students will be able to create a series of prints and number them sequentially (DOK Level 2)
3. Students will demonstrate knowledge and correct usage of the following printmaking vocabulary: brayer, plate, ink, and print (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Design an image using image reversal of letters or words.
2. PowerPoint slides to show before and after of plates and prints illustrating concept of image reversal.
3. Preliminary sketches – view through a light source to predict image reversal
4. Teacher demonstration
5. Create final printing plate using a mirror to double check outcome of print.
6. Make multiple prints and choose the best ones.
7. Demonstrate a working knowledge of printmaking terms.

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8. Label classroom tools
9. Use posters describing printmaking process
10. Worksheet with word bank.
11. Evaluate a work of art based on artist's intentions
12. Reflective questions; "What was the easiest part of creating the print and the hardest... Why?"
"What would I have done differently?" "What would I have kept the same?"

Suggested methods and topics: Japanese Gyotaku Prints, nature printing.

Assessments:

Diagnostic: Questioning, discussion

Formative: Teacher observation of works in progress
Troubleshoot unfavorable results (too much ink, too little pressure, slipping, design),
Reflection sheet about final outcome

Summative: Five-point rubric (craftsmanship, creativity, directions, technique, and content)
Writing assignments incorporating vocabulary

Extensions:

1. Experiment with different colors and printing surfaces.
2. Overprint by combining two printing plates

Correctives:

1. Reduce the number of steps in the assignment.
2. Present instructions one step at a time.

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Materials and Resources

Materials:

Media: Printing ink; tempera paint;

Tools: Stampers; pencils; wooden stylus; brayers; brushes; wooden spoons; bench hooks; Rubber fish molds; leaves; natural objects

Supplies: Assorted papers; crayons; textured materials; foam plates/trays
varied art papers; railroad board; newspaper

Resources:

World Map or Globe

Teacher and student made project samples

Examples of prints from a series

GRADE 5

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Fifth Grade Drawing

Standards: PA Academic Standards for Arts and Humanities, PACS English/Language Arts, [9.1.5.A](#); [9.1.5.B](#); [9.1.5.C](#); [9.1.5.E](#); [9.1.5.G](#); [9.1.5.H](#); [9.2.5.A](#); [9.2.5.B](#); [9.2.5.D](#); [9.2.5.E](#); [9.2.5.F](#); [9.3.5.B](#); [9.4.5.A](#); [9.4.5.D](#)
[CC.1.2.5.A](#); [CC.1.2.5.F](#); [CC.1.2.5.L](#)

Big Idea # 1: The skills, techniques, elements, and principles of the arts can be learned, studied, and refined, and practiced.

Essential Questions:

How do artists use the elements and principles as tools for artistic expression?

Concepts:

Artists use principles and elements of design as tools for artistic expressions and developing skills

Competencies:

Manipulate line, shape, form, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.

Critique and interpret the works of others.

Discussion and connection to art careers that use these tools in their profession

Big Idea #2: The skills and techniques of the arts can be learned, refined, and practiced.

Essential Questions:

How do artists use the principles and elements of design to create an accurate depiction of the world around them?

Concepts:

Artists use principles and elements of design as tools to refine and develop drawing skills.

Competencies:

Draw in proportion within age appropriate degree of accuracy

Develop shading and texture skills through portraits and architectural drawings.

Overview: Artists use drawings for many purposes.

Goals: Students create drawings using various skills, techniques, and age appropriate accuracy.

Objectives:

1. Students will draw in proportion within age appropriate degree of accuracy

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2. Students will critique and interpret the works of others
3. Students will refinement of existing drawing skills
4. Students will develop shading and texture skills
5. Vocabulary: critique, shading, implied texture

Core Activities and Corresponding Instructional Methods:

1. Recognize and execute drawing techniques to showing depth through line.
2. View reproductions of cityscapes and landscapes showing foreground, middleground, and background.
3. PowerPoint slides on Renaissance art using perspective
4. Find and identify vocabulary in lesson, such as vanishing point, horizon line, orthogonal lines, parallel lines.
5. Create a linear perspective drawing
6. Identify and understand age appropriate proportion, shape, form, and scale.
7. View Architectural drawing and identify shape and form in a Landscape, or Impressionist Cityscape
8. Create a portrait using proper proportion through fractions and measurements.
9. Representational drawing, *Suggested topics*:
 - a. Greek vases
 - b. Gesture Drawing
 - c. Figures
 - d. Charcoal still lifes
 - e. Glue drawing
 - f. Nature theme
 - g. Cartooning
 - h. Keith Haring
 - i. Jacob Lawrence

Assessments:

Diagnostic: Questioning, discussion

Formative: Teacher observation of works in progress
Reflection sheet about final outcome

Summative: Five-point rubric (craftsmanship, creativity, directions, technique, and content)
Writing assignments incorporating vocabulary

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Extensions:

Students will engage in independent study/discovery learning that includes

- a. Continued independent practice of learned concepts/techniques.
- b. Studying art prints that are available in the art room.
- c. Reading art related books available in the art room.
- d. Learning an advanced technique appropriate to the lesson.

Correctives:

Adapt instruction as appropriate to the needs of the child

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one-step at a time.

Materials and Resources:

Materials:

Media: Pencils- graphite and colored; crayons of various types; markers of various types; oil and chalk pastels; colored glue; quill pens and drawing ink; vine and square charcoal

Supplies: assorted papers; erasers; tortillons

Equipment: Computer; iPad

Resources:

World map/globe

Teacher and students made sample projects

National Geographic Magazines

Picture file

<http://culture.govv.fr/culture/avcnat/lascaux>

awf.org/slection/wildlife/gallery -African Wildlife Foundation

deepspaceparkle.com -Various artists and drawing lessons

castles.org - Castles of the World

The American Indian. Time Life Books: Alexandria, VA, 1993

Bate, Norman. When Cave Men Painted. New York: Charles Scribner's Sons., N.d.

Lauber, Patricia. Painters of the Caves. New York: Scholastic

Suggested Reproductions and Artists:

Matisse, Lady with Green Stripe

Crystal Publications Lascaux cave art print series

Greek Neck Amphora with cover – Art Image print

Bate, Norman. When Cave Men Painted. New York: Charles Scribner's

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Unit: Fifth Grade Painting

Standards: PA Academic Standards for Arts and Humanities
[9.1.5.A](#); [9.1.5.B](#); [9.1.5.C](#); [9.2.5.B](#); [9.2.5.D](#); [9.2.5.E](#)

Big Idea # 1: The arts provide a medium to understand, exchange, and experience ideas, society and cultural aspects.

Essential Questions:

How can artists call attention to social issues?

How do historical and cultural contexts influence how art is made and interpreted?

Concepts:

The historical and cultural context of a work of art influences both how it is made and how it is interpreted.

Art reflects and plays a role in societal and cultural values.

Art is used in many professions as the creative spark to innovate and improve

Competencies:

Manipulate line, shape, and forms to create art that calls the viewer to action, socially and culturally.

Understand that art is a reflection of the human condition in the past and present.

Identify and analyze the purposes and impact of artwork in their own culture.

Understand that art is a creative tool that is used by various professions

Big Idea #2: The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions:

How do artists expand and refine technical skills in the painting media?

How do artists create various styles using techniques and principles and elements of design?

Concepts:

Artists use principles and elements of design as tools for artistic expression.

Through practice and experiments artists improve, refine, and expand their skills.

Competencies:

Experiment with painting techniques to expand understanding and creative level.

Identify and execute painting techniques to age appropriate level.

Understand layering of a painting and color theory ideas.

Overview: Artist use their painting to display beliefs/emotions or depth in their work

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Goals: Students will be able to create a piece of artwork using painting techniques, choose correct brushes, and accurate degree of age appropriateness.

Objectives:

1. Students will understand and create a layered painting using foreground, middleground, and background.
2. Students will be able to create a piece of art using various techniques, such as washes (gradual, analogous, etc.), dry brush, and implied textures.
3. Students will use working vocabulary (gradual wash, analogous wash, tempera, acrylic, watercolor paint, sgraffito, dry brush, foreground, middleground, background, stroke, tone, value, hardlines, soft lines)

Core Activities and Corresponding Instructional Methods:

1. Create a landscape using various techniques while showing texture and depth.
2. Apply color theory ideas to mix colors, blend, and shade throughout their painting.
3. Create a painting guide to refer to during the final process.
4. Natural observation, photographs, or pictures
5. Demonstration and guided practice in how to layer a painting.
6. View and discuss Powerpoints and printed examples of various art styles and what influenced the artists to create them due to society and culture.
7. Reproductions of Vincent van Gogh, Pablo Picasso, Henri Matisse, Chuck Close
8. Smart Board presentation, or Powerpoints on painters and photographers, such as Georgia O'Keeffe, Ansel Adams, Frida Kahlo, Diego Rivera, Dali, Mary Cassat

Assessments:

Diagnostic: Questioning, discussion

Formative: Teacher observation of works in progress
Reflection sheet about final outcome

Summative: Five-point rubric (craftsmanship, creativity, directions, technique, and content)
Writing assignments incorporating vocabulary

Extensions:

Students will engage in independent study/discovery learning that includes

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room.

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3. Reading art related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

Correctives:

Adapt instruction as appropriate to the needs of the child

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one-step at a time.

Materials and Resources:

Materials:

Paint media: Watercolors; block and liquid tempera; acrylic

Tools: Paintbrushes appropriate to media; found objects; pipettes; dabbers; crayons, oil pastels

Supplies: Varied art papers and painting surfaces; Still life objects; Water containers; paper towels, photographs,

Suggested Resources:

World map and/or globe

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

www.fridakahlo.com

Mayhall, Yolanda. The Sumi-e Book. Watson-Guption Publishers: New York, 1989.

Zhensun, Zheng. A Young Painter. Byron Press: N.c., 1991

Suggested Reproductions:

Starry Night, van Gogh

Harvest, van Gogh

Bridge at Giverny, Monet

Giuseppe Arcimboldo

DaVinci, Mona Lisa

Caravaggio, Card Sharks

DeLaTour, The Fortune Teller

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Unit: Fifth Ceramics

Standards: PA Academic Standards for Arts and Humanities,
[9.1.5.B, 9.1.5.C, 9.1.5.E, 9.1.5.H, 9.2.5.A, 9.2.5.D, 9.2.5.E, 9.3.5.A, 9.3.5.C, 9.4.5.A, 9.4.5.B](#)

Big Idea #1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

What can inspire artists to create a work of art?

Concepts:

Both natural and man-made objects can stimulate artistic responses.

Competencies:

Create works of art inspired by both natural and manmade objects

Big Idea #2: The arts provide a medium to understand and exchange ideas.

Essential Questions:

How can artists communicate a theme or idea through multiple individual works?

Concepts:

Some artists create series of individual works that share a common theme or idea.

Competencies:

Create multiple artworks that share a common theme tor idea.

Big Idea # 3: People have expressed experiences and ideas through the arts throughout time and across cultures.

Essential Questions:

How does visual culture demonstrate experiences and ideas?

Concepts:

Artifacts of visual culture express experiences and ideas.

Competencies:

Analyze a contemporary visual culture artifact from the ideas and experiences it communicates.

Overview: Clay is a natural material that has been used by artists throughout time. Learn how can artists make a social, emotional, or cultural statement through clay making?

Goals: Practice, explore, and refine skills and techniques of clay making and glazing.

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Objectives:

1. Students will understand basic clay process of building, firing, and glazing. (DOK Level 1)
2. Students will apply joining techniques in attaching clay sections together. (DOK Level 2)
3. Students will demonstrate knowledge and correct usage of the following vocabulary: slab, implied texture, score, slip, firing, glaze, and etch. (DOK Level 2)
4. Students will formulate ideas about form and function. (DOK Level 3)
5. Students will make design choices about suitable surface design. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Design and create a slab constructed ceramic piece that suits a functional or decorative purpose.
2. Demonstration on clay constructions methods and joining techniques.
3. Create a cup that could be functional or decorative or both.
4. Design a ceramic piece that stirs emotional, cultural, and/or social awareness.
 - a. PowerPoint or use Chicago' website on Judy Chicago's Dinner Party to inspire social awareness about a cause that is important to the individual students.
 - b. Design a sculptural plate illustrating an age appropriate social issue, or
 - c. *alternately*: Design and create a sculpture that stirs some type of emotional response.
5. **All are suggested lessons; it is up to the individual teacher to create a lesson based on the objectives above.*

Assessments:

- Diagnostic:** Questioning, discussion
- Formative:** Teacher observation of works in progress
Reflection sheet about final outcome
- Summative:** Five-point rubric (craftsmanship, creativity, directions, technique, and content)
Writing assignments incorporating vocabulary

Extensions: Students will engage in independent study/discovery learning that includes

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room.
3. Reading art related books available in the art room.

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4. Learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the needs of the child

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one-step at a time.

Materials and Resources:

Materials

Media: Clay; glaze; Model Magic

Tools: Modeling tools; rolling pins; clay knives; assorted gadgets; brushes; popsicle sticks

Supplies: Paper towels; water containers; tempera paint; varied art papers

Resources:

Teacher and student made sample projects.

Examples of 3-dimensional sculpture

Picture file

Kong, Ellen. The Great Clay Adventure: Creative Handbuilding Projects for Young Artists.

Worcester: Davis Publications, 1999.

Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist.

New York: Lark Books, 2002.

Howard-Shroyer, Nancy. Helen Cordaro and the Storytellers of Cochiti Pueblo.

Worcester, Massachusetts: Davis Publications, Inc., 1995.

Crystal Publications Ceramics series

“Maria” Crystal Publications video series

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Unit: Fifth Grade **Sculpture and Crafts**

Standards: PA Academic Standards for Arts and Humanities,
[9.1.5.A](#), [9.1.5.B](#), [9.1.5.C](#), [9.1.5.D](#), [9.1.5.H](#), [9.1.5.J](#), [9.2.5.B](#), [9.2.5.C](#), [9.2.5.E](#), [9.2.5.L](#), [9.3.5.B](#),
[9.4.5.D](#)
[CC.1.3.4.C](#)

Big Idea # 1: People have expressed experiences and ideas through the arts throughout time and across cultures.

Essential Questions:

How does visual culture demonstrate experiences and ideas?

Concepts:

Artifacts of visual culture express experiences and ideas.

Competencies:

Analyze a contemporary visual culture artifact for the ideas and experiences it communicates

Overview: All cultures have artifacts that reflect their society and values.

Goals: Relate various works of art across cultures.

Objectives:

1. Students will demonstrate knowledge and correct usage of the following vocabulary as it pertains to the activity chosen by the teacher: loom, weaving, slip knot, running stitch, tapestry weave, loch stitch, chain stitch, warp, weft, sculpture, modeling, collage, rhythm, contrast, movement, space, and construction. (DOK Level 1)
2. Students will know and apply design elements and principles in production and criticism. (DOK Level 2)
3. Students will relate art forms common in other cultures. (DOK Level 3)
4. Students will make informed assumptions about cultures and societies by observing artifacts. (DOK Level 4)
5. Students will investigate sculptural qualities of paper and/or fabric. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

1. Relate works to geographical areas or cultures. Relate works to the careers of professional artists.
2. Stories, PowerPoint, or posters
3. Create a piece of jewelry or craft inspired by a culture's demographics.
4. Guest speakers to discuss and demonstrate profession.
5. Analyze elements and principles of design.

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6. Preliminary sketches
7. Teacher demonstration on different forms of weavings based on culture, showing how these weavings can then be transformed into something else.
8. Advanced weaving techniques and use of materials.
9. Apply elements and principles of design.
 - a. Create a sculpture (paper, plaster, or art paste) based on a particular artist, culture, or art style, Direct instruction and practice, execution of final project (ex: Study the sculptures of Henry Moore and create a sculpture which conveys movement)
 - b. Add surface design to accentuate the meaning behind the piece.
 - c. Teacher demonstration on different forms of weavings based on cultures showing how these weavings can then be transformed into something else.
10. Combining techniques and materials.

It is understood that some crafts require more time than others and also require different materials. The teacher has the options of designing an age appropriate activity that meets the above objectives and also meets time and material constraints. Inspiration may also come from the social studies, reading curriculum, or cultural stories. Suggested art forms: Weaving (basket, loom, non-loom, pillow, purse, wall hanging) Sculpture (Paper, Plaster, Art Paste), Collage, Jewelry Making, Scratch Art; Copper Tooling, Introduction to Book Making

Assessments:

- Diagnostic:** Questioning, discussion
- Formative:** Teacher observation of works in progress
Reflection sheet about final outcome
- Summative:** Five-point rubric (craftsmanship, creativity, directions, technique, and content)
Writing assignments incorporating vocabulary

Extensions:

1. Create a photo collage about a particular culture and its crafts.
2. Allow students to design their own stitch.
3. Allow students to self-teach through written directions.

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Correctives:

1. Use step cards for projects.
2. Provide larger weft, warp, and needles for weaving projects.
3. Use a smaller loom.
4. Break down the steps into more simplistic form.

Materials and Resources:

Materials:

Media: Burlap; fabric; felt; assorted papers; pipe cleaners; soft weaving yarn; rug yarn; sticks – natural, popsicle, tongue depressors; copper sheeting; reed and basket bases

Tools: 3” plastic needles; scissors; cotton tipped applicator

Supplies: Glue; Pritt art paste; Sculptsmold; wheat paste; papier mache; paint; polyfill/cotton batting; beads; sequins; feathers; buttons; origami paper; sandpaper; wallpaper

Suggested Resources:

World map/globe

Teacher and student made sample projects.

Authentic multicultural crafts

Weaving samples

Scholastic Voyages of Discovery. The History of Making Books: From Clay Tablets, Papyrus Rolls, and Illuminated Manuscripts to the Printing Press. New York: Scholastic, Inc., 1995

Urton, Andrea. 50 Nifty Origami Crafts. N.c.: RGA publishing, 1992.

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Unit: **Fifth Grade Printmaking**

Standards: PA Academic Standards for Arts and Humanities, PACS Math
[9.1.5.A](#), [9.1.5.B](#), [9.1.5.C](#), [9.1.5.H](#), [9.2.5.E](#), [9.2.5.L](#), [9.3.5.B](#)
[CC.2.3.4.A.3](#)

Big Idea # 1: The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions:

Why are planning, creating, and refining essential elements of the art-making process?

Concepts:

The making of art is a continual process of planning, creating, and refining.

Competencies:

While engaged in the art-making process, document the phases of planning, creating, and refining; also describe the purposes of these steps.

Increased awareness of art careers and the creative process that engages these professions (ie silk screening, book designer, illustrator, billboards, advertisements)

Big Idea#2: People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

Essential Questions:

How does setting affect our judgment of a work's quality?

Concepts:

The setting in which we view a work can influence our judgment of the work's quality.

Competencies: View works of art in different settings and describe the effect setting has on their judgment of the work's quality.

Overview: Planning for image reversal in printmaking; Creating a series of images; Different types of printmaking?

Goals: Successfully transfer an image using letter reversal from one surface to another by planning, experimenting, and refining.

Objectives:

1. Students will be able to design and construct a printing plate using image reversal of letter and/or numbers. (DOK Level 4)
2. Students will be able to create a series of prints and number them sequentially. (DOK Level 2)

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3. Students will demonstrate knowledge and correct usage of the following printmaking vocabulary: brayer roller, printing plate, prints, block ink, image reversal, and monoprint. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Design an image using image reversal of letters or words.
2. PowerPoint slides to show before and after of plates and prints illustrating concept of image reversal.
3. Preliminary sketches around teacher's choice of subject matter – view through a light source to predict image reversal
4. Teacher demonstration
5. Create final printing plate using a mirror to double check outcome of print.
6. Make multiple prints and choose the best ones. Focus on ink application through controlled brayer use.
7. Answer reflective questions; "What was the easiest part of creating the print and hardest... Why?" "What would I have done differently?" "What would I have kept the same?"
8. Demonstrate a working knowledge of printmaking terms.
 - a. Labeled classroom tools
 - b. Use posters describing printmaking process
 - c. Worksheet with word bank.

Assessments:

Diagnostic: Questioning, discussion

Formative: Teacher observation of works in progress
Reflection sheet about final outcome

Summative: Five-point rubric (craftsmanship, creativity, directions, technique, and content)
Writing assignments incorporating vocabulary

Extensions:

1. Prepare a presentation on the challenges and advantages of the printmaking process.
2. Use found materials to create an implied texture onto final piece.

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Correctives:

1. Use step cards for projects
2. Reduce the complexity of the design.

Materials and Resources

Materials:

Media: Printing ink; tempera paint;

Tools: Stampers; pencils; wooden stylus; brayers; brushes; wooden spoons; bench hooks; Rubber fish molds; leaves; natural objects

Supplies: Assorted papers; crayons; textured materials; foam plates/trays
varied art papers; railroad board; newspaper

Resources:

World Map or Globe

Teacher and student made project samples

Examples of prints from a series