Unit 1: Portrait Expansion

Objectives:
Students will be able to:

- Identify both a portrait and a self-portrait.
- Compare and contrast various portraits.
- View and discuss famous portraits.
- Create a self-portrait using an oval shaped face tracer.

Teaching Time: 4 Class Periods
Each 40 minutes

Assessment: Performance observation, descriptive self-assessment, and teacher observation.

Standards: 9.1A; 9.1B; 9.1C; 9.2 D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Portrait, Self-Portrait, Expression, and Oval.

Big Idea:

- Intro to self-portraits.

Essential Questions:

- What is a portrait/self-portrait?
- What are the parts of the face that make up a portrait?
- What parts of the face show expression?

District Resources:

Other Resources:

- Various portraits and self-portraits by famous artists (ex. Vincent van Gogh and Grant Wood)
- Dropping in on Grant Wood by Pamela Geiger Stephens
- Getting to Know the World's Greatest Artists: Grant Wood by Mike Venezia

Cross Curricular Connections:

- Math
- ELA

Technology:

- Dropping in on Grant Wood
- Crystal Video

Reading/Writing Connection:

- Students will write describing their self-portrait.

Teaching Activities:

- Students will read above book selection or view video **if available.**
- Students will participate in a discussion on what makes a portrait and a self-portrait.
- Students will view portraits and self-portraits artworks by various artists.

- Students will discuss the various parts of the human face.
- Students will watch a demonstration on how to make and eye, nose, mouth, ear, neck, etc.
- Students will practice creating a face using an oval face tracer to create their self-portrait.

Differentiation:
- Hands-on demonstrations
- Both oral and written directions
- Student examples displayed in room, artist examples displayed in room
- Repetition of all instructions, one-on-one instruction as needed
- Extend time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:
- Write a paragraph describing what makes their self-portrait special or interesting.

Sample Assessment:
- Read aloud their paragraph describing/evaluating their self-portrait.

Unit 2: Asian Culture Project

Objectives:
Students will be able to:
- Observe and discuss Asian art.
- Create artwork using Asian inspired designs.
- Use a variety of line types to create visual texture/movement.
- Use symmetry and repetition to create a design.

Big Idea:
- Asian cultures and Art.

Essential Questions:
- How can an artist create visual texture?
- How can an artist create visual movement?
- How is Asian art different than other art forms?
- How does Asian art use Nature as a subject matter?

District Resources:

Other Resources:

- Katsushika Hokusai art work
- Ito Jakuchu art work
- Japanese scrolls art work.
- Japanese carp kites art work.

Cross Curricular Connections

- Social Studies
- Geography

Technology:

- Ito Jakuchu power point.

Teaching Time: 4 Class Periods – 40 minutes each

Assessment: Performance observation and teacher observation.

Standards: 9.1A; 9.1B; 9.1C; 9.2 D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Lines, visual texture, visual movement, symmetry, repetition, scrolls, carp, and kites.

Reading/Writing Connection:

- Haiku Hike, Scholastic Inc., Kids are Authors, 2005.
- The Tale of the Mandarin Ducks, Katherine Paterson, Lodestar Books, Dutton Children's Books, New York, Penguin Books, 1990.
- Tree of Cranes, Houghton Mifflin Co., Boston, 1991

Teaching Activities:

- Lesson ideas: Carp kite, Oriental scroll and dragons.
- Students will view and discuss Asian art.
- Students will participate in a discussion on how to use line to create visual texture/movement.
- Students will participate in a discussion on use of symmetry to create visual harmony.
- Students will create an art piece using Asian designs choosing a subject matter from Nature.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions
- Student and artist examples displayed in room
- Repetition of all instructions; one-on-one instruction as needed
- Extend time as needed
- Preferential seating as needed
- Implement IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will research the importance of Asian holidays and their impact on art forms.

Sample Assessment:

- Students will participate in a self-assessment.

Unit 3: Collage/Mosaic Project

Objectives:
Students will be able to:

- Understand that collage/mosaic is an artwork created by gluing materials to a flat surface.
- Identify and use different types of shapes, geometric and organic.
- Use overlapping and placement to create depth in their artwork.
- Repeat colors and shapes to create visual rhythm and harmony.

Big Idea:

- Exploring Collage and Mosaics

Essential Questions:

- What is a collage/mosaic?
- What types of materials are used for a collage/mosaic?

District Resources:

Other Resources:

- Various examples of collage art, ex. Henri Matisse and Faith Ringgold's quilt illustrations in collage.

Teaching Time: 4 Class Periods – 40 minutes each

Assessment: Performance observation and teacher observation.

Standards: 9.1A; 9.1B; 9.1C; 9.2 D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, and Evaluation.

Vocabulary: Collage, fabric, geometric, organic, overlapping, foreground, background, perspective, harmony, and visual rhythm.

Cross Curricular Connections:

- Math, Geometry

Technology:

- Dropping in on Matisse, Crystal Video.
- Faith Ringgold quilts power point.

Reading/Writing Connection:

- Getting to Know the World's Greatest Artists: Henri Matisse by Mike Venezia
- Tar Beach, Faith Ringgold, Crown Publishers, Inc. New York 1991

Teaching Activities:

- Lesson ideas: Tar Beach paper quilt, fall silhouette with marker, and Matisse Fish Bowl.
- Students will read above book selection or view video **if available.**
- Students will participate in a discussion about collage/mosaic.
- Students will participate in a discussion on what materials can be found in a collage/mosaic, what is overlapping, and types of shapes.
- Students will view examples of collage/mosaic artwork (ex. Henri Matisse's collage art) and compare and contrast.
- Students will create a collage with a specific theme using foreground and background.
- Students will create visual rhythm and harmony in their collage by repeating colors and shapes.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions
- Student and artist examples displayed in room
- Repetition of all instructions; one-on-one instruction as needed
- Extend time as needed
- Preferential seating as needed
- Implement IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will explain where there is rhythm and harmony in their collage/mosaic.

Sample Assessment:

- Students will analyze either the video or the book selection.

Unit 4: Positive and Negative Shapes Project

Objectives:

Students will be able to:

- Understand that artworks have both positive and negative shapes/spaces.
- Discuss and use color contrast with dark shapes against light backgrounds to create pattern and visual rhythm.
- Discuss and use silhouette, term given to art from the Frenchman, Etienne de Silhouette.
- Design and cut out a positive shape art piece and preserve the negative shape.

Big Idea:

- Exploring Positive and Negative Shapes

Essential Questions:

- What is a positive/negative shape?
- How is negative space important to an artist?
- Does a positive shape stand out or blend in with its background?

District Resources:

Other Resources:

- The Shape of Me and Other Stuff, by Dr. Seuss, Random House Publishing, New York, 1973

Cross Curricular Connections:

- Math

Technology:

Reading/Writing Connection:

- Students will find advertisements or package designs from their kitchen/ home and will write/read a paragraph about how the design used positive and negative shapes, color contrast, and/or visual rhythm.

Teaching Time: 4 Class Periods – 40 minutes each

Assessment: Performance observation, writing assessment, and teacher observation.

Standards: 9.1A; 9.1B; 9.1C; 9.2D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Positive shape, negative shape/space, pattern, visual rhythm, silhouettes, and color contrast.

Teaching Activities:

- Students will participate in a discussion defining positive and negative shapes/spaces.
- Students will view art pieces and analyze which are the positive/ negative shapes.
- Students will discuss and use color contrast in their shapes and background colors.
- Students will design and cut out a positive shape art piece and preserve the negative shape.
- Students will locate advertisements or package designs from their home and will read/write a descriptive paragraph describing these designs.

Differentiation:

- Hands-on demonstrations;
- Both oral and written directions
- Student and artist examples displayed in room
- Repetition of all instructions; one-on-one instruction as needed
- Extend time as needed
- Preferential seating as needed

- Implement IEP criteria for individual students with special needs

Expansion/Enrichment:

- Students will create a new package design for their favorite gum focusing on negative and positive shapes/spaces.

Sample Assessment:

- Have students create both a positive and a negative shape. Have students use contrasting colors. Have students use visual rhythm.

Unit 5: Warm and Cool Color Project

Objectives:
Students will be able to:

- Understand and discuss color vocabulary: hue, color wheel, warm colors and cool colors.
- View and perceive how artworks are unified by warm and cool color usage in famous artwork.
- Use both warm and/or cool colors to create an art project.

Big Idea:

- Exploring warm and cool colors.

Essential Questions:

- What is a warm/cool color?
- Where do we see cool or warm colors in the world around you?
- Can you create a list of objects that are warm/cool colored?

Teaching Time: 4 Class Periods – 40 minutes each

Assessment: Performance observation, writing assessment, and teacher

Standards: 9.1A; 9.1B; 9.2 D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Hue, warm colors, related warm colors, cool colors, related cool colors, organic shapes, and geometric shapes

District Resources:

Other Resources:

- The Cat and the Bird by Geraldine Elschner
- The Noisy Paint Box by Barb Rosenstock
- Examples of Wassily Kandinsky, Paul Klee, or other artist work focusing on cool and warm color groupings.

Technology:

Reading/Writing Connection:

- Create a list of warm colored object and cool colored objects.

Teaching Activities:

- Lesson ideas: Tissue paper leaves or landscape painting.
- Students will read above book selection or view video **if available.**
- Go over essential questions.
- Students will participate in a discussion on and view warm/cool colors on the color wheel.
- Students will describe where they see warm and cool colors around them.
- Students will create an art project using color groupings.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions
- Student and artist examples displayed in room
- Repetition of all instructions; one-on-one instruction as needed
- Extend time as needed
- Preferential seating as needed
- Implement IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will write a paragraph explaining and comparing how cool colors make them feel and how hot colors make them feel.

Sample Assessment:

- Have students complete project using groupings of warm, cool, or both color types.
- Have students use geometric, organic, or both types of shapes.
- Have students write a description of color lists and explanation of why specific colors are their favorites.

Unit 6: Art and Nature Project

Objectives:

Students will be able to:

- Discuss the natural settings an insect or spider would be found in.
- Discuss and define symmetry as it relates to insect patterns.
- Design and create an art piece incorporating an insect or spider.
- Write a paragraph comparing and contrasting insects and spiders.

Big Idea:

- Nature in Art

Essential Questions:

- How does an insect compare to a spider.
- Where do you see symmetry on the insects?
- Where can insects and spiders be found?

District Resources:

Other Resources:

- The Big Book of Bugs, DK Publishing

Technology:

- Insect and spider images.

Reading/Writing Connection:

- Write a paragraph comparing and contrasting insects and spiders.

Teaching Time: 4 Class Periods – 40 minutes each

Assessment: Performance observation, descriptive writing assessment, and teacher observation.

Standards: 9.1A; 9.1B; 9.1C; 9.2 D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: pattern, symmetry, and radial symmetry.

Teaching Activities:

- Lesson ideas: Insect jar project, radial symmetry with insects, and spider symmetry.
- Students will participate in a discussion on the body parts and number of legs of an insect and/or spider.
- Students will view insect and/or spider images online.
- Students will compare and contrast insects and spiders.
- Students will view and discuss symmetry and radial symmetry.
- Students will create an artwork incorporating insects with natural objects, insects with a radial symmetry pattern, or symmetrical spiders.
- Students will write and read a paragraph comparing and contrasting insects and spiders.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions
- Student and artist examples displayed in room
- Repetition of all instructions; one-on-one instruction as needed
- Extend time as needed
- Preferential seating as needed

- Implement IEP criteria for individual students with special needs.

Sample Assessment:

- Have students use correct proportions on main body parts.
- Have students use correct number of legs.
- Have students complete project with setting, radial symmetry, or symmetry.
- Have students complete writing assignment.

Unit 7: Winter Landscape Project

Objectives:

Students will be able to:

- View and discuss snow globes in 2-D and 3-D.
- Read and discuss the book The Snow Globe Family.
- Discuss the terms shape, form, foreground, and background.
- Create a snow globe using shapes, forms, foreground, and background.
- Write a descriptive paragraph stating who the characters are in their snow globe and what is special about their snow globe.

Teaching Time: 4 Class Periods – 40 minutes each

Assessment: Performance observation, written assessment, and teacher observation.

Standards: 9.1A; 9.1B; 9.1C; 9.2 D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Snow globes, 3-D, 2-D, shape, form, landscape, foreground, and background.

Big Idea:

- Working with landscapes.

Essential Questions:

- What is a snow globe?
- What makes a snow globe seem like a magical place?
- What is the difference between 2-D and 3-D?

District Resources:

- The Snow Globe Family, Jane O'Connor, S.D. Schindler, Penguin Books, New York, New York, 2006

Other Resources:

- 3-D Snow globes

Cross Curricular Connection:

- Math (Geometry)
- Geography

Technology:

Reading/Writing Connection:
- Descriptive writing piece about snow globes.

Teaching Activities:
- Students will view, discuss, and compare 2-D and 3-D snow globes.
- Students will read and discuss the book The Snow Globe Family.
- Students will participate in a discussion defining shape, form, foreground, and background.
- Students will create a snow globe with a landscape.
- Students will write a descriptive paragraph about their snow globe.

Differentiation:
- Hands-on demonstrations
- Both oral and written direction
- Student and artist examples displayed in room
- Repetition of all instructions; one-on-one instruction as needed
- Extend time as needed
- Preferential seating as needed
- Implement IEP criteria for individual students with special needs.

Expansion/Enrichment:
- Have students research geographic locations of the United States of America and discuss which locations could and could not typically be used in the snow globe art form, ex. Florida, Colorado, Vermont, then list three states and tell why they could or could not be used for a snow globe.

Sample Assessment:
- Have the students use shape and form.
- Have the students create a foreground and a background.
- Have the students write a descriptive paragraph.

Unit 8: Objects in Space with Perspective Project

Objectives:
Students will be able to:

- View and discuss art projects showing perspective, overlapping, foreground, middle ground, and background.
- Vary the size of the same objects to show distance from viewer and perspective.
- When drawing, raise an object up and away from the bottom of the paper toward the top to create the illusion of perspective.
- Use overlapping to create depth of picture.
- Create a foreground, middle ground, and a background.

Teaching Time: 4 Class Periods – 40 minutes each

Assessment: Performance observation and teacher observation.

Standards: 9.1A; 9.1B; 9.1C; 9.2 D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: View, perspective, overlapping, depth, foreground, middle ground, and background.

Big Idea:

- Intro Perspective

Essential Questions:

- How do artist show perspective in their artwork?
- How does overlapping create depth in a picture?
- Do objects at the top of the page appear close or far away from the viewer?

District Resources:

Other Resources:

Cross Curricular Connections:

- Math

Technology:

- Linnea in Monet's Garden video, First Run Features, 1993

Reading/Writing Connection:

- Linnea in Monet's Garden, Christina Bjork and Lena Anderson, Raben & Stockholm, Sweden, 1985.
- Too Many Pumpkins, Linda White, Holiday House, New York, 1996.

Teaching Activities:

- Lesson ideas: Monet's Japanese footbridge, Pumpkin patch, Below knees project
- Students will read above book selection or view video **if available**.
- Students will discussion/ create a landscape including perspective, overlapping, repetition of shapes, foreground, middle ground, and background.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions
- Student and artist examples displayed in room
- Repetition of all instructions; one-on-one instruction as needed.
- Extend time as needed.
- Preferential seating as needed.
- Implement IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students can share pictures from other textbooks, library books, magazine, or on-line sources showing depth of space or perspective.

Sample Assessment:

- Have students use overlapping, change in size of object, and placement on page to create illusion of perspective.
- Have students create a foreground, middle ground, and background.

Unit Addendum: Robot Texture Project

Objectives:

Students will be able to:

- Perceive that there are two types of texture, visual and tactile.
- View and discuss art works by Louise Nevelson.
- Discuss how Louise Nevelson used every day found objects to create her sculptures.
- View and discuss that Louise Nevelson used neutral colors and focused on interesting shapes.
- Collect found objects and create a found object robot using many textures and geometric shapes.

Teaching Time: 4 Class Periods – 40 minutes each

Assessment: Performance observation and teacher observation.

Standards: 9.1A; 9.1B; 9.1C; 9.2 D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Visual texture, tactile texture, everyday objects, sculptures, neutral colors, geometric shapes, and patterns.

Essential Questions:

- What is visual texture?
- What is tactile texture?

- What is an everyday found object?
- What is a neutral color?

District Resources:

Other Resources:
- Mathematics, geometric shapes.
- Science, robotic engineering

Technology:
Reading/Writing Connection:
- Students will write a paragraph describing what skills their robot would be able to perform.

Teaching Activities:
- Students will participate in a discussion and view/feel visual and tactile textures.
- Students will view and discuss artworks by Louise Nevelson.
- Students will watch and discuss Louise Nevelson video.
- Students will brainstorm possible found objects they can bring from home.
- Students will collect found objects from home including different pasta shapes and will use geometric shapes and textures to create a robot.
- Students will glue their found object on to create interesting patterns.
- Students will write and discuss what special skills their robot would be able to perform.

Differentiation:
- Hands-on demonstrations
- Both oral and written directions
- Student and artist examples displayed in room
- Repetition of all instructions, one-on-one instruction as needed.
- Extend time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs

Expansion/Enrichment:
- Students will research the science of robotic technology and will discuss how robotics is part of our everyday life, ex. car industry.

Sample Assessment:
- Have the students use found objects from home. Have the students glue on the textures to create interesting patterns.

Unit Addendum: Tree House Project

Objectives:
Students will be able to:

- View and discuss tree house art works created by the teacher and other students.
- Discuss and use overlapping shapes to create depth.
- Discuss and use texture to create visual interest.
- Create a foreground and background.
- Use emphasis and creativity to create a personalized tree house.

Essential Questions:

- What is a tree house?
- What activities can a tree house be used for?
- What would your perfect tree house contain?

Teaching Time: 4 Class Periods – 40 minutes each

Assessment: Performance observation, written assessment, and teacher observation.

Standards: 9.1A; 9.1B; 9.1C; 9.2 D; 9.3A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Overlapping, use of organic and geometric shapes, texture, emphasis, foreground, background, and creativity.

District Resources:

Other Resources:

- Pictures of tree houses created by the teacher and by previous students.

Cross Curricular Connections:

- Science, tree types

Technology:

Reading/Writing Connection:

- Write and read aloud a descriptive paragraph describing student's perfect tree house.

Teaching Activities:

- Students will participate in a discussion and view tree house examples.
- Students will view and discuss artworks using overlapping to create depth.
- Students will view examples of visual texture.
- Students will view and discuss foreground and background.
- Students will brainstorm possible objects which would be needed in a tree house.
- Students will use creativity and emphasis to design and create their own special tree house.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions
- Student and artist examples displayed in room
- Repetition of all instructions; one-on-one instruction as needed.
- Extend time as needed.
- Preferential seating as needed.
- Implement IEP criteria for individual students with special needs

Expansion/Enrichment:

- Students can use the internet to research three different tree types and discuss their shape/height and how this would affect the design of their tree house.

Sample Assessment:

- Have the students write and read a descriptive paragraph telling where their tree house would be located, what items it would have, who would be allowed to visit, what activities would occur, and what would make their tree house a perfect place.