

(CE:A) Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. • Demonstrate skill and expression in the use of art techniques and processes.

(CE:B) Use the elements and principles of art as a means to express ideas, emotions and experiences. • Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).

(AR:C) Contribute to the development of criteria for discussing and judging works of art. • Identify successful characteristics that contribute to the quality of their own artwork and the works of others.

• Line Grids- S use sharpies to make lines on 10-12 colored strips of paper (1"-2") wide. • S paste strips onto 6x18 black paper with

• student sample

Art 3 3 weeks(S ept.) Line- straight & curved

(CE:B) Use the elements and principles of art as a means to express ideas, emotions and experiences. • Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).

• S draws initial with pencil onto tag bd., cuts it out, and tapes it onto 9X12 white. • S uses markers or colored pencils to make an implied line (lines stay in one direction and are close together) • S takes off tag bd. And should see the implied shape from lines

• student sample

Art 3 1 week (Sept.) Line- implied

Art 3 3 weeks Shape- City
 (Oct) Scape

(AR:1) Contribute to the development of criteria for discussing and judging works of art.

• Identify successful characteristics that contribute to the quality of their own artwork and the works of others.
• Identify criteria for discussing and assessing works of art.

(CE:A) Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

• Demonstrate skill and expression in the use of art techniques and processes.
• Use appropriate visual art vocabulary when describing art-making processes.

(CE:B) Use the elements and principles of art as a means to express ideas, emotions and experiences.

• Create

- S listen to the book "TAR BEACH" and review and identify geometric shapes. (focus squares and rectangles)
- S get 12X18 dk. Blue paper and choose 3 different colors of 9X12 construction.
- S cut out squares and rectangles for buildings of city, arrange, overlap, and glue them onto blue paper.
- Use oil pastels for windows, stars, chimneys, pipes, etc. and to outline bldgs.
- Use 4X5 white and colored pencils to make a self portrait of themselves flying through the sky.
- Tar Beach by Faith Ringgold
- student samples

(11A) Recognize and describe visual art forms and artworks from various times and places.

•Connect various art forms and artistic styles to their cultural traditions. **(CE:A)**

Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. •Demonstrate skill and expression in the use of art techniques and processes. **(CE:B)**

Use the elements and principles of art as a means to express ideas, emotions and experiences. • Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).

•Identify relationships

• S get 9X12 white paper, ruler, and pencil.

Make 4-5 horizontal lines and 4-5 vertical lines. Choose if they want to add circles or not. •

Find shapes that touch at corners and mark lightly with a pencil.

• Use marker to color in those shapes (one to one another and to the

color) If finish early, can add a second color

• student sample

Art 3 2 weeks Pattern-
(Nov.) Checkers

(CE:C) Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

• Create an original work of art that illustrates a story or interprets a theme. **(C:B) Use the visual arts as a means**

to understand concepts and topics studied in disciplines outside the arts.

• Communicate mathematics, geography or science information visually (e.g., develop a chart, graph or illustration).

• Use patterns to make space creatures out of construction paper, using basic shapes. • Use scrap paper and materials to decorate creatures

• Space Case

Basic skills-
tracing,
cutting,
gluing, etc.
Shape
Aliens

1 week
(Oct.)

Art 3

Art 3

2 weeks Color-
(Nov./De Complimenta
c.) ry

(CE:A) Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. •Demonstrate skill and expression in the use of art techniques and processes.
•Use appropriate visual art vocabulary when describing art-making processes

•Color wheel discussion at art council. Read from handout.
•S do warm up activity where they make 3X3 stencil (any shape they want)
•S trace 6 times onto 9X12 white paper- 3 times on left and 3 times on right. •S color compliments across from each other.
•DAY 2: S review compl. colors. Get baby wipe and fold/twist it how they want.
•S ties 2-3 rubber bands tightly around wipe.
•S picks one compl. color set to color with in marker. Remove bands, and open wipe to get tie
• student sample

Art 3	3 weeks (Dec./Jan.)	Color- warm/cool	<p>(CE:A) Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. •Demonstrate skill and expression in the use of art techniques and processes.</p> <p>•Use appropriate visual art vocabulary when describing art-making processes (CE:B) Use the elements and principles of art as a means to express ideas, emotions and experiences. •Identify relationships between selected art elements and principles (e.g., color and rhythm). (CE:C) Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art. •Create an original work of art that illustrates a story or</p>	<p>•S look at/discuss Georgia O'Keeffe book and paintings •S review warm/cool color schemes •S brainstorm desert objects. Pick one to draw on 8X11 watercolor paper in center. S continues drawing contour lines around the center object all way to edges. Outline all with sharpie (black crayon) •S chooses either warm or cool watercolor paint. •O'Keeffe book •Student samples</p>
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Art 3	4 weeks (Jan./Feb.)	Collage- Message in a Bottle	<p>(CE:A) Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. •Demonstrate skill and expression in the use of art techniques and processes.</p> <p>•Use appropriate visual art vocabulary when describing art-making processes</p> <p>(CE:B) Use the elements and principles of art as a means to express ideas, emotions and experiences. • Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).</p> <p>•Identify relationships between selected art elements and principles (e.g., color and rhythm).</p> <p>(CE:C) Develop and select a range of</p>	<p>•S discuss what messages in bottles are? Used for? Comr from?</p> <p>•Discuss who they are writing to, where they are at, and if they want rescued or not. Proper spelling, grammar, etc.</p> <p>•S writes a message with charcoal pencil.</p> <p>•DAY 2 & 3: S tear tissue paper into small pieces and mod podge onto plastic bottle.</p> <p>•DAY 4: S roll message and put in bottle. Design the cap or make a cork.</p>	<p>•Student sample</p> <p>•Stories on real messages sent out to sea.</p>
Art 3	3 weeks (Feb.)	Print	<p>(CE:A) Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. •Demonstrate skill and expression in the use of art techniques and processes.</p>	<p>•Foam print chameleon</p>	

Art 3	4 weeks (March/April)	Fibers- cups	(CE:C) Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art. •Recognize and identify a purpose or intent for creating an original work of art.	•Weave a plastic cup with yarn making a color pattern
Art 3	2 weeks (April)	Mixed Up Chameleon	(C:C) Create and solve an interdisciplinary problem using visual art precesses, materials and tools •Apply problem-solving skills from other subject areas to solve artistic problems.	•Create a new animal by combining 3 animals into one. Name it! •Mixed Up Creature book
Art 3	2 weeks (April/May)	Clay- pinch pots & coil pots	(CE:C) Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art. •Recognize and identify a purpose or intent for creating an original work of art.	•Pinch a small pot •Make a small coil pot
Art 3	2 weeks (May)	Free Choice	(CE:A) Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. •Demonstrate skill and expression in the use of art techniques and processes.	•Students earn a day to choose what kind of art to make

Art 3	Art Walks	(V:B) Form their own opinions and views about works of art and discuss them with others. •Ask clarifying questions about others' ideas and views concerning art (V:C) Distinguish and describe the aesthetic qualities in works of art •Distinguish between technical and expressive qualities in their own artworks.	•Students walk around the room observing other students artwork. •Compliments at the end/discussion about what they saw.
Art 3	Alphabet Artist "S"- George Seurat Pointillism	(AR:B) Apply comprehension strategies to respond to a range of visual artworks. •Discuss different responses to, and interpretations of, the same artwork.	•Pointillism painting (insects, fish, leaves, frit & veggies) •Seurat info./visuals
Art 3	Alphabet Artist "T"- Tomasso Massachio Profile Portraits	(H:B) Identify art forms, visual ideas and images and describe how they are influenced by time and culture •Identify and compare similar themes, subject matter, and images in artworks from historical and contemporary eras.	•Profile portrait of a neighbor •Massachio info./visuals
Art 3	Alphabet Artist "U" - Lucas Van Uden- Landscape Painting	(AR:B) Apply comprehension strategies to respond to a range of visual artworks. •Discuss different responses to, and interpretations of, the same artwork.	•Landscape watercolor painting •Van Uden info./visuals

Art 3	Alphabet Artist "V"- Vincent Van Gogh Sunflowers	(H:D) Place selected visual art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period. •Recognize selected artists who contributed to the cultural heritages of the people of the U.S. (V:A) Apply basic reasoning skills to understand why works of art are made and valued. •Explain reason for selecting an object they think is a work of art	•Vase and large sunflower using chalk and tissue paper	•Van Gogh info./visuals
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Art 3	Alphabet Artist "W"- Andy Warhol Soup Cans & Celebrities	(H:B) Identify art forms, visual ideas and images and describe how they are influenced by time and culture •Identify and compare similar themes, subject matter, and images in artworks from historical and contemporary eras. (H:D) Place selected visual art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period. •Recognize selected artists who contributed to the cultural heritages of the people of the U.S.	•Colorful self portrait •Campbell's soup cans	•Warhol info./visuals •Student school picture in black and white
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Art 3	Alphabet Artist "X"- Xenophantos Greek Vase	<p>(H:B) Identify art forms, visual ideas and images and describe how they are influenced by time and culture</p> <ul style="list-style-type: none"> •Identify and compare similar themes, subject matter, and images in artworks from historical and contemporary eras. 	<ul style="list-style-type: none"> •Greek vase cut out and design 	<ul style="list-style-type: none"> •Xenophantos info. •Greek vase handout.
Art 3	Alphabet Artist "Y"- Yarn Painting	<p>(AR:B) Apply comprehension strategies to respond to a range of visual artworks.</p> <ul style="list-style-type: none"> •Discuss different responses to, and interpretations of, the same artwork. <p>(C:A) Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication</p> <ul style="list-style-type: none"> •Interpret a favorite painting through movement or music. 	<ul style="list-style-type: none"> •Paint by dropping yarn onto paper •Listen to music 	<ul style="list-style-type: none"> •Music expression examples
Art 3	Alphabet Artist "Z"- BlaZing Banyan Tree	<p>(V:C) Distinguish and describe the aesthetic qualities in works of art</p> <ul style="list-style-type: none"> •Distinguish between technical and expressive qualities in their own artworks. <p>(CE:D) Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <ul style="list-style-type: none"> • Use feedback and self- 	<ul style="list-style-type: none"> •Tree painting with tempera paint and oil pastels 	
Art 3	Free Draw Contest	<ul style="list-style-type: none"> assessment to improve the quality of artworks. 	<ul style="list-style-type: none"> •Contest to pick the best drawing 	

(H:C) Identify and describe the different purposes people have for creating works of art.

- Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

(C:D) Describe how visual art is used in their communities and the world around them and provide examples.

- Provide examples of different types of artists and describe their roles in everyday life.

- Local artist-shows work and does a lesson with students

Visiting Artist