

Teacher: Core Art Grade K

Course: Art Grades K

Year: 2015-16

Month: All Months

S Art Elements

e

Essential Questions

Content

p Can art tell a story?

line

t What are the art elements?

visual storytelling

e

how to use watercolor paint

m

directed line drawing

b

shape

e

r

O Art Elements

c

Essential Questions

Content

t What are the art elements?

art elements: line and color

o Piet Modrian paintings

b collage technique

e

r

N Art Elements

o Essential Questions Content

v What are the art elements? circle, squares and rectangles

e transportation vehicles

m "Castle with Sun" by Paul Klee

b collage

e triangles

r Castle made from color paper triangles

Printmaking

Essential Questions

What is a print?

Content

"The Dot" by Peter Reynolds

printing with circular objects

Drawing

Essential Questions

Can art tell a story?

Content

The book "Giving Thanks"

drawing

D Winter Art

e Essential Questions Content

c Can you use a variety of materials? painting

e How can we use math in art? collage

m cutting

b "The Snowy Day" by Ezra Jack Keats

e folding paper into one quarter size

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J Winter Art

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u	What is symmetry	collage
a		cutting
r		"The Snowy Day" by Ezra Jack Keats
y		symmetry
		watercolor painting
		drawing
		Letters O,V,X
F	Symmetry	
e	Essential Questions	Content
b	What is symmetry?	definition of symmetry
r		symmetry in nature
u		drawing
a		painting

r Printmaking

y Essential Questions

What is a print?

Content

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Masks

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What Can Art Tell us about Different Cultures?

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Carnivale in Brazil

Mask making

How to use a variety of materials

Self Portrait

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What can art tell us about ourselves?

definition of a self portrait

self portraits of recognized artists.

collage technique

painting

drawing

texture

M Self Portrait

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r What can art tell us about ourselves?

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self portraits of recognized artists.

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collage technique

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Psyanki eggs

Essential Questions

What Can Art Tell us about Different Cultures?

Content

Traditional Ukrainian psyanki egg design

watercolor resist process

art elements line, shape, pattern, color

A Psyanki eggs

p

Essential Questions

Content

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What Can Art Tell us about Different Cultures?

Traditional Ukrainian psyanki egg design

i

watercolor resist process

l

art elements line, shape, pattern, color

Rainbow Fish

Essential Questions

Can art tell a story?

Content

The illustrations of Marc Phister

painting with tempera

tracing and cutting from a template

M Color Theory

a Essential Questions

y What are the art elements?

Content

primary color

secondary color

color wheel

color mixing

How to use tempera paint

collage

My Family and I

Essential Questions

What can art tell us about ourselves?

Content

drawing

language arts

family activities

J My Family and I

u Essential Questions

n What can art tell us about ourselves?

Content

drawing

e

language arts

family activities

Skills	Assessments	Lessons	Resources
Students will be able to demonstrate 3 kinds of line: straight, wavy, zig zag	Month of september View for Understanding Completed project	Formative Summative	crayon paper watercolor paint
Students will be able to use line as an expressive element in a personal story			
Students will be able to demonstrate safe and effective use of watercolor paint			
Students will be able to follow a directed line drawing			
Students will be able to name and draw a variety of shapes			
Students will use shape as a design element in a bird drawing			
Students will be able to describe the shapes that make up a birds features			

Skills	Assessments	Lessons	Resources
Students will be able to name different kinds of lines(straight, curvy, zig zag)	Formative View for Understanding Summative Completed drawing		color paper glue

Students will be able to identify primary colors

Students will recognize selected art of Piet Modrian

Students will be able to demonstrate proper use of a glue stick

Students will be able to create a collage using straight lines and primary colors

Skills	Assessments	Lessons	Resources
Students will be able to draw a circle, square and rectangle	Formative View for Understanding Summative Completed drawing		color paper glue

Students will be able to use shape to make a vehicle

Students will be able to combine paper triangle to make squares and rectangles

Students will use stick glue in an appropriate manner

Students will make a collage of a castle using combinations of triangles

Skills	Assessments	Lessons	Resources
Students will be able to describe simple printing process	Formative View for Understanding		markers
Students will demonstrate printing technique	Summative Completed print		and foam
Students will visually respond to the story "The Dot" by creating a dot picture.			

Skills	Assessments	Lessons	Resources
Students will be able to describe the illustrations and content of the book "Giving Thanks"(a native American prayer)	Formative View for Understanding		Giving
Students will be able to visually illustrate something that they are thankful for	Summative Completed drawing		Thanks
Students will choose art materials that best express their ideas (crayon, color pencil or marker)			book art
			supplies of
			choice

Skills	Assessments	Lessons	Resources
Students will respond visually to the story " The Snowy Day" by Ezra Jack Keats	Formative View for Understanding Summative Completed drawing		coffee filters scissors glue paper crayon
Students be able to define landscape			
Students will use drawing and sponge painting to create a winter landscape.			
Students will add collage elements to winter landscape			
Students will be able to fold a coffee filter into 1/4 sections			
Students will be able to use scissors effectively to cut shapes into a folded coffee filter			
Students will cut a paper snowflake			
Skills	Assessments	Lessons	Resources

Students will respond visually to the story " The Snowy Day" by Ezra Jack Keats	Formative View for Understanding Summative Completed landscape	coffee filters scissors glue paper crayon
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Students be able to define landscape

Students will use drawing and sponge painting to create a winter landscape.

Students will add collage elements to winter landscape

Students will be able to define symmetry

Students will be able to identify snowflakes as having 6 symmetrical sides

Students will be able to use letters O, V, X as a design element

Students will be able to draw a symmetrical snowflake with 6 sides that use letters as a design element.

Students will demonstrate correct use of watercolor paint

Skills	Assessments	Lessons	Resources
Students will be able to define symmetry	Formative View for Understanding Summative Completed drawing		paper crayon

Students will recognize symmetry in nature

Students will be able to draw a 6 sided snowflake using symmetrical design elements.

Students will use watercolor in a safe and effective manner.

Skills	Assessments	Lessons	Resources
Students will be able to describe printing process	Formative View for Understanding		foam
Students will use terminology associated with printmaking (brayer, ink, plate, print)	Summative Completed mask		markers ink
Students will use art elements line, shape and pattern in designing an image			
Students will be able to make a print using a foam plate.			

Skills	Assessments	Lessons	Resources
Students will be able to describe carnival celebration in Brazil	Formative View for Understanding		constructio
Students will design a mask make from paper	Summative Completed mask		n paper glue scissors
Students will demonstrate art elements in a mask design.			

Skills	Assessments	Lessons	Resources
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Students will be able to define self portrait

paper
rubbing
plates
scissors
crayons

Students will be able to recognize self portraits of selected recognized artists.

students will be able to create texture through the use of a rubbing plate

Students will demonstrate cutting skills through collage technique

Students will use painting, drawing, and collage to create a self portrait.

Skills	Assessments	Lessons	Resources
Students will be able to define self portrait	Formative View for Understanding summative Completed portrait		rubbing plate glue paper crayon
Students will be able to recognize self portraits of selected recognized artists.			

students will be able to create texture through the use of a rubbing plate

Students will demonstrate cutting skills through collage technique

Students will use painting, drawing, and collage to create a self portrait.

Skills	Assessments	Lessons	Resources
Students will be able to recognize traditional Ukrainian psyanki egg	Formative View for Understanding		paper
Students will plan an egg design on paper	Summative completed painting		watercolor paint crayon
Students will use line, shape, pattern and color in an egg design			
Students will demonstrate watercolor resist process			

Skills	Assessments	Lessons	Resources
Students will be able to recognize traditional Ukrainian psyanki egg	Formative View for Understanding		Watercolor
Students will plan an egg design on paper	Summative completed painting		paint paper crayon
Students will use line, shape, pattern and color in an egg design			
Students will demonstrate watercolor resist process			

Skills	Assessments	Lessons	Resources
Students will be able to recognize the work of Marc Phister as the illustrator of " The Rainbow Fish"	Formative View for Understanding Summative completed painting		Rainbow Fish bookoil pastel crayon
Students will be able to trace and cut from a template			
Students will be able house crayon and oil pastel to create a fish with scale and fin details			
Students will demonstrate safe and effective use of white glue.			
Students will create a collage of a "Rainbow" fish			
Students will use crayon and oil pastel to add underwater sea life to their collage			

Skills	Assessments	Lessons	Resources
Students will be able to identify primary and secondary colors	Formative View for Understanding Summative completed painting		paint paper

Students will be able to mix secondary colors from primary colors.

Students will be able to make a secondary color paint blot from primary colors.

Students will use cutting skill to cut out paint blots.

Students will use cut paint blots to make a collage

Skills	Assessments	Lessons	Resources
Students will draw a picture that describes a favorite activity that they have done with their family	Formative View for Understanding Summative completed painting		
Students will add text to their drawing starting with " My family and I"			
Students will complete drawing with crayon.			

Skills	Assessments	Lessons	Resources
Students will draw a picture that describes a favorite activity that they have done with their family	My Family and I 6/10/2016		sharpie marker watercolor paint
Students will add text to their drawing starting with " My family and I"			
Students will complete drawing with crayon.			

Standards	Special Education Differentiation (for all units)	ELL (for all units)
1.1.2.D.2-Identify elements of art and principles of design in specific works of art and explain how they are used.	Modify and accommodate as listed in student's IEP or 504 plan	Provide English/Spanish dictionary for use
1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.	Communicate directions clearly and concisely and repeat, reword, modify as necessary	Learn/Utilize/Display some words in the students' native language
1.3.2.D.2-Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.	Utilize open-ended questioning techniques	Utilize formative assessments to drive student instruction
1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.	Chunk tasks into smaller components	Establish a consistent and daily routine
1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.	Provide step-by-step instructions	
1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.	Model and use visuals as often as possible	
1.4.2.A.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	Create rubrics/allow students to assist with task, so that all are aware of expectations	
	Create modified assessments	
Standards	Provide individualized assistance as necessary	
1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork.	Allow for group work (strategically selected) and collaboration as necessary	

1.1.2.D.2-Identify elements of art and principles of design in specific works of art and explain how they are used.	Utilize assistive technology as appropriate
1.2.2.A.1-Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	Provide meaningful feedback and utilize teachable moments
1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.	Utilize auditory reminders as deemed necessary
1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.	Establish a consistent and daily routine
1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.	
1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.	

Standards

1.2.2.A.1-Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2-Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.1-Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.B.1-Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2-Identify elements of art and principles of design in specific works of art and explain how they are used.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2-Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

1.3.2.D.2-Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.2-Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

Standards

1.2.2.A.1-Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2-Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.4-Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

1.2.2.A.1-Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

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1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

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1.4.2.A.4-Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.4-Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Standards

1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

Standards

1.2.2.A.1-Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2-Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.2-Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

Standards

1.2.2.A.1-Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2-Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.1-Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2-Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

1.2.2.A.1-Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

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1.4.2.A.1-Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2-Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2-Identify elements of art and principles of design in specific works of art and explain how they are used.

1.2.2.A.2-Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2-Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4-Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.4-Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Standards

1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2-Identify elements of art and principles of design in specific works of art and explain how they are used.

1.2.2.A.2-Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2-Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

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1.4.2.A.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4-Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

1.3.2.D.2-Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3-Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

At Risk (for all units)

Make modifications to instructional plans based on I&RS plans

Develop a record system to encourage good behavior and completion of work

Establish a consistent and daily routine

Gifted and Talented (for all units)

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge

