



GREENWICH STOW CREEK ART CURRICULUM

Stow Creek BOE Approved: 8/18/2022

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Greenwich/Stow Creek Partnership Schools

Art Curriculum Grades K-8

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Program Description

The Greenwich-Stow Creek Partnership Schools art instruction program provides a hand on approach with the belief that children learn by doing. Students will be instructed using as many

hands-on materials as possible. Instruction will be structured to allow time for students to apply what they have learned. Repetitive tasks will be assigned to reinforce key learning ideas, but between and among grades.

Instructional Philosophy

Every child can be an artist with the proper instruction, encouragement, and safe environment. With this as our top priority, we strive at all times to:

- Provide safe and nurturing learning environments;
- Implement instructional strategies that meet the needs of all students;
- Enable every student to reach their full potential, intellectually, socially and behaviorally.

Program Modifications For Special Needs Children

The Greenwich-Stow Creek Partnership Schools' Boards of Education recognizes that children possess varied learning abilities, rates, and capacities.

Users of this curriculum should understand that the following program modifications are acceptable to make the art program compatible with the broad continuum of students' learning styles and abilities. Modifications may include, but are not limited to...

- Elimination of inappropriate content or topics
- Modification of any assessment, including tests, homework, and projects
- Providing oral assessment
- Providing alternate reading material
- Enlisting the use of readers, note-takers, or other peer learning strategies.

In the case of classified children or those eligible for educational accommodations consistent with section 504 of the Americans With Disabilities Act, the goals and activities contained in the child's IEP or 504 Plan should be used to determine responsibility for the attainment of subject matter content.

Assessment

Assessments will range from student participation in class to project grades based on a rubric. The rubric has three criteria: effort/participation, finished appearance, and art skill/application. For grades 5-8, some projects may have quizzes attached to them for students to justify and defend their work to check for understanding.

Written Assessment

Written assessments are based on the knowledge they gained from participating during the project presentation. Questions range from vocabulary questions to critical thinking questions to compare/contrast.

Cross Curricular Approach

In the art room, students in grades k-8 work on a variety of art based projects that focus on art skills but also tie in other core subjects like math, science, social studies, and language arts. Some projects include the complementary mandala project where students utilize math knowledge of fractions and using a ruler to create perpendicular lines, creating a comic script which focuses on sequence and narration, and discussing famous historical artists and their contributions to the art world and how they influenced their society's culture.

Technology

Teachers use a great deal of technology to further and deepen student knowledge. Television and the internet can help to expand student understanding of art and sculpture. For example the students can find various references for their projects and research different artists. PowerPoint is often used to organize and display pertinent information.

Child Pedagogy

Based on grade level, students will focus on learning specific skills and vocabulary that is fundamental to art education along with ties to other core subjects like math, science, social studies, and language arts.

Kindergarten through first grade will focus on tactile learning and improving their fine motor skills by cutting and pasting paper. They will also learn about basic color theory such as primary and secondary colors and basic shapes/patterns.

Second through fourth grade will expand upon their drawing and observation skills whether they use online references or real life references to draw from. They will also learn how to break down complex forms into their most basic shapes and utilize them to create their artwork. There will be some art history as we discuss famous artists and their contributions to the art world.

Fifth through eighth grade will focus on refining their drawing and composition skills along with more fundamental vocabulary. Their projects will focus on various art styles, art mediums, and studying various historical and modern artists to expand their art world view.

2020 New Jersey Student Learning Standards - Visual and Performing Arts:

1.5 Visual Arts Standards by the End of Grade 2

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understandings: Creativity and innovative thinking are essential life skills that can be

developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Essential Questions: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Practice: Explore

Performance Expectations:

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Practice: Investigate

Performance Expectations:

- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Essential Questions: What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Practice: Reflect, Refine, Continue

Performance Expectations:

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Presenting

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.

Essential Questions: How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

Practice: Analyze

Performance Expectations:

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Practice: Select

Performance Expectations:

1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding

preparing artwork for presentation or preservation.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Practice: Share

Performance Expectations:

1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

Practice: Perceive

Performance Expectations:

- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

Practice: Interpret

Performance Expectations:

1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: People evaluate art based on various criteria.

Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Practice: Analyze

Performance Expectations:

1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.
Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Practice: Synthesize

Performance Expectations:

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Practice: Relate

Performance Expectations:

- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

1.5 Visual Arts Standards by the End of Grade 5

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Essential Questions: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Practice: Explore

Performance Expectations:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why

is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Practice: Investigate

Performance Expectations:

- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Essential Questions: What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Practice: Reflect, Refine, Continue

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Questions: How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

Practice: Analyze

Performance Expectations:

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Practice: Select

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Practice: Share

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

Practice: Perceive

Performance Expectations:

- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

Practice: Interpret

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: People evaluate art based on various criteria.

Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Practice: Analyze

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Practice: Synthesize

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Essential Questions: How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Practice: Relate

Performance Expectations:

- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

1.5 Visual Arts Standards by the End of Grade 8

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Essential Questions: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Practice: Explore

Performance Expectations:

- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Practice: Investigate

Performance Expectations:

- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Essential Questions: What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Practice: Reflect, Refine, Continue

Performance Expectations:

- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

Essential Questions: How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

Practice: Analyze

Performance Expectations:

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Practice: Select

Performance Expectations:

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Practice: Share

Performance Expectations:

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

Practice: Perceive

Performance Expectations:

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

Practice: Interpret

Performance Expectations:

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: People evaluate art based on various criteria.

Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Practice: Analyze

Performance Expectations:

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Practice: Synthesize

Performance Expectations:

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Essential Questions: How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Practice: Relate

Performance Expectations:

- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

Art Curriculum

Kindergarten

September

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr3a	Students will learn about different types of shapes and learn proper techniques for cutting and pasting. They will choose two different colors of construction paper and then carefully draw various shapes onto them. Once they have at least ten	<ul style="list-style-type: none">● Construction paper● Scissors● Glue● Pencil● Eraser	Teacher observation, student participation, project grade

		shapes (can be different sizes), they will carefully cut out the shapes using scissors. Students will then learn about how to use glue sticks to glue the shapes onto the background paper. They can overlap the shapes to form a collage or create a pattern with the shapes.		
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Re8a	Students will learn about the color wheel and specifically the primary colors. They will look at the artwork of Piet Mondrian, an artist who made abstract art with a focus on shapes and colors. Students will divide their paper into different sized squares and rectangles. They will then color in some squares and rectangles with the primary colors. Then they will outline their pencil line with a black marker.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will learn about secondary colors and how they are made. They will follow teacher instructions to draw a snail. They will draw a large circle first and then create a spiral in the circle. Then they will draw the body of the snail using an oval. They will use mix paint to create the secondary colors (orange, green, purple) and use the colors they created to paint their snail. They can add a background to the snail like grass, flowers, trees, etc (this is not limited to secondary colors).	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Paint (red, yellow, blue) ● Paint brushes ● Water ● Water cups 	Teacher observation, student participation, project grade

October

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will incorporate shapes and color to create an abstract owl made out of triangles and circles. They will choose two colors for the owl's feathers and then follow teacher instructions on how to make multiple shapes. They will also get yellow paper to draw two circles and a small triangle for the beak on. They will work on their cut/paste skills to cut out the shapes and to create their owl. They will follow teacher instruction to arrange the shapes onto the brown paper.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Scissors ● Glue ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will learn about symmetry to create hand spiders. They will be given black paper and they will fold it in half. They will then trace their hand (not including the thumb) on top of the crease. They will then carefully cut along the lines and open it to reveal the full shape. They will have orange paper that they can draw spooky things like spider webs and the like and then they will glue the spider onto the background paper. They will also glue googly eyes onto their spider.	<ul style="list-style-type: none"> ● Orange paper ● Black paper ● Scissors ● Glue ● Googly eyes ● Pencil ● Eraser 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will learn about the artist Henri Matisse and they will create a collage of Matisse-like leaves. They will be given various choices of construction paper to draw their	<ul style="list-style-type: none"> ● Various colored construction paper ● Pencil 	Teacher observation, student participation, project grade

		leaves on. In total, they will draw, cut, and paste three leaves onto background paper. Students will focus on their cutting and pasting skills.	<ul style="list-style-type: none"> ● Eraser ● Scissors ● Glue 	
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students create ghost themed windsocks they can hang up to decorate their room. They will be given either white or gray paper and they will draw a spooky face onto the white paper. Next they will cut and glue paper into long strips and paste it to the bottom of the paper. Then they will follow teacher instructions to roll and tape a white or gray piece of paper. Then I will come around and hole punch the sides to allow string to be attached to it.	<ul style="list-style-type: none"> ● Gray and white paper ● Pencil ● Eraser ● Scissors ● Glue ● Hole puncher ● String ● Tape or staple 	Teacher observation, student participation, project grade

November

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will learn about the parts of the tree and create an autumn tree by drawing the tree trunk and branches. They will then color it using a brown crayon. They will use cotton balls as paint brushes to carefully dab red, orange, and yellow paint onto their tree.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Brown crayon ● Cotton balls ● Red, orange, and yellow paint 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a holiday turkey using various colored construction paper. First students will follow teacher instruction to create the body and face of the turkey using brown construction paper. They will cut and	<ul style="list-style-type: none"> ● Construction paper ● Scissors ● Glue ● Pencil ● Eraser 	Teacher observation, student participation, project grade

		paste the parts together. Then they will create the feathers by tracing their hand onto red/orange/yellow construction paper. They will follow teacher instruction to glue the hand cutouts onto the background paper first and then glue the body onto it.		
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December

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a mosaic wreath using ripped up pieces of various shades of green construction paper. They will carefully rip construction paper into different shapes and sizes and then carefully glue the paper onto the background in a circle shape to create the wreath. Then they will create decorations for their wreath (like ornaments and lights) using brightly colored construction paper. They will cut and paste the decorations onto their wreath.	<ul style="list-style-type: none"> ● Various colored construction paper ● Pencil ● Glue ● Scissors 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a snowman scene using cotton balls and glue. They will learn about multimedia art and how everyday objects can be used to make artwork. They will first draw three circles for their snowman. Once they are happy with the sizes of their circles, they will carefully use wet glue to paste cotton balls inside the circles they made. Then they can glue brown yarn onto the background paper to make arms for their snowman. They can also glue pony beads onto their snowman to add details like eyes, buttons, etc.	<ul style="list-style-type: none"> ● Background paper ● Cotton balls ● Liquid glue ● Pencil ● Eraser ● Pony beads ● Brown yarn 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create symmetrical mittens by tracing their hand on a piece of paper. Then by stacking two papers together, they will cut out one shape to create two mittens. Once both mittens have been cut out, they will draw patterns onto the mittens and color them in with crayons.	<ul style="list-style-type: none"> • Construction paper • Scissors • Crayons • Pencil • Eraser 	Teacher observation, student participation, project grade

January

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will work on their tactile skills to create woven patterns using construction paper. They will follow teacher instruction and demonstration to create their woven pattern. Once the paper is full of the weave pattern, they will carefully glue the ends of the weave down.	<ul style="list-style-type: none"> • Construction paper strips (1 inch wide) • Construction paper for background • Glue • Scissors • Pencil 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will experiment with patterns and colors. They will separate their paper into four sections by following the teacher's instructions. Each section will have a different pattern in them and will be separated using a black marker. The patterns and background will be colored using crayons.	<ul style="list-style-type: none"> • Paper • Penil • Eraser • Crayons • Black marker 	Teacher observation, student participation, project grade

February

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b	Students will create a 'love bug' using symmetrical hearts. They will	<ul style="list-style-type: none"> • Construction paper 	Teacher observation,

	1.5.2.Cr2a 1.5.2.Cr2b	review symmetry and learn about symbols regarding holidays. They will get one piece of construction paper and then will follow teacher instructions on how to fold their paper in half. Then they will draw a large heart on the paper. Next, they will get the background paper and draw the body of their love bug on it using pencil. They will color it and glue googly eyes on it and pipe cleaners for the antenna. Lastly, they will cut out their hearts and paste them onto their love bug.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Scissors ● Glue ● Pipe cleaner ● Googly eyes ● Crayons 	student participation, project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Re8a 1.5.2.Cn11a	(Check when Chinese New Year is and insert it in that month) Students will learn how to create paper lanterns for Chinese New Year. They will first get a piece of paper and decorate it with a Chinese inspired pattern. Then they will fold their paper in half hot-dog style. Using a ruler, they will draw a line one inch from the top of the paper. Using scissors, they will cut vertical lines up to the line they drew. Once they are done with that, they will unfold the paper and then arrange their paper into a cylinder shape. Then they will use tape or staples to hold their lantern together. If they are able, they can punch two sides of their lantern and tie a string between the two holes.	<ul style="list-style-type: none"> ● Paper ● Crayons ● Pencil ● Eraser ● Ruler ● Scissors ● Tape or staple ● Hole puncher ● String 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a	Students will create a tree that has heart leaves. They will first draw the	<ul style="list-style-type: none"> ● Paper ● Pencil 	Teacher observation, student

	1.5.2.Cr2b	parts of the tree (trunk, branches) and then they will get various colored construction paper and they will draw many hearts on it. Then they will carefully cut out their hearts and paste them onto their tree. Last, they will add a background for their tree	<ul style="list-style-type: none"> ● Eraser ● Scissors ● Glue ● Construction paper 	participation, project grade
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March

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will learn about symbols through the shamrock for St. Patrick's Day. Students will work on their fine motor skills through cutting and pasting construction paper. They will first cut out the shamrock template and then they will create shapes on construction paper. They should draw the lines that will form the shapes with pencil. Once they are done with drawing shapes, they will cut and paste the construction paper shapes onto their shamrock to create a mosaic shamrock.	<ul style="list-style-type: none"> ● Shamrock template ● Pencil ● Eraser ● Shades of green construction paper ● Scissors ● Glue 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a tissue paper shamrock. They will cut out four heart templates and then cut and paste green and yellow tissue paper onto the hearts. Once the hearts are dry, they will paste the hearts onto background paper and arrange them into a shamrock shape.	<ul style="list-style-type: none"> ● Heart templates ● Green and yellow tissue paper ● Scissors ● Glue ● Construction paper 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b	Students will learn about size (small, medium, large) to create abstract	<ul style="list-style-type: none"> ● Paper ● Pencil 	Teacher observation,

	1.5.2.Cr2a 1.5.2.Cr2b	artwork. They will draw various shapes of different sizes that overlap one another. They will then outline their pencil lines using markers. Lastly, they will color each section with crayons.	<ul style="list-style-type: none"> ● Eraser ● Crayons ● Markers 	student participation, project grade
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April

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a robot out of various shapes. They will be given their choice of construction paper and they will draw different shapes of various sizes to create/design their own robot. They will cut and paste their shapes onto background paper. They will be encouraged to be creative and use their imagination.	<ul style="list-style-type: none"> ● Various colored construction paper ● Pencils ● Erasers ● Scissors ● Glue 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create a construction paper flower by tracing their closed hand onto colored construction paper of their choice five times to create the flower petals. They will also draw a circle on yellow paper and a stem/leaves on green paper. They will cut and paste all the shapes together onto background paper.	<ul style="list-style-type: none"> ● Construction paper ● Pencils ● Eraser ● Scissors ● Glue 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cn11b	Students will learn about symmetry and reinforce shapes while also learning about endangered species for Earth day. They will create construction paper butterflies by folding a piece of construction paper in half. They will carefully draw half of the butterfly along the creased side of	<ul style="list-style-type: none"> ● Various colored construction paper ● Scissors ● Pencil ● Eraser ● Glue 	Teacher observation, student participation, project grade

		paper. Once the paper has been checked by the teacher, they can cut the folded paper. The students will then unfold their paper to reveal that their butterfly is now complete. They will draw shapes onto different colored construction paper to help decorate their butterfly. Once the shapes are drawn, they will cut and paste the shapes onto their butterfly.		
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May

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	(Check on the calendar for Easter's date) Students will create a silhouette of a bunny with the assistance of a stencil. Students will be given background paper and a stencil (which are taped together by the teacher). They will be given a choice of five different acrylic paints to choose from and they can use three different colors to blot in paint using cotton balls. When their work is dry, the teacher will remove the stencil and the students will glue one cotton ball for the bunny's tail.	<ul style="list-style-type: none"> ● Paper ● Bunny stencil ● Tape ● Acrylic paint ● Cotton balls 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create and design their own "hard boiled" egg. They will be given two egg templates and they will create a design/pattern on both of their eggs. They will then color in their work with crayons. When both eggs are complete, they will cut them out and the teacher will staple most of it shut. The students will then carefully stuff newspaper into their	<ul style="list-style-type: none"> ● Egg template ● Pencil ● Eraser ● Crayons ● Scissors ● Stapler ● Newspaper 	Teacher observation, student participation, project grade

		egg. When they are happy with how stuffed it is, the teacher will staple shut their egg.		
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Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create a cactus using the shape of their hands. They will be given green construction paper and they will trace their open hand on it twice. They will carefully cut out the hand shape and glue it onto the background paper. Then they will create the pot for their cactus by following the teacher instructions/demonstration. Once they have drawn it, they will create a design on their pot and color it. Then they will cut and paste the pots onto their background paper underneath their cacti. Lastly, they will use cotton balls as a paint brush to paint a flower on each finger.	<ul style="list-style-type: none"> ● Green construction paper ● Tan/brown construction paper ● Background paper ● Pencil ● Eraser ● Scissors ● Glue ● Cotton balls ● Tempera paint 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create their own alien out of their name. They will fold the paper in half and in big letters write their name. The teacher will come around and show them where to cut their paper. Once they have finished cutting out their paper, they will unfold the paper and design an alien based on the new shape of the paper. They will use crayons and markers to color in their aliens.	<ul style="list-style-type: none"> ● Paper ● Scissors ● Eraser ● Crayons ● Markers 	Teacher observation, student participation, project grade

June

Class Periods	VA Standards	Objective	Materials	Assessments
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2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create their own pet monster by combining shapes and lines to create form. They will be encouraged to use their imagination and creativity in the design process. They will also use color to bring their creations to life.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons ● Colored pencils 	Teacher observation, student participation, project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will use their hand to create a fish shape. They will trace their non-dominant hand to create their basic fish shape. They will add details such as fins and tail to their fish shape. They will also create a background for their fish such as rocks, coral, seaweed, etc. They will color in their work using crayons.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will use various materials to create a flower pot drawing. They will use various colored construction papers to construct the pot and cut/paste tiles of construction paper to create a fancy pot. Then they will draw multiple flowers and color them using colored pencils.	<ul style="list-style-type: none"> ● Various colored construction paper ● Glue ● Scissors ● Pencil ● Eraser 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create a cute cat made out of shapes including teardrops, ovals, and semi-circles. Students will be given construction paper and will follow the teacher instructions to create their shapes. On smaller construction paper, they will fold the paper in half and draw an oval shape. They will cut and paste their	<ul style="list-style-type: none"> ● Construction paper ● Pencil ● Eraser ● Scissors ● Glue 	Teacher observation, student participation, project grade

		cat together by following teacher instruction/demonstration.		
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1st Grade

September

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create an abstract drawing that focuses on shapes and colors. Students will review geometric shapes and the color wheel. They will draw at least five large different shapes that overlap one another. Once they are happy with the composition/placement of shapes, they will add designs and color into the shapes they created. They will also outline the big shapes to help separate them from one another.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Re8a	Students will learn about the artist Henri Matisse and create art inspired by him. They will be given various colored construction paper and they will carefully draw organic shaped leaves. They will then draw zentangle patterns inside the leaves. Once the lines are outlined, they will carefully cut and paste their leaves onto background paper.	<ul style="list-style-type: none"> ● Construction paper ● Pencil ● Eraser ● Crayon ● Glue ● Scissors 	Teacher observation, student participation, project grade

October

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create cut out paper spiders and colorful webs for the spiders to sit on. Students will create the background first by creating a web pattern on the paper by following teaching instructions. They will outline the lines with a black marker and then color in the background using Halloween themed colors like orange, black, and purple. They will then draw two circles onto black paper that will be used to make their spider. Using scissor safety, they will cut and glue the two circles together to make the body and head of the spider. They will be given googly eyes that they can glue onto the head of their spider. Lastly, they will be given pipe cleaners to make spider legs. To put everything together, they will glue the completed spider onto the background paper.	<ul style="list-style-type: none"> ● Construction paper ● Background paper ● Pencil ● Eraser ● Crayons ● Googly eyes ● Scissors 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
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2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a jack-o-lantern by drawing a pumpkin shape onto orange construction paper. Then they will cut and paste the pumpkin onto background paper. Using pencil, they will create a spooky face onto their pumpkin. They can color in the face details with black crayons along with a background for their pumpkin.	<ul style="list-style-type: none"> ● Orange construction paper ● Background paper ● Pencil ● Eraser ● Crayons 	Teacher observation, student participation, project grade
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November

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create an autumn tree using acrylic paint. They will first draw their tree using pencil by following teacher demonstration. They can experiment with mixing colors together to make unique colors for the leaves.	<ul style="list-style-type: none"> ● Paper ● Acrylic paint ● Water & cups ● Paint brushes ● Pencil/eraser 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will draw a basic cornucopia along with various fruits, vegetables, and herbs/flowers. They will follow the teacher demonstration to create their cornucopia and then be shown how to draw different fruits. Lastly, they will color in their work with crayons.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons 	Teacher observation, student participation, project grade

December

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will learn about symmetry to create a pair of patterned stockings. They will fold paper in half and then follow teacher demonstrations to create a stocking shape. They will then cut along the	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Scissors ● Crayons ● Markers 	Teacher observation, student participation, project grade

		lines to create two symmetrical stockings. They will use a pencil to create patterns within their stocking. They will color and outline their work.		
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will fold their paper to create equal blocks. Within each block, they will draw symbols that are associated with the winter season such as snowflakes, Santa hat, Christmas trees, cardinals, etc. They will outline their work with marker and coloring with crayons.	<ul style="list-style-type: none"> ● Paper ● Eraser ● Pencil ● Marker ● Crayons 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cn11a	Students will color printer paper using the blue/purple family and learn about kirigami: the art of folding and cutting paper. Once the paper is fully colored, the students will follow along with the teacher to carefully fold the paper to create snowflakes. Using scissors, they will cut out small, medium, and large shapes to create unique designs in their snowflakes. If they want they can add yarn/string to hang their snowflakes.	<ul style="list-style-type: none"> ● Paper ● Watercolor paint ● Paint brushes ● Water cups ● Water ● Scissors ● Yarn 	Teacher observation, student participation, project grade

January

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Re7b	Students will learn about size by creating a composition of varying sizes of circles. They will also learn about the artist Kandinsky and talk about some of his works. The circles contain concentric circles as well.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons 	Teacher observation, student participation, project grade

		The students will then color in the circles using crayons.		
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create artwork that is based on the seasons and learn about how wax crayons resist markers. They can choose to illustrate any of the four seasons. First, they will draw the scene with a pencil. Then they will outline or color in certain parts of their drawing with wax crayons. Lastly, they will color their entire paper with markers. Students should notice that the areas where they used crayons resist the markers.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons ● Markers 	Teacher observation, student participation, project grade

February

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cn11a	(Check calendar for date of Chinese New Year) Students will learn about Chinese New Year and create an illustration using various cut-outs of lanterns they drew. They will draw various sized lanterns on paper and then design them with Chinese inspired patterns (minimum of three lanterns). Once their lanterns are done, they will cut the lanterns out and paste them onto a separate piece of paper. They will focus on design and composition while pasting their lanterns. They will then use markers to flesh out the background.	<ul style="list-style-type: none"> ● Paper ● Construction paper ● Pencil ● Eraser ● Crayons ● Scissors ● Glue 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
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2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a heart monster that has movable arms and legs. They will fold pink construction paper in half and follow the teacher demonstration to draw half a heart. They will also draw 4 smaller hearts on pink paper as well. They will be given four long strips of red paper which they will use the accordion fold. Then they will follow teacher demonstration to paste their heart monster together.	<ul style="list-style-type: none"> ● Pink and red construction paper ● Pencil ● Eraser ● Scissors ● Glue 	Teacher observation, student participation, project grade
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March

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a zentangle shamrock. They will first draw the shamrock shape to fill the entire paper then they will add different designs to their shamrocks. Then they will use colored pencils to color in their work. Lastly, they will use markers to outline their shamrock and designs.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cn11a	Students will learn about the artist Georgia O’Keeffe and then create artwork that is inspired by her works. They will draw large flowers and then color them in with bright vivid colors. They can use the photos in the PowerPoint as a reference for different types of flowers.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons 	Teacher observation, student participation, project grade

April

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b	Students will create a ladybug out of construction paper along with a leaf	<ul style="list-style-type: none"> ● Pencil ● Eraser 	Teacher observation,

	1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	for their ladybug to sit on. Following teacher instructions, they will fold the red paper in half and draw a semicircle on the creased side. On the red circle, they create the spots/dots for their ladybug. Then they will cut out the semicircle. On black paper, they will draw one medium sized circle for the head of their ladybug. They will cut and paste the shapes together by following the teacher instructions. Once their ladybug is complete, they will be shown different types of leaves they can create for their ladybug. Once they have drawn and cut out their leaf, they will carefully paste their ladybug onto the leaf.	<ul style="list-style-type: none"> ● Red, green, and black construction paper ● Scissors ● Glue 	student participation, project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create a textured bird by layering construction paper and feathers. Students will first create the simple bird shape and cut it out. Then they will cut out small/medium sized feathers from various colored construction paper. They will then cut and paste the feathers onto the bird body. Once that is done, they will add a googly eye onto their bird.	<ul style="list-style-type: none"> ● Various colored construction paper ● Pencil ● Eraser ● Scissors ● Glue ● Fake feathers ● Googly eyes 	Teacher observation, student participation, project grade

May

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Re8a 1.5.2.Cn11a	Students will learn about tessellations and the artist M. C. Escher. They will create their own tessellation design by following teacher instructions. They will be given an index card and on two sides they will draw a random line. They	<ul style="list-style-type: none"> ● Index card ● Pencil ● Eraser ● Tape ● Paper ● Crayons 	Teacher observation, student participation, project grade

		<p>will then carefully cut out the lines and then transfer the cut pieces to the opposite side of the index card. They will be taped together. The students will then trace the index card repeatedly to fill the paper. Once the paper is filled, the students will create a repeated design and color in their work. Lastly, they will outline their work.</p>		
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will use tissue paper to create a colorful flower. They will draw their flower shape onto paper and then cut/paste tissue paper onto their drawing. Lastly, they will draw a circle on yellow or brown paper to create the center of the flower.	<ul style="list-style-type: none"> ● Various colored tissue paper ● Pencil ● Eraser ● Glue ● Scissors ● Yellow or brown construction paper 	Teacher observation, student participation, project grade

June

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cn11a	Students will create an illuminated letter using the first initial of their name. They will draw their first initial to fit the paper and create designs both inside and around the letter. They will use bright vivid colors to color in their work. Lastly, they will outline their work with markers.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

2nd Grade

September

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create zentangle doodles that focus on line and color. They will first separate the paper into different sections. In each section, they will doodle different patterns and designs. Each section should have a different pattern, they cannot use the same pattern more than once. Once they have covered the page in doodles, they will outline all the lines they created with colored markers. They should think about the placement of colors and how colors work together. They can also color in the background of the paper with crayons for added depth.	<ul style="list-style-type: none">● Paper● Pencil● Eraser● Markers● Crayons● Colored pencils	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create spooky owls by folding and cutting paper to create symmetrical parts for the eyes and wings. They will also learn about symmetry. They will follow teacher instruction to create the parts. They will then carefully cut and paste the parts together to create an owl. Lastly, they will create a background on blue construction paper and a tree for the owl to sit on.	<ul style="list-style-type: none"> • Construction paper • Pencil • Eraser • Scissors • Glue 	Teacher observation, student participation, project grade

October

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create between 10 to 15 various leaf shapes on construction paper (red, orange, yellow, and brown). Then they will use crayons and colored pencils to add detail onto their leaves. Then they need to cut and paste their leaves together to create a paper leaf wreath.	<ul style="list-style-type: none"> • Construction paper • Pencil • Eraser • Scissors • Glue • Crayons 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a spooky ghost drawing on black paper. They will color in their work with construction paper crayons with a limited color palette.	<ul style="list-style-type: none"> • Black paper • Pencil • Eraser • Construction paper crayons 	Teacher observation, student participation, project grade

November

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will create a collage by drawing different leaf shapes that overlap one another. If weather	<ul style="list-style-type: none"> • Paper • Pencil • Eraser 	Teacher observation, student participation,

	1.5.2.Cr2c	permits, they can go outside to find leaves to trace for their work. They will identify fall colors like red, orange, yellow, and brown to color in their leaves. They will use markers to outline their work.	<ul style="list-style-type: none"> ● Crayons ● Markers 	project grade
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December

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create a winter themed penguin. They will follow the teacher demonstration to create a simple penguin. The students can use their imagination to add details and accessories to their penguin (hat, scarf, earmuffs, mittens, etc). They will use colored pencils to color in their work and outline with markers. They will also create a simple background for their penguin as well.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will learn about stippling to create a winter scene with white paint. They will first draw their landscape scene and then color in the basic details with crayons and colored pencils. Then they will use a Q-tip to stipple white paint for the snow.	<ul style="list-style-type: none"> ● Blue construction paper ● Pencil ● Eraser ● White paint ● Q-tip ● Crayons ● Colored pencils 	Teacher observation, student participation, project grade

January

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will pick their favorite animal and create a stipple artwork. They can either draw the animal themselves or print and trace the	<ul style="list-style-type: none"> ● Paper ● Markers ● Pencil ● Eraser 	Teacher observation, student participation,

	1.5.2.Cr2c	animal onto printer paper. They will use markers to stipple their chosen animal. Then they will add a background/scenery for their animal in which they can use any medium they want.		project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cn11a	Students will review the art of kirigami: folding and cutting paper. They will use watercolor paint and salt to create a cool texture onto white paper. Then the students will follow teacher demonstration to create their kirigami snowflake.	<ul style="list-style-type: none"> ● Paper ● Watercolor paint ● Salt ● Paint brushes ● Water ● Watercups ● Scissors 	Teacher observation, student participation, project grade

February

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cn11a	Students will learn how to create origami butterflies using paper. After following the teacher's step by step instruction, students will then color their butterfly using either warm or cool colors. They will use markers to create designs on their butterfly with the help of the butterfly references on the PowerPoint.	<ul style="list-style-type: none"> ● Paper ● Scissors ● Pencil ● Eraser ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cn10a 1.5.2.Cn11a	For black history month, students will learn about the black artist Faith Ringgold and her contributions to art. She is most known for her quilting and students will create quilted inspired illustrations using colored pencils. The illustration should depict a scene or some type of story. The rim of the illustration should be filled	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Ruler ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

		with symbols that correlate to the main illustration/narrative. Lastly, they should outline everything with a black marker to finish their work.		
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March

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will learn about color families and create artwork that only uses colors from that color family. For example, they could draw a flower and color it using different shades of red. Then they will outline their work using a black marker.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will learn about the colors of the rainbow (ROY G BIV) and create artwork inspired by rainbows. They will draw a large flower that has seven petals. When they color the flower in, each petal should be one of the colors of the rainbow in the correct order.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cn11a	Students will learn about Celtic knots in honor of St. Patrick's Day. The various knots have their own meaning and symbolism behind them. Students will recreate the trinity knot by following the teacher demonstration and then independently color in and design their trinity knot. They can add extra flourishes to the background of their work and add patterns/designs within their knot as well. They will outline	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

		their knot with a black marker when they are done.		
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April

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will learn about the importance of line and texture in artwork and how it can elevate art to a higher level. They will draw a detailed butterfly with a focus on lines and textures. Once their drawing is done, they will use crayons to color in their work and markers to outline their butterfly.	<ul style="list-style-type: none"> • Paper • Pencil • Eraser • Crayons • Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cn11b	Students will learn about different endangered animals for Earth Day and create a piece of artwork that advocates for any endangered animal of their choice. They should focus on how line and texture can elevate their work. They will have ten minutes to collect textures from around the classroom. They will make a labeled list of the textures they found for easy reference later. They will then draw an endangered animal of their choice and outline it. Then color it in on top of the texture they think would work best for their animal.	<ul style="list-style-type: none"> • Paper • Pencil • Eraser • Crayons • Colored pencils • Markers 	Teacher observation, student participation, project grade

May

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b	Students will learn about the difference between 2D and 3D objects and how to turn a two dimensional object into a three	<ul style="list-style-type: none"> • Construction paper • Scissors • Glue 	Teacher observation, student participation,

	1.5.2.Cr2c	dimensional object. They will observe flowers and how they have multiple colors. Following teacher instructions, they will draw large petal shapes for their flower. Then they will color in parts of the petals with colored pencils to add some color variation and detail. They will also draw a circle onto either brown or yellow paper. Once everything has been drawn, they will carefully cut out all the shapes they made. Following teacher instruction, they will glue the pieces together to create a flower. Lastly, they will fold part of the petals to give their flower a three dimensional form.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Colored pencils 	project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will follow the teacher demonstration on how to draw a turtle. We will divide the turtle's shell into smaller parts in which they will draw different patterns in. The students will then color in their turtle and outline it.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

June

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c	Students will create their own colorful koi fish. They will follow the teacher's demonstration on how to draw a fish body and then they will design their own pattern to fill in the koi fish. They will use colored pencils to color in work and use markers to outline their work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Markers ● Colored pencils 	Teacher observation, student participation, project grade

3rd Grade

September

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr2a 1.5.5.Cr2b	Students will review the elements of art (line, shape, color, texture, form, space, value) and then create a 3D box that shows examples of each element. The students will receive the box template and on each face (square) of the box, they will write and draw examples of each art element. Once all the sides have been decorated, they will carefully cut the box out with scissors and follow instructions on how to assemble the box with stick glue.	<ul style="list-style-type: none"> ● Box template ● Pencil ● Eraser ● Scissors ● Glue/tape ● Crayons ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will create a cornfield drawing that focuses on line and color. They can use their laptops to	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser 	Teacher observation, student participation,

		look up references. They will draw in pencil and then color using crayons and colored pencils.	<ul style="list-style-type: none"> ● Crayons ● Colored pencils 	project grade
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October

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr3a	Students will create a Halloween themed drawing that focuses on the element of line and color. They will draw/cut/paste a yellow moon onto blue background paper. They will then divide the background into small sections. Within each section, they will fill with a line pattern. They will outline their pencil lines with a black marker. They will carefully draw a few spooky bats/cats/spiders onto black paper and then cut/paste them onto the background they made.	<ul style="list-style-type: none"> ● Construction paper ● Pencil ● Eraser ● Scissors ● Glue ● Marker ● Ruler 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr2a 1.5.5.Cr2b	Students will create a Halloween themed checkerboard by creating vertical and horizontal lines with the help of a ruler. Inside some of the blocks, they will draw Halloween symbols like bats, black cats, brooms, etc. They will outline with marker and color with crayons/colored pencils.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Crayons ● Markers ● Ruler ● Colored pencils 	Teacher observation, student participation, project grade

November

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	Students will create a paper leaf wreath using construction paper. They will draw leaf shapes onto various colored construction paper (red, orange, yellow, and brown) and	<ul style="list-style-type: none"> ● Construction paper ● Crayons ● Pencils ● Eraser 	Teacher observation, student participation, project grade

		within the leaves they will add detail using crayons. They will then carefully cut and paste the leaves into a wreath shape. Then when it's dry, they can add string/ribbon so they can hang it up.	<ul style="list-style-type: none"> ● Scissors ● String 	
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will create a mosaic leaf using tissue paper. They will first draw a large leaf shape and then cut tissue paper into different shapes. They will paste the shapes next to one another to create a mosaic.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Scissors ● Glue ● Tissue paper 	Teacher observation, student participation, project grade

December

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	Students will create a poinsettia out of construction paper. They will be shown how to draw one petal and how they can use it to make replicas. Once they have ten petals, they will cut them out and arrange them to look like a flower. They will also create leaves which will be glued to the back of the flower.	<ul style="list-style-type: none"> ● Red, yellow, and green construction paper ● Pencil ● Eraser ● Scissors ● Glue 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will create an abstract drawing of presents. They will draw presents in pencils and then outline them in crayon. They will use watercolor paint and salt to create a cool background for their work.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Paper ● Watercolor paint ● Brushes ● Water ● Water cups ● salt 	Teacher observation, student participation, project grade

January

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cn11b	Students will create mosaic art based on their favorite animal. They will draw the face of their favorite animal with a pencil and then they will tear construction paper and glue pieces to fill the animal face. Once all the paper is pasted, they can erase the pencil lines.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Construction paper ● Scissors ● Glue 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
1 class periods	1.5.5.Cr2a 1.5.5.Cr2b	Students will be introduced to typography - the art of text and font. They will design their own font style and stylize the entire alphabet along with some symbols like quotations, exclamation points, and question marks. Students will focus on line and shape when designing their new font. Then they will use a pen to finalize their design. They will then use their new font for the next lesson.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Paper ● Ruler 	Teacher observation, student participation, project grade

February

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cn11a	Students will create an illustration that incorporates typography. They will use the font they created from the last project to write their name and then create a collage of things they like. They should fill the page and think about composition (the visual arrangement of objects on the canvas). They will color and outline their work.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Paper ● Font project ● Colored pencils ● Marker 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
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2 class periods	1.5.5.Cr2a 1.5.5.Cr2b	Students will create an enlarging heart. They will draw one heart in the center of their paper and then create concentric heart shapes until they reach the end of the paper. They will color in the hearts Valentine Day colors such as red and pink.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Acrylic paint ● Paint brushes ● Water ● Water cups 	Teacher observation, student participation, project grade
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March

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will learn about color values and create a zentangle shamrock. Zentangles are artistically done doodles that help add texture and design to a shape. Once the students have drawn their shamrock and added their own unique doodle designs to it, they will use various shades of green colored pencils. Then they will outline all their lines with a black marker.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Green colored pencils and crayons ● Marker 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a 1.5.5.Re8a	Students will observe and discuss various artworks that share the theme of nature. We will discuss the use of color and texture in the artworks. Depending on the weather, we will go outside and they can draw from real references. They will use pencils to sketch out the basic shapes of the tree trunks, leaves, branches, etc. Then they will use colored pencils and crayons to fill in details of their work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Crayons 	Teacher observation, student participation, project grade

April

Class Periods	VA Standards	Objective	Materials	Assessments
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4 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cn11b	Students will participate in the PSEG calendar contest. They will review and discuss the year's theme. They will draw and color in their work to fill the criteria of the contest.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Crayons ● Markers 	Teacher observation, student participation, project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a 1.5.5.Re7b	Students will learn about Australian aboriginal art and its history. Then they will create their own artwork that imitates the look of the art. Their work should depict some sort of story or message and feature bright vivid colorful dots. They will first draw their image, taking care to separate areas of color and details. They will use Q-tips and acrylic paint to create the dots and the dots should not touch one another.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Q-tips ● Acrylic paint 	Teacher observation, student participation, project grade

May

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a 1.5.5.Re7b	Students will discuss the differences between Western cartoons and Eastern anime. Topics will include art style, purpose, animation, character designs, etc. After discussion, students will create a self portrait of themselves in either the cartoon or anime style. They will color and outline their work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	Students will study the works of Van Gogh and discuss what makes his art unique. They will reinforce their knowledge on texture. They will	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Acrylic paint 	Teacher observation, student participation,

		create their own version of Van Gogh's <i>Sunflowers</i> . They will draw in pencil first and then paint their work.	<ul style="list-style-type: none"> ● Paint brushes ● Water ● Water cups 	project grade
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June

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	Students will study the works of Pablo Picasso and discuss what makes his work unique. They will also learn about the concept of abstraction: the simplification of complex shapes into their basic form/shape. Then they will create their own work inspired by Picasso. Their work should incorporate bold color and strong lines.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Marker 	Teacher observation, student participation, project grade

4th Grade

September

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will create self portraits with the help of a mirror and observation. They will have the ability to draw in any style they prefer (realism, abstract, etc). They will learn about the proportions of the face and how to draw facial features. They will then color in their work using crayons and colored pencils.	<ul style="list-style-type: none"> ● Mirror Paper ● Pencil ● Eraser ● Crayons ● Colored pencils 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	Students will learn about Seurat and pointillism. They will create a small drawing and color it using colored dots.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Markers 	Teacher observation, student participation, project grade

October

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will create a spooky haunted house. They will use oil pastels to color in the background using a limited color palette of four colors. Once the background is colored, they will get a black piece of	<ul style="list-style-type: none"> ● Crayons ● Pencil ● Eraser ● Scissors ● Glue ● Oil pastels 	Teacher observation, student participation, project grade

		paper and they will draw the silhouette of a spooky haunted house on it. They can use construction crayons to draw details on the house like windows and plants. They will then carefully cut out the silhouette and paste it onto the background paper.		
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will create a spooky jack-o-lantern drawing where each pumpkin has a different exaggerated expression. They will learn about how to create different facial expressions by the tilt of eyes and mouth shapes. They will draw at least three pumpkins and they need to have different expressions. They will color with crayons/colored pencils.	<ul style="list-style-type: none"> ● Pencil ● Paper ● Eraser ● Crayons ● Colored pencils 	Teacher observation, student participation, project grade

November

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will learn about Thanksgiving and create a drawing of a cornucopia. They can use their laptops to look up reference photos of fruit that they would like to put into their cornucopia. They will outline their pencil lines using markers and then color in their work using colored pencils. They will be encouraged to take their time coloring and to apply areas of darker color to create shades/shadows to elevate their work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Marker 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
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2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Pr5a	Students will create a mobile that is based on three hobbies they enjoy. They will draw their favorite hobbies on different sheets of paper and color them using colored pencils. Once the drawings are done, they will be carefully cut out and then be attached together using yarn/string to the back of them to create a hanging piece of art.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Paper ● Colored pencils ● Marker ● Hole puncher ● String 	Teacher observation, student participation, project grade
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December

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a 1.5.5.Re7b	Students will learn about stained glass windows and create their own out of paper and tissue paper. They will draw the negative space of their design and cut out the shapes. In the holes left behind, they will cut and paste tissue paper.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Scissors ● Glue ● Tissue paper 	Teacher observation, student participation, project grade

January

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will create a pair of mix match socks. They will draw a sock shape onto one piece of paper. By doubling up the paper, they will cut along the lines they made and should end up with two sock shapes. On each sock they will create a unique design/pattern. They will color in their work with oil pastels.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Scissors ● Oil pastels 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a 1.5.5.Re7b	Students will study and observe the works of Leonardo Da Vinci. Students will discuss the unique way the artist creates his work. Then they will create their own version of the	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils 	Teacher observation, student participation, project grade

		<i>Mona Lisa</i> by adding in their own twists. They will color in with colored pencils.		
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February

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1 1.5.5.Cr2a 1.5.5.Cr2b	Students will learn about geometric art (art that focuses on mathematical shapes) and limited color palettes. They will review geometric shapes and their specific rules. They will draw a simple heart shape and then fill it in using geometric shapes with the help of rulers. They will then color in their heart using colored pencils using a limited color palette. Last, they will outline their work and their heart should look like a crystal.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Ruler ● Marker 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a 1.5.5.Re7b	For black history month, students will learn about the artist Jacob Lawrence and his paintings. Students will then create artwork inspired by the artist. They will depict a scene from their history or culture. Using bright vivid oil pastels, they will color in their work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Oil pastels 	Teacher observation, student participation, project grade

March

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	In honor of St. Patrick's Day, students will learn about the Irish artist John Kindness and his mosaic sculptures. We will discuss his work and his style. They will then create their own mosaic animal creation using John's work as inspiration. They will use markers to create	<ul style="list-style-type: none"> ● Markers ● Pencils ● Erasers ● Scissors ● Glue ● Foam ● Paper 	Teacher observation, student participation, project grade

		designs on foam pieces and then cut/paste the form pieces to form a mosaic animal.		
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April

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cn11a 1.5.5.Cn11b	Students will participate in the PSEG calendar contest. They will review and discuss the year's theme. They will draw and color in their work to fill the criteria of the contest.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Crayons ● Markers 	Teacher observation, student participation, project grade

May

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a 1.5.5.Re7b	For AAPI heritage month, students will learn about three different AAPI artists (Hayao Miyazaki, Yuumei, and Gabby Malpas. They will discuss the different art styles and their impact on the art world. They will then create art that is inspired by an AAPI artist. The artist can be from the PowerPoint or from their own research. They will color in their work using whatever medium would be best for the artist they studied.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Oil pastel ● Watercolor Paint ● Markers 	Teacher observation, student participation, project grade

June

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will learn about art style again and show improvement with drawing their self portrait. They will learn how to draw a proportional human face and where to place the facial features. They can draw with the help of a mirror or their laptop.	<ul style="list-style-type: none"> ● Mirror ● Pencil ● Eraser ● Paper ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

		They will color and outline their work when they are done drawing.		
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5th Grade (2rd Marking Period)

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr2a 1.5.5.Cr2b	Students will reinforce knowledge of the color wheel and primary and secondary colors. They will create a simple mandala design that shows radial symmetry and each slice of the mandala will be colored in with crayons in the order of the rainbow. They will also outline the mandala design using a black marker.	<ul style="list-style-type: none"> ● Circle template ● Pencil ● Eraser ● Crayons ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will learn about warm and cool colors to create a sun/moon illustration. They will draw the sun and the moon on the paper in a composition that looks good to them. Then they will divide the background into various sections that stem from the sun/moon. They will outline and color in their work with colored pencils.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr2a 1.5.5.Cr2b	Students will learn about positive and negative space in art. They will create a zentangle design on their	<ul style="list-style-type: none"> ● Construction paper ● Pencil 	Teacher observation, student participation,

		background paper and then outline it using markers. They will create a silhouette of a shape/form of their choice and then cut and paste it onto their background paper.	<ul style="list-style-type: none"> ● Eraser ● Scissors ● Glue 	project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	Students will learn about the art of kirigami (folding and cutting paper) to create paper snowflakes. They will use watercolor paints to cover their paper with shades of blue/purple/teal. They will then follow teacher instruction to fold their paper into thirds. Then they will use a pencil to draw where they want to cut their paper. Before they use scissors to cut the shapes out, they need to get teacher approval to make sure their snowflake will not fall apart. After they cut their snowflake, they can open it up and add string to hang it up.	<ul style="list-style-type: none"> ● Paper ● Watercolor paint ● Water ● Water cup ● Paint brushes ● Scissors ● String ● Pencil ● Eraser 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	Students will learn about pointillism and create a snowman using the new technique. They will lightly draw the outline of their snowman. Once they are happy with the shape of their snowman, they will be given white paint and Q-tips. They will watch a quick demonstration on how to use the Q-tips to blot dots onto their work. They will then add decorations and details to the	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Q-tips ● White paint ● Colored pencils ● markers 	Teacher observation, student participation, project grade

		background of their work to create a finished scene illustration.		
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Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will learn about symbols and how they can convey meaning. They will draw the silhouette of an animal associated with winter. On the inside of the silhouette, they will create a winter scene/landscape drawing. They will outline their work and color in the landscape drawing.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Watercolor paint ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a 1.5.5.Re7b	Students will learn about stained glass windows and their history. Then they will create their own paper stained glass windows using construction paper and tissue paper. They will first draw a design on construction paper while making sure to leave tabs. They will be shown how to cut out the design by gently folding the paper and cutting the folded edge. Lastly, they will cut and paste tissue paper onto the back of the construction paper.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Scissors ● Glue ● Construction paper ● Tissue paper 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will learn how to break down complex forms into simple shapes. Using this technique, they will create a portrait of an animal of their choosing. They will first break down the complex animal form into simple recognizable shapes. Then they will add details to elevate their work. Lastly they will color and outline their work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will illustrate one of their favorite characters (from a book, movie, TV show, video game, etc) and they learn about the proper proportions of the face. They will outline and color in their work.	<ul style="list-style-type: none"> ● Pencil ● Eraser ● Watercolor paint ● Water ● Water cups ● Paint brushes 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	Students will learn about Mondrian and geometry. Then they will create artwork inspired by the artist. They will use similar colors to Mondrian (red, yellow, blue, and white space) along with geometric shapes. They will then use a black marker to outline the shapes.	<ul style="list-style-type: none"> ● Paper ● Markers (red, yellow, blue, and black) ● Ruler 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr2a 1.5.5.Cr2b	Students will review geometric shapes and learn about organic shapes. They will also learn about complementary colors, colors that are opposite each other in the color wheel. They will use this information to draw a mandala filled with geometric and organic shapes. Then they will use watercolor paint to fill in the shapes using a set of complementary colors. Lastly, they will use a black marker to outline and clean their mandala.	<ul style="list-style-type: none"> ● Circle template ● Pencil ● Eraser ● Watercolor paint ● Paint brushes ● Water ● Water cup ● Marker 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.5.Cr2a 1.5.5.Cr2b	Students will create a black line composition where the paper is filled	<ul style="list-style-type: none"> ● Paper ● Pen 	Teacher observation, student

		with one continuous line to create a composition. They will draw only using a pen or marker, no pencil. Lines that are closer together create spaces of high interest/focal point. Once the paper is filled, they will draw three shapes on the focal points and color them using colored pencils.	<ul style="list-style-type: none"> ● Marker ● Colored pencils 	participation, project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	Students will learn about one-point perspective and then create a drawing using one-point perspective. They can draw either a landscape scene or an indoors scene.. Then they will color in their work using color pencil and outline using markers.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Ruler ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Re7a	Students will discuss the painting Starry Night by Vincent Van Gogh. Discussion will be about color, movement, texture, etc. Students will then create their own version of the painting using colored pencils and markers. Their work should focus on movement and creating texture.	<ul style="list-style-type: none"> ● Paper ● Pencils ● Eraser ● Acrylic paint ● Paint brushes ● Water ● Water cups 	Teacher observation, student participation, project grade

6th Grade (4th marking Period)

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7a	Students will create a name tag for themselves and they will draw things they like such as their hobbies, interests, etc around their name. The font should be unique and easily read. The drawings should be easily understood to others who view their work and have a minimum of five objects. They will color in their name tag with crayons or colored pencils. Then they will outline their work to give it a clean finish.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers ● crayons 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn how to create proportionally correct portraits of people with a focus on expressions. We will go over how to create different expressions by changing the eyebrow arch, mouth, and eye slants. They will draw a character of their choice and create a portrait of them with an easy to read expression on their face. They will use colored pencils to color in their work and outline with black markers.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7b	Students will create a still life landscape where they can use their laptops to find reference photos. They will observe different types of landscapes made by different artists and discuss what they look like. Using observation skills, they will carefully draw their landscape based on their chosen reference photo. They will use chalk pastel to color in their work.	<ul style="list-style-type: none"> • Paper • Pencil • Eraser • Chalk pastel 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7a 1.5.8.Re7b	Students will learn about art styles and subject matter by discussing various works. They will research an artist of their choice and create artwork based on their art style or subject matter. They will also write three facts about the artist on the back of their work.	<ul style="list-style-type: none"> • Paper • Pencil • Eraser • Colored pencils • Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn about monochromatic color schemes and the value scale. Then they will draw a subject of their choice and color it using only a monochromatic color scheme. They will use one base color of acrylic paint along with black and white to create their monochromatic scheme.	<ul style="list-style-type: none"> • Paper • Pencil • Eraser • Acrylic paint • Water • Water cup • Paint brushes 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7a	Students will learn about the Renaissance and three artists from that time period: Leonardo da Vinci,	<ul style="list-style-type: none"> • Paper • Pencil • Eraser 	Teacher observation, student participation,

	1.5.8.Re7b	Titian, and Caravaggio. Students will take turns being models for the class and everyone will create quick two minute sketches of each pose since artists in those days painted from real figures. Once everyone has had a turn, the students will choose their favorite sketch and use it as the basis for their finished work.	<ul style="list-style-type: none"> ● Acrylic paint ● Water ● Water cup ● Paint brushes 	project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7a	Students will learn about surrealism and look at the works of some famous surrealist artists with an emphasis on Salvadore Dali. They will be given a list of random objects and students will use a random number generator to generate 5 different numbers. The corresponding numbers from the list are the options they have to use for their work. They have to use at least three of the choices they landed on and combine them together in one work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Water color paint ● Water ● Water cup ● Paint brushes ● Newsprint paper 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7a	Students will learn about abstraction and stylized cartoon art. They will look and deconstruct various cartoon art styles. Then they will create a cartoon version of themselves. They will color in their work and outline with a thick black line.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn about optical illusions and look at the works of Victor Vasarely and Bridget Riley.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser 	Teacher observation, student

		They will learn how line and color can give the illusion of depth and change perception. Students will create their own optical illusion and they can choose between three different types of illusions to replicate: 3D hand, bullseye, and square tunnel. They will use markers to fill in their work to create bold lines.	<ul style="list-style-type: none"> ● Markers ● Ruler 	participation, project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn about multipanel art works known as diptychs and triptychs. They will have the option to work individually or in a group. Regardless of what they choose to do, they have to come up with either a diptych or triptych where the individual pieces can stand alone and work together to create a new piece. They also have to think about how they want to arrange the panels (side to side, top to bottom, slanted, etc). They will color in their work and outline. Lastly, on the back of their work they have to defend their work, explain how the pieces stand alone and how they work together to form a larger piece.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Water color paint ● Chalk pastel ● Oil pastel 	Teacher observation, student participation, project grade

7th Grade (1st marking Period)

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn about composition along with incorporating text with art. They can choose any word to illustrate and they need to carefully think about the placement of designs around the font. Students also need to consider what type of type/font they want their word to be in as that is part of the design. They will use colored pencils and markers to color/outline their work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn about positive and negative space within art. Students then create art that utilizes positive and negative space. Students will fold their paper in half and cover one half of the paper with zentangle designs. They will use markers to outline their pencil lines. Then they will choose construction paper of their choosing that matches the linework. They will carefully draw a design/figure/object on the construction paper and then cut it out. The cut out image will be glued onto the zentangle side while the background construction paper will	<ul style="list-style-type: none"> ● Construction paper ● Pencil ● Easer ● Markers ● Scissors ● Glue 	Teacher observation, student participation, project grade

		be placed on the blank white side. Within the white space of the background, they will add more zentangles and outline them.		
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Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn about graphic design and how to simplify complex forms and retain key details. They will look at good and bad logo designs from various companies and discuss why they are good/bad. Then they will create their own logo by choosing any object to simplify. Students will then come up with at least three different thumbnail sketches of different logo designs of the same object. They can play with size, positive/negative space, and composition. Once their designs have been approved, they will choose the best design to create an illustration with. They will color and outline their work.	<ul style="list-style-type: none"> ● Newsprint paper ● Paper ● Pencil ● Eraser ● Marker ● Colored pencils 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7a 1.5.8.Re7b	Students will learn about three artists from the Renaissance: Raphael, El Greco, and Giuseppe Arcimboldo. In the Renaissance, portraits of famous/rich people became prevalent so students will review the proportions of the face and create a portrait of a person they admire or look up to. The person could be a real life person or a character from a series/video game/movie/etc. They will review the rule of thirds and how the facial features are spaced apart. They will color the portrait using	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

		colored pencils and then outline with a sharpie.		
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Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn how to use chalk pastels to create a close up portrait of any animal of their choosing. They will also learn about drawing from observation and find a reference photo of the animal they are drawing. They will carefully draw the facial features of the animal from observation and then color/shade in their work using the chalk pastels.	<ul style="list-style-type: none"> ● Black construction paper ● Chalk pastel ● Eraser ● Pencil ● Ruler 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c	Students will learn about the origins of Halloween, the Irish holiday of Samhain. They will learn about the proportions of the human body and watch the teacher demonstrate how to draw a proportional human. They will then design their ideal Halloween costume while making sure the human figure is proportional. They will learn about mood board which can help them generate and organize ideas for their design. When they are done drawing, I will give a demonstration on how to use watercolor paint and to create washes. Then they will outline their work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Watercolor paint ● Water ● Water cup ● Paint brushes ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will create a spooky forest scene using watercolor paint and construction paper. They will create a background using a watercolor	<ul style="list-style-type: none"> ● Watercolor paper ● Paint brushes ● Water 	Teacher observation, student participation, project grade

		wash of maximum four colors. They can sprinkle some salt onto the wet paint to create a cool effect on them. They will create tree shapes using brown/black construction paper and cut/paste it onto the background.	<ul style="list-style-type: none"> ● Water cup ● Watercolor paint ● Pencil/eraser ● Scissors/glue ● Construction paper 	
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Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will review the concept of composition (the arrangement of objects on the canvas). They will create a collage that features things they like such as hobbies, interests, sports, school subjects, music, etc along with their own self portrait. They will artistically utilize the entire piece of paper they are given and will use colored pencils to color in their work. Then they will outline their work using markers.	<ul style="list-style-type: none"> ● Paper ● Eraser ● Colored pencils ● Marker 	Teacher observation, student participation, project grade

8th Grade (3rd Marking Period)

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn about basic typography and look at the fonts of Roman, Greek, and Old English. Using this knowledge they will create a nametag for themselves using one of the three fonts. Then they will draw their hobbies and interests around their name. They will use markers to color in their name and colored pencils to color in their hobbies.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Markers ● Colored pencils ● Ruler 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7a 1.5.8.Re7b	Students will learn about the black artist Kara Walker and her works. Students will create artwork that only uses black silhouettes to create a scene from a fairy tale from their heritage. First, they will draw whatever figures/scenery they will need for their composition. Then they will color the entire object black using a black marker/sharpie. Lastly, they will cut/paste their silhouettes onto a blank white piece of paper.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Black marker ● Scissors ● Glue 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
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3 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c	Students will learn about personification and adding human characteristics to objects/ideas. They will design a personified character or animal of one of the elements (fire, water, earth, air, etc). They will use watercolor paint to color in their work and outline using sharpies/markers.	<ul style="list-style-type: none"> ● Paper ● pencil/eraser ● Watercolor paint ● Water & cups ● Paint brushes ● Marker 	Teacher observation, student participation, project grade
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Class Periods	VA Standards	Objective	Materials	Assessments
3 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7a 1.5.8.Re7b 1.5.8.Cn11a	Students will learn about three different female artists from three different eras in honor of March Women's History month. They will learn about Mary Cassatt (1800s), Georgia O'Keeffe (1900s), and Yuumei (2000s). Students will have the option to research other female artists that they would like to base their drawing on. They will either draw in the style or draw the same subject matter as their chosen artist. They will use whatever medium they deem fit to create their work.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencil ● Crayons ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
2 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will create a small comic and first learn about character design. The part of this project is to design characters that will inhabit the world/drive the plot. The characters can be anything: a person, an animal, an object. The characters should be distinctive (colored and outlined) and students will fill out a form about their character's personality, traits, flaws, etc. This will help them to build their world and plot for their comic.	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn about how to create a storyboard that focuses on narration. The storyboard helps creators make sure the plot/story makes sense and allow them to play with panels. Once the students have created a story board that summarizes their story, they have to ask one of their peers to read it to verify that the storyline is easily understood. Then they can start creating their finished comic. The comic can either be in color or black and white. If their comic is black and white, it should be shaded to mimic other black and white comics.	<ul style="list-style-type: none"> ● Newsprint paper ● Paper ● Pencil ● Eraser ● Colored pencils ● Markers 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c	Students will learn about block printing and how to carve using chisels. They will first create a design on newsprint paper (keep in mind the final image will be reversed), once they are happy with their design, they will transfer it onto the art block. They will carefully cut out the negative space of their block. Lastly, they will roll paint onto their block and transfer the paint onto their final paper.	<ul style="list-style-type: none"> ● Newsprint paper ● Pencil ● Eraser ● Chisel ● Rubber block ● Ruler ● Paint ● Brayer ● Roller 	Teacher observation, student participation, project grade

Class Periods	VA Standards	Objective	Materials	Assessments
4 class periods	1.5.8.Cr1a 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Re7a 1.5.8.Re7b	Students will reinforce knowledge of what art style and subject matter are in art by looking at various artworks in the PowerPoint. Students will then research an artist of their choice and learn about them. They can choose	<ul style="list-style-type: none"> ● Paper ● Pencil ● Eraser ● Watercolor paint ● Color pencils 	Teacher observation, student participation, project grade

		<p>any artist whether it's from art history or a contemporary artist. They will study the artworks their artist made, what did that artist do that was different from other artists? What subject and style did they create their art in? What art mediums did they use, were they conventional uses or innovative? After studying various works, they will create their own artwork in the style of their artist.</p>	<ul style="list-style-type: none">● Markers	
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