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Course Visual Arts					**Grade(s)** Kindergarten	
Unit/Lesson Multitude of diverse, multicultural projects that will reinforce the kindergarten classroom curriculum						
Overview Students will be introduced to various elements and principals of design, the proper use of various medium and tools and art history.			**Big Idea** This course will provide each child with the opportunity to develop fine motor, perceptual, and cognitive skills through different techniques. The children will be introduced to the elements and principals of design			
Standards/Assessment anchor/Eligible Content 9.1.A-F, H, I, J 9.2.A-D, F, G, H, K, L 9.3.A,B,D,F,G 9.4.B,D			**Essential Question** Why is aesthetic education important? What should a student be able to do and demonstrate as a result of completing this course?			
Concepts (what should students know as a result of the instruction) -	**Competencies/Skills**	**Materials Used**	**Activities/ Assessments**	**Time Allocation**	**<u>Interventions</u>: Tier 2 or 3, Enrichment, Remediation, etc…**	**<u>Other</u>: Technology, vocabulary, writing, etc…**
Introduce and expand visual arts knowledge and skills in order to express ideas imaginatively	Begin using the basic techniques of drawing and painting	Various mediums and tools to create two and three dimensional art	Projects, critiques	40 min. class period may vary	Adaptive supplies and materials	Elements and principles of design
Acquire knowledge of historical and cultural developments	Refine fine motor skills		Teacher Assessment, verbal discussion		Supplementary activities	
Be familiar with the contemporary and multicultural styles	Introduction to color theory		Check for understanding of the targeted standards		Collaboration with support staff	
	Be aware of the relationships of line to shape					

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	Became aware of how basic shapes create forms of objects, animals, and people					
	Develop an awareness of the basic proportions of people and objects					
	Point out balance within a work of art					
	Create patterns					
	Express their opinions about art and respond thoughtfully to other's opinions					
	Create three-dimensional forms					

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Course Visual Arts					**Grade(s)** First Grade	
Unit/Lesson Multitude of diverse, multicultural projects that will reinforce the First Grade classroom curriculum						
Overview Students will be introduced to the elements and principals of design, the proper use of various mediums and tools and art history			**Big Idea** This course will provide each child with the opportunity to develop fine motor, perceptual, and cognitive skills through different techniques. The children will continue to develop the understanding of the elements and principals of design			
Standards/Assessment anchor/Eligible Content 9.1.A-K 9.2.A-H, K, L 9.3.A-F 9.4.B-D			**Essential Question** Why is aesthetic education important? What should a student be able to do and demonstrate as a result of completing this course?			
Concepts (what should students know as a result of the instruction) -	**Competencies/Skills**	**Materials Used**	**Activities/ Assessments**	**Time Allocation**	**<u>Interventions</u>: Tier 2 or 3, Enrichment, Remediation, etc…**	**<u>Other</u>: Technology, vocabulary, writing, etc…**
Develop and expand visual arts knowledge and skills in order to express ideas imaginatively	Continue to develop on prior knowledge of Kindergarten competencies	Various mediums and tools to create two and three dimensional art	Projects, critiques	40 min. class period may vary to two class periods	Adaptive supplies and materials	Elements and principles of design.
Acquire knowledge of historical and cultural developments	Students will use various line types to create a composition		Teacher Assessment, verbal discussion		Supplementary activities	
Be familiar with the contemporary and multicultural styles	Use shapes to construct a composition to build recognizable forms		Check for understanding of the targeted standards		Collaboration with support staff	

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	Developing basic knowledge of color theory					
	Use overlapping to create depth/space					
	Incorporating balance					

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Course Visual Arts	**Grade(s)** Second Grade
Unit/Lesson Multitude of diverse, multicultural projects that will reinforce the Second Grade classroom curriculum	
Overview Students will develop and maintain the elements and principals of design, the proper use of various mediums and tools and art history	**Big Idea** This course will provide each child with the opportunity to develop fine motor, perceptual, and cognitive skills through different techniques. The children will continue to develop and maintain their understanding of the elements and principals of design
Standards/Assessment anchor/Eligible Content 9.1.A-K 9.2.A-H, K, L 9.3.A-G 9.4.B-D	**Essential Question** Why is aesthetic education important? What should a student be able to do and demonstrate as a result of completing this course?

Concepts (what should students know as a result of the instruction) -	**Competencies**/Skills	**Materials Used**	**Activities/ Assessments**	**Time Allocation**	**Interventions: Tier 2 or 3, Enrichment, Remediation, etc…**	**Other: Technology, vocabulary, writing, etc…**
Develop and expand visual arts knowledge and skills in order to express ideas imaginatively	Continue to develop on prior knowledge of First Grade competencies	Various mediums and tools to create two and three dimensional art	Projects, critiques	40 min. class period may vary to two class periods	Adaptive supplies and materials	Elements and principles of design
Acquire knowledge of historical and cultural developments	Introduce bi-lateral symmetry		Teacher Assessment, verbal discussion		Supplementary activities	
Be familiar with the contemporary and multicultural styles	Produce organic and geometric shapes		Check for understanding of the targeted standards		Collaboration with support staff	
	Continue to develop and maintain knowledge of color theory i.e. warm,					

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	cool, and neutral colors					
	Incorporating emphasis					
	Introducing multiple step projects/patterns					
	Study compositions of historic paintings					

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Course Visual Arts	**Grade(s)** Third Grade
Unit/Lesson Multitude of diverse, multicultural projects that will reinforce the Third Grade classroom curriculum	
Overview Students will develop and maintain the elements and principals of design, the proper use of various mediums and tools and art history	**Big Idea** This course will provide each child with the opportunity to develop fine motor, perceptual, and cognitive skills through different techniques. The children will continue to develop and maintain their understanding of the elements and principals of design.
Standards/Assessment anchor/Eligible Content 9.1.A-K 9.2.A-L 9.3.A-G 9.4.B-D	**Essential Question** Why is aesthetic education important? What should a student be able to do and demonstrate as a result of completing this course?

Concepts (what should students know as a result of the instruction) -	**Competencies**/Skills	**Materials Used**	**Activities/ Assessments**	**Time Allocation**	**Interventions: Tier 2 or 3, Enrichment, Remediation, etc…**	**Other: Technology, vocabulary, writing, etc…**
Develop and expand visual arts knowledge and skills in order to express ideas imaginatively	Continue to develop on prior knowledge of Second Grade competencies	Various mediums and tools to create two and three dimensional art	Projects, critiques	40 min. class period may vary to two class periods	Adaptive supplies and materials	Elements and principles of design
Acquire knowledge of historical and cultural developments	Develop basic printmaking techniques		Teacher Assessment, verbal discussion		Supplementary activities	Laptops/computer lab, digital cameras, SD memory cards, digital editing software
Be familiar with the contemporary and multicultural styles	Use art terms to identify techniques and characteristics of art projects		Check for understanding of the targeted standards		Collaboration with support staff	

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Promote the awareness of sequencing	Utilize techniques of famous artists in drawing and painting compositions					
	Demonstrate the understanding of the basic digital camera functions					
	Demonstrate a variety of basic editing functions using digital software					
	Continue to develop and maintain knowledge of color theory i.e. tints and shades					
	Develop an awareness of proportional relationships in drawing					

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Course Visual Arts	**Grade(s)** Fourth Grade
Unit/Lesson Multitude of diverse, multicultural projects that will reinforce the Fourth Grade classroom curriculum	
Overview Students will develop and maintain the elements and principals of design, the proper use of various mediums and tools and art history	**Big Idea** This course will provide each child with the opportunity to develop fine motor, perceptual, and cognitive skills through different techniques. The children will continue to develop and maintain their understanding of the elements and principals of design.
Standards/Assessment anchor/Eligible Content 9.1.A-K 9.2.A-L 9.3.A-G 9.4.A-D	**Essential Question** Why is aesthetic education important? What should a student be able to do and demonstrate as a result of completing this course?

Concepts (what should students know as a result of the instruction) -	**Competencies**/Skills	**Materials Used**	**Activities/ Assessments**	**Time Allocation**	**Interventions: Tier 2 or 3, Enrichment, Remediation, etc…**	**Other: Technology, vocabulary, writing, etc…**
Develop and expand visual arts knowledge and skills in order to express ideas imaginatively	Continue to develop on prior knowledge of Third Grade competencies	Various mediums and tools to create two and three dimensional art	Projects, critiques	40 min. class period may vary to two class periods	Adaptive supplies and materials	Elements and principles of design
Acquire knowledge of historical and cultural developments	Continue to develop and maintain knowledge of color theory i.e. complimentary colors and recognize and use color schemes		Teacher Assessment, verbal discussion		Supplementary activities	Laptops/computer lab, digital cameras, SD memory cards, digital editing software
Be familiar with the contemporary and multicultural styles	Create an optical illusion		Check for understanding of the targeted		Collaboration with support staff	

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			standards			
Develop a perception of special relationships and promote the awareness of sequencing	Demonstrate knowledge of positive and negative space					
Enhance measuring skills	Identify basic art styles and apply them to individual compositions					
	Continue to develop the basic digital camera functions					
	Continue to develop an understanding of digital software editing tools					
	Enhance art appreciation with the study of famous artists' works					

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Course Visual Arts	**Grade(s)** Fifth Grade
Unit/Lesson Multitude of diverse, multicultural projects that will reinforce the Fifth Grade classroom curriculum	
Overview Students will develop and maintain the elements and principals of design, the proper use of various mediums and tools and art history	**Big Idea** This course will provide each child with the opportunity to develop fine motor, perceptual, and cognitive skills through different techniques. The children will create meaningful artwork and continue to maintain their understanding of the elements and principals of design.
Standards/Assessment anchor/Eligible Content 9.1.A-K 9.2.A-L 9.3.A-G 9.4.A-D	**Essential Question** Why is aesthetic education important? What should a student be able to do and demonstrate as a result of completing this course?

Concepts (what should students know as a result of the instruction) -	**Competencies**/Skills	**Materials Used**	**Activities/ Assessments**	**Time Allocation**	**Interventions: Tier 2 or 3, Enrichment, Remediation, etc…**	**Other: Technology, vocabulary, writing, etc…**
Develop and expand visual arts knowledge and skills in order to express ideas imaginatively	Continue to develop on prior knowledge of Fourth Grade competencies	Various mediums and tools to create two and three dimensional art	Projects, critiques	40 min. class period may vary to two class periods	Adaptive supplies and materials	Elements and principles of design
Acquire knowledge of historical and cultural developments	Continue to develop and maintain knowledge of color theory i.e. demonstrate application of value		Teacher Assessment, verbal discussion		Supplementary activities	Laptops/computer lab, digital cameras, SD memory cards, digital editing software
Be familiar with the contemporary and multicultural styles	Continue to explore perspective techniques		Check for understanding of the targeted standards		Collaboration with support staff	

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Develop a perception of special relationships and promote the awareness of sequencing	Continuing to develop on proportion and detail in figure and portrait drawing					
Enhance measuring skills	Using their knowledge of the camera functions to make a variety of photographs i.e. macro/abstract, portrait, landscape					
	Use their knowledge of digital software editing tools to create a variety of digital artworks					
	Create and explore radial designs					

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Course Visual Arts	**Grade(s)** Sixth Grade
Unit/Lesson Multitude of diverse, multicultural projects that will reinforce the Fifth Grade classroom curriculum	
Overview Students will develop, maintain, and explore the elements and principals of design, the proper use of various mediums and tools and art history	**Big Idea** This course will provide each child with the opportunity to develop fine motor, perceptual, and cognitive skills through different techniques. The children will create meaningful artwork through an in depth exploration of the elements and principals of design.
Standards/Assessment anchor/Eligible Content 9.1.A-K 9.2.A-L 9.3.A-G 9.4.A-D	**Essential Question** Why is aesthetic education important? What should a student be able to do and demonstrate as a result of completing this course?

Concepts (what should students know as a result of the instruction) -	**Competencies**/Skills	**Materials Used**	**Activities/ Assessments**	**Time Allocation**	**Interventions: Tier 2 or 3, Enrichment, Remediation, etc…**	**Other: Technology, vocabulary, writing, etc…**
Develop and expand visual arts knowledge and skills in order to express ideas imaginatively	Continue to develop on prior knowledge of Fifth Grade competencies	Various mediums and tools to create two and three dimensional art	Projects, critiques	40 min. class period may vary to two class periods	Adaptive supplies and materials	Elements and principles of design
Acquire knowledge of historical and cultural developments	Continue to develop and maintain knowledge of color theory i.e. monochromatic, analogous, tertiary		Teacher Assessment, verbal discussion		Supplementary activities	Laptops/computer lab, digital cameras, SD memory cards, digital editing software
Be familiar with the contemporary and multicultural styles	Demonstrate knowledge of contour drawing		Check for understanding of the targeted standards		Collaboration with support staff	

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Develop a perception of special relationships and promote the awareness of sequencing	Work with architectural concepts through the use of Art History					
Enhance measuring skills	Using their knowledge of the camera functions to make a variety of photographs i.e. macro/abstract, portrait, landscape					
	Use their knowledge of digital software editing tools to create a variety of digital artworks					
	Use graphic design and digital editing software to express own ideas					
	Apply knowledge of photography and explore photo journalism					