

Ganado Unified School District (ART/7th-8th)

PACING Guide SY 2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Unit 1: Create a physical Portfolio Syllabus review Expectations Seating Length of Time: 1 week Power point on selected artist Examples of artists work Comparisons of other	<i>VA Strand 3: Evaluate concept 4: meanings or purposes PO 101 Discuss How an artist communicates meaning and or purpose</i> <i>Strand 1: Create Concept #2: Materials, Tools, and Technique</i> <i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i> <i>Strand 2: Relate Concept #1: Art worlds, The student will describe the role that art plays in culture and how it relates, records, and interact with history in various time, places, and traditions</i> <i>PO202: Discuss how artworks are used to communicate stories, ideas, and emotions</i> <i>Strand 2, Relate: Concept #4: Meaning or Purposes- Student will interpret meaning or purposes of artwork based on contextual information.</i>	<ul style="list-style-type: none"> • Why is he/she important in art? • What is the art style he/she helped develop or developed? • What are the characteristics of his/her work? • What are some symbols icons elements in the artist's work? • What was the artist trying to say? • Who or what influenced his or her art? 	Students will be able to: <ul style="list-style-type: none"> • Create a portfolio with cover design of selected artist's work • To acknowledge and explain the artist's work • Recognize and list the unique characteristics and or the art style of selected artist • Correctly define and explain the list of vocabulary • Sketches of artists' works • Computer research 	<ul style="list-style-type: none"> • <u>Selected artist</u> <p><u>Expressionism, impressionism, Cubism etc.</u></p> <ul style="list-style-type: none"> • <u>Realism</u> • <u>Abstract art</u> • <u>Symbolism</u> • <u>Aesthetic judgment</u> • <u>Composition</u> • <u>Portfolio</u>

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<p>artists of the time frame</p>	<p><i>PO 201: Interpret meanings and/or purposes of an artwork using subject matter, symbols and/or themes.</i> <i>VA Strand 1: Create Concept 5 Quality PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p><i>Strand 3 PO 001 Form and support opinions about art</i></p> <p><i>LS-F2 Give and follow multiple-step directions</i> <i>The student will express orally</i> <i>ELL.IV.LS.2 his or her own Thinking and ideas.</i> <i>ELL.IV.R.4.PE</i> <i>The student will demonstrate knowledge of reading comprehension by identifying external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs) within nonfiction text. (math, science and social studies)</i></p>			
<p>Unit 2: Element of art lines and shapes</p>	<p><i>VA Strand 1: Create Concept #2: Materials, Tools, and Technique</i> <i>PO202: Use materials, tools, and</i></p>	<ul style="list-style-type: none"> • What are the different kinds of lines 	<p>Students will be able to: Use different lines in a composition</p>	<ul style="list-style-type: none"> • <u>Lines</u> • <u>Shapes</u> • <u>Organic</u> • <u>Geometric</u>

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<p>Length of Time: 2 Weeks</p> <p>Power Point Presentation</p> <p>Examples of visual texture gesture and contour drawings</p> <p>geometric and organic shapes</p> <p>Research Artist M.C. Escher Robert Delauney Paul Klee Piet mondrian</p>	<p><i>techniques appropriately in his/her own artwork</i></p> <p><i>VA Strand 1: Create Concept 5 Quality PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p><i>VA Strand 1: Create Concept 3: Elements and principles PO 101 Identify and use elements and principles in his/her artwork</i></p> <p><i>MA.5.2.7.2 Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem</i></p> <p><i>LS-F2 Give and follow multiple-step directions</i></p> <p><i>ELL.IV.LS.2 The student will express orally his or her own Thinking and ideas</i></p>	<ul style="list-style-type: none"> • What are the different shapes • What is a contour drawing? • What are the different types of drawing? • How to create Texture • What is a gesture drawing? 	<ul style="list-style-type: none"> • Improve drawing skills with different drawing mediums and techniques • Recognize the art elements; line, shapes, texture in art • Utilize the use of elements line, shape, texture and in drawing • Create a drawing using contour and gesture. • Create drawings that exemplify texture. 	<ul style="list-style-type: none"> • <u>Texture</u> • <u>Visual</u> • <u>physical</u> • <u>Contour drawing</u> • <u>Gesture drawing</u>
<p>Unit 3:</p> <p>Element of art Value and proportion</p>	<p><i>Strand 1: Create Concept #2: Materials, Tools, and Technique</i></p> <p><i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork VA Strand 1: Create Concept 3: Elements and principles</i></p>	<ul style="list-style-type: none"> • How does an artist create value • What is proportion in art? • How does an artist place the parts of the 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Improve drawing skills with different techniques • Create value scale using blending crosshatching and stippling 	<ul style="list-style-type: none"> • <u>Value</u> • <u>Blending</u> • <u>Stippling</u> • <u>Crosshatching</u> • <u>Proportion</u>

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<p>Length of time: 1 Week value 1 week portrait</p> <p>Power Point Presentation</p> <p>Worksheets with examples of face proportions Photography and value</p> <p>Research artists Chuck Close Edward Curtis Native American Portraits</p>	<p><i>PO 101 Identify and use elements and principles in his/her artwork</i> <i>VA Strand 1: Create Concept 5 Quality</i> <i>PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p><i>Strand 2: Relate Concept 2: PO 102 Describe what tools materials and techniques were used to create artwork from cultures and times</i> <i>LS-R3 Share ideas, information, opinions and questions</i> <i>LS-R5 Participate in group discussions</i></p> <p><i>LS-F2 Give and follow multiple-step directions</i> <i>The student will express orally his or her own</i> <i>ELL.IV.LS.2 Thinking and ideas.</i></p>	<p>face correctly in a drawing</p> <ul style="list-style-type: none"> • How do black and white photographs represent value • How does an artist interpret value from photographs 	<ul style="list-style-type: none"> • Be able to measure and place the components of the face correctly in a drawing • Understand the historical significance of photography in terms of portraiture • Learn unique ways to create value (using fingerprints) 	
<p>Unit 4: linear Perspective</p> <p>Length of Time: 1 week</p>	<p><i>VA Strand 2: Relate Concept 1: Artworlds</i> <i>PO 105 Make connections between art and other</i> <i>Curricular areas</i> <i>Strand 1: Create</i></p>	<ul style="list-style-type: none"> • What is linear perspective • Why did artists create it • How did artists use perspective 	<p>Students will be able:</p> <ul style="list-style-type: none"> • Create a one point and two point perspective drawing • Explain the creation and historical use of perspective 	<ul style="list-style-type: none"> • <u>Composition</u> • <u>Perspective</u> • <u>Golden mean</u> • <u>Renaissance</u> • <u>Patron</u>

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<p>Power Point presentation</p> <p>Research artist</p> <p>Leonardo Da Vinci</p> <p>M.C. Escher</p>	<p><i>Concept #2: Materials, Tools, and Technique</i></p> <p><i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i></p> <p><i>VA Strand 1: Create Concept 3: Elements and principles</i></p> <p><i>PO 101 Identify and use elements and principles in his/her artwork</i></p> <p><i>VA Strand 1: Create Concept 5 Quality</i></p> <p><i>PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p><i>ELL.IV.LS.2</i></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p> <p><i>ELL.IV.R.4.PE</i></p> <p><i>The student will demonstrate knowledge of reading comprehension by identifying external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs) within nonfiction text. (math, science and social studies)</i></p>	<ul style="list-style-type: none"> • What artists used perspective • What is one point and two point perspective • What is a vanishing point 	<ul style="list-style-type: none"> • Create a contemporary city scape using perspective 	



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<p>Unit 5: Still life</p> <p>Length of Time: 1 Weeks</p> <p>Power Point presentation Vincent Van Gogh Giorgio Morandi Rachel Ruysch Albrecht Durer</p>	<p><i>Strand 1: Create</i> <i>Concept #2: Materials, Tools, and Technique</i> <i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i> <i>VA Strand 1: Create Concept 5 Quality</i> <i>PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p><i>ELL.IV.R.4.PE</i> <i>The student will demonstrate knowledge of reading comprehension by identifying external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs) within nonfiction text. (math, science and social studies)</i> <i>ELL.IV.LS.2</i> <i>The student will express orally his or her own thinking and ideas.</i></p>	<ul style="list-style-type: none"> • Where does an artist place the highlights mid tones and shadows • How does perspective affect a still life drawing • What is a still life • What are the historical reasons for creating a still life 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a still life using value and proportion • Define foreground subject and background • Understand the historical significance of a still life • What is a good composition • What are some of the objects that appear in a still life 	<ul style="list-style-type: none"> • <u>Highlights</u> • <u>Shadows</u> • <u>Foreground</u> • <u>Middle ground</u> • <u>Background</u> • <u>Overlapping</u> • <u>Subject matter</u> • <u>Realism</u> • <u>Allegorical</u>
<p>Unit 6: Color theory painting</p> <p>Length of Time: 1 week color wheel</p>	<p><i>VA Strand 1: Create Concept 3: Elements and principles</i> <i>PO 101 Identify and use elements and principles in his/her artwork</i> <i>ELL.IV.R.4.PE</i> <i>The student will demonstrate knowledge of reading comprehension</i></p>	<ul style="list-style-type: none"> • What is a color wheel • What are the primary and secondary colors • What is a tint • What is a shade 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the relationships of colors such as complimentary analogous warm and cool 	<ul style="list-style-type: none"> • <u>Primary</u> • <u>Secondary</u> • <u>Tertiary</u> • <u>Color wheel</u> • <u>Analogous</u> • <u>Complimentary</u> • <u>ary</u>

<p>1 week landscape painting</p> <p>Power Point presentation</p> <p>Research Georgia O’Keefe Turner</p>	<p><i>by identifying external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs) within nonfiction text. (math, science and social studies) MA.5.2.7.2</i></p> <p><i>Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem ELL.IV.LS.2</i></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<ul style="list-style-type: none"> • What is another word for color • What is monochromatic 	<ul style="list-style-type: none"> • Create colors that match the examples • Learn to control a brush and paint • Measure correctly to create a color wheel • Create a landscape 	<ul style="list-style-type: none"> • <u>Hue</u> • <u>Monochromatic</u> • <u>Intensity</u> • <u>Tint</u> • <u>Shade</u>
<p>Unit 7: Element of design</p> <p>Emphasis/ scale</p> <p>Collage</p> <p>Length of time: 1 week</p> <p>Power Point presentation examples</p> <p>Artist Henri Matisse Charles Demuth</p>	<p><i>Strand 1: Create Concept #2: Materials, Tools, and Technique</i></p> <p><i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i></p> <p><i>VA Strand 1: Create Concept 5 Quality PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p><i>VA Strand 3: Evaluate concept 4: meanings or purposes PO 101 Discuss How an artist communicates meaning and or purpose</i></p> <p><i>ELL.IV.LS.2</i></p>	<ul style="list-style-type: none"> • What is a collage • What is dominance in art • What is a focal point • Can subject matter influence art • How does dominance affect A composition <p>What is scale</p> <p>Use scale in a collage</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a center of emphasis in a work of art • Explain the background in a work of art • Explain dominance and focal point • How the use of color can be emphasis • How artists create • Explain scale • Use scale in a collage • emphasis in paintings 	<ul style="list-style-type: none"> • <u>Center of interest</u> • <u>Foreground</u> • <u>Middle ground</u> • <u>Background</u> • <u>Overlapping</u> • <u>Dominance</u> • <u>Exaggeration</u> • <u>Focal point</u> • <u>Subject matter</u>

	<i>The student will express orally his or her own thinking and ideas.</i>			
Unit 8: Elements of art movement, rhythm, unity emphasis and symmetry Length of Time: 1 week Power Point presentation Artist Vincent Van Gogh Edward Munch Franz Marc	<i>Strand 1: Create</i> <i>Concept #2: Materials, Tools, and Technique</i> <i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i> <i>VA Strand 1: Create Concept 5 Quality PO 101 Identify successful Aspects of his/her own artwork and revisions</i> <i>VA Strand 3: Evaluate concept 4: meanings or purposes PO 101 Discuss How an artist communicates meaning and or purpose</i> <i>SS.1.1.7.7</i> <i>Analyze cause and effect relationships between and among individuals and/or Historical events.</i> <i>ELL.IV.LS.2</i> <i>The student will express orally his or her own thinking and ideas.</i>	<ul style="list-style-type: none"> • What is movement in a work of art • What is rhythm • How do artists use emphasis • Explain symmetry give examples of symmetrical art 	Students will be able to; <ul style="list-style-type: none"> • Research an artist • Understand and explain movement rhythm unity emphasis and symmetry • Use the elements in their art works 	<ul style="list-style-type: none"> • <u>Movement</u> • <u>Rhythm</u> • <u>Unity</u> • <u>Emphasis</u> • <u>Symmetry</u>

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<p>Unit 9:</p> <p>Element of art, 3-D Space</p> <p>Positive and Negative sculptural Space</p> <p>Length of Time:</p> <p>1 week</p> <p>Power point on selected artist</p> <p>Artist</p> <p>Deborah Butterfield</p> <p>Tom Classen</p> <p>Gábor Miklós Szőke</p> <p>Comparisons of sculptural artists</p>	<p><i>Strand 1: Create</i></p> <p><i>Concept #2: Materials, Tools, and Technique</i></p> <p><i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i></p> <p><i>VA Strand 1: Create Concept 5 Quality</i></p> <p><i>PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p><i>VA Strand 3: Evaluate concept 4: meanings or purposes PO 101 Discuss How an artist communicates meaning and or purpose</i></p> <p><i>MA.5.2.7.2</i></p> <p><i>Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem</i></p> <p><i>ELL.IV.LS.2</i></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<ul style="list-style-type: none"> • How do artists create sculpture • How does positive and negative space affect a piece of art • How does the construction of sculpture affect its placement and its impact • How does size affect the art and the viewer • What is a geometric shape 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Correctly define and explain what a sculpture is • Understand the relationship of positive and negative space • Create a freestanding sculpture • Learn and make use of a variety of construction techniques • What is form • What is a freestanding sculpture <p>Create a series of geometric 3D shapes</p>	<ul style="list-style-type: none"> • <u>Sculpture</u> • <u>Base</u> • <u>Composition</u> • <u>Form</u> • <u>Freestanding</u> • <u>Negative space</u> • <u>Construction</u> • <u>Mass</u> • <u>Three dimensional</u> • <u>Geometric Shapes</u>

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<p>Unit 10: Art history</p> <p>Length of Time: 1 week</p> <p>Power point</p> <p>Examples of artists work</p> <p>Historical time lines</p>	<p><i>VA Strand 2: Relate Concept 3: Elements and principles</i> <i>PO 101 Identify visual/tactile characteristics of artworks from a diverse culture different place or Time</i></p> <p><i>VA Strand 3: Evaluate concept 4: meanings or purposes PO 101 Discuss How an artist communicates meaning and or purpose</i></p> <p><i>SS.1.1.7.7</i> <i>Analyze cause and effect relationships between and among individuals and/or Historical events.</i> <i>SS.4.2.7.1</i> <i>Describe the human and physical characteristics of places and regions.</i> <i>LS-F1</i> <i>Use effective vocabulary and logical organization to relate or summarize ideas, events and other information</i></p>	<ul style="list-style-type: none"> • What factors were involved in the creation of art • Who were the artists • What was art for ceremonial purposes • How does art differ from tribe to tribe • What factors affect the creation of art objects 	<p>Students will know:</p> <p>How did the environment affect the tribes living conditions clothing and art objects</p> <p>Importance of functional art objects</p> <p>How were they created</p> <p>The elements of design used in art work</p> <p>How porcupine quills, shells beads and teeth were used</p> <p>How the clash with cultures affected tribal art</p> <p>What is ceremonial art</p> <p>The purpose of ceremonial art</p>	<ul style="list-style-type: none"> • <u>Embroidery</u> • <u>Exploitation</u> • <u>Confederation</u> • <u>Dependence</u> • <u>Garment</u> • <u>Initiation</u> • <u>Massacre</u> • <u>Rampage</u> • <u>Symbolize</u> • <u>Traditional</u> • <u>Wampum</u> • <u>Wickieup</u> • <u>Wigwam</u>

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<p>Unit 11: Comics cartoons and animation</p> <p>Length of Time: 1 week</p> <p>Power point history of cartoons</p> <p>Examples of artists work</p>	<p><i>Strand 1: Create</i> <i>Concept #2: Materials, Tools, and Technique</i> <i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i></p> <p><i>VA Strand 2: Relate Concept 1: Artworlds</i> <i>PO 105 Make connections between art and other Curricular areas</i></p> <p><i>VA Strand 1: Create Concept 5 Quality</i> <i>PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p><i>VA Strand 3: Relate Concept 1</i> <i>Artworlds</i> <i>PO 101 Contribute to discussion about Who Artists are what they do and why they Create art</i> <i>LS-F1</i> <i>Use effective vocabulary and logical organization to relate or summarize ideas, events and other information</i> <i>ELL.IV.LS.2</i></p>	<ul style="list-style-type: none"> • Why is a cartoon or comic considered sequential art • Who are the most popular characters • Why are they successful • What does an animator do • Where are cartoons and animation created 	<p>Be able to:</p> <ul style="list-style-type: none"> make a comic character create sequential art Use dialogue Use props and background Use exaggeration Make a storyboard Explain what cartoons, comics and animation are 	<ul style="list-style-type: none"> • <u>Speech balloon</u> • <u>Caption</u> • <u>Cartoonist</u> • <u>Animation</u> • <u>Exaggeration</u> • <u>Cells</u> • <u>Frame fps</u> • <u>Script</u> • <u>storyboard</u>

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	<i>The student will express orally his or her own thinking and ideas.</i>			

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Unit 12: Purposes of art Length of Time: 1 week Power point Examples of artists work Comparisons of other artists of the time frame	<i>VA Strand 3: Evaluate Concept 1: Arts issues and values</i> <i>PO 101 Form and support opinions about art</i> <i>VA Strand 3: Evaluate Concept 1: Arts issues and values PO 103</i> <i>Discuss reasons why people value art</i> <i>VA Strand 3: Evaluate concept 4: meanings or purposes PO 101 Discuss How an artist communicates meaning and or purpose</i> <i>ELL.IV.R.4.PE</i> <i>The student will demonstrate knowledge of reading comprehension by identifying external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs) within nonfiction text. (math, science and social studies)</i> <i>SS.1.1.7.7</i>	<ul style="list-style-type: none"> • What is functional art • describe pieces of art that are functional • What is ceremonial art • describe art pieces that are ceremonial • What is illustration art • describe art pieces that illustrate • What is propaganda art • Describe art pieces that are propaganda • What is art for persuasion • Give examples of persuasive art • Describe art for self-expression 	<p>Be able to define arts purposes Functional, ceremonial, propaganda persuasive, and self-expression</p> <p>Be able to identify pieces of art that fit the above definitions</p> <p>Be able to critique art that fits one of the above categories</p> <p>Create a functional art object(ie money)</p>	<ul style="list-style-type: none"> • <u>Propaganda</u> • <u>Functional</u> • <u>Persuasive</u> • <u>Self-expression</u> • <u>Architecture</u> • <u>Political</u> • <u>satire</u>

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	<p>Analyze cause and effect relationships between and among individuals and/or Historical events. SS.4.2.7.1</p> <p>Describe the human and physical characteristics of places and regions. LS-F1</p> <p>Use effective vocabulary and logical organization to relate or summarize ideas, events and other information SS.4.4.7.10</p> <p>Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions ELL.IV.LS.2</p> <p>The student will express orally his or her own thinking and ideas.</p>	<ul style="list-style-type: none"> Give examples 		

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<p>Unit 13: tribal problems Illustration (purpose of art) of problem</p>	<p>Strand 1: Create</p> <p>Concept #2: Materials, Tools, and Technique</p> <p>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</p>	<ul style="list-style-type: none"> What are issues faced by native Americans How are these issues dealt with 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and discuss tribal issues that relate to: governments, natural resources, health care, housing, 	<ul style="list-style-type: none"> <u>Illustration</u> <u>Experience</u> <u>Indian</u> <u>Mascot</u> <u>Discrimination</u> <u>Alcoholism</u> <u>Suicide</u>

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<p>Length of Time: 1 week</p> <p>Power point on native American issues</p>	<p><i>VA Strand 1: Create Concept 4: Meanings or purposes PO 101 Select and use subject matter and or symbols in his/her own artwork</i></p> <p><i>VA Strand 1: Create Concept 5 Quality PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p><i>SS.4.2.7.1 Describe the human and physical characteristics of places and regions. LS-F1 Use effective vocabulary and logical organization to relate or summarize ideas, events and other information</i></p> <p><i>SS.4.4.7.10 Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions</i></p> <p><i>ELL.IV.LS.2 The student will express orally his or her own thinking and ideas.</i></p> <p><i>VP-R3 Create visual representations of personal</i></p>	<ul style="list-style-type: none"> • law enforcement, court systems and teenagers 	<p>law enforcement, court systems and teenagers</p> <ul style="list-style-type: none"> • How to illustrate issues visually • How to use text in an illustration 	

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	<i>experiences through media such as drawing, painting, acting and puppeteering</i>			

PACING Guide SY 2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Unit 14:</p> <p>Digital art</p> <p>Length of Time:</p> <p>1 week could be moved to last week of school</p> <p>Power point on selected artist</p> <p>Examples of artists work</p>	<p><i>Strand 1: Create</i></p> <p><i>Concept #2: Materials, Tools, and Technique</i></p> <p><i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i></p> <p><i>VA Strand 1: Create Concept 4: Meanings or purposes PO 101</i></p> <p><i>Select and use subject matter and or symbols in his/her own artwork</i></p> <p><i>VA Strand 1: Create Concept 5 Quality PO 101 Identify successful</i></p> <p><i>Aspects of his/her own artwork and revisions</i></p> <p><i>Concept #1: Art worlds, The student will describe the role that art plays in culture and how it relates, records, and interact with history in various time, places, and traditions</i></p> <p><i>ELL.IV.LS.2</i></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<ul style="list-style-type: none"> • What is resolution • What is a pixel • What different formats can images be save as • What is piracy • What is appropriation • What are some examples of digital art 	<p>Exhibit an understanding of basic tools</p> <p>Exhibit an ability to control the tools</p> <p>Will be able to explain tools and basic functions of paint net.</p> <p>Execute a digital work of art</p>	<ul style="list-style-type: none"> • <u>Piracy</u> • <u>Resolution</u> • <u>Pixel</u> • <u>Jpeg</u> • <u>Gif</u> • <u>Ping</u> • <u>Raw</u> • <u>RGB</u> • <u>CMYK</u> • <u>Appropriation</u> • <u>Tools</u> • <u>Graphic manipulation</u> • <u>Digital illustration</u>

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	<i>ET.1.4.7.1 Create innovative products or projects using digital tools to express original ideas.</i>			
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Unit 15: Mixed media Include landscape sand painting scratch board Length of Time: 1 week Power point on selected artist Examples of artists work	<i>Strand 1: Create</i> <i>Concept #2: Materials, Tools, and Technique</i> <i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i> <i>VA Strand 1: Create Concept 4: Meanings or purposes PO 101</i> <i>Select and use subject matter and or symbols in his/her own artwork</i> <i>VA Strand 1: Create Concept 5 Quality PO 101 Identify successful</i> <i>Aspects of his/her own artwork and revisions</i> <i>ELL.IV.R.4.PE</i> <i>The student will demonstrate knowledge of reading comprehension</i>	<ul style="list-style-type: none"> • What is mixed media • What is unconventional art • How is art subtractive and additive • What is scratch art • What is sand painting • What is Landscape painting • 	<p>Students will be able to:</p> <p>Explore possible visual combinations of a variety of tools and media</p> <p>Understand unconventional art</p> <p>Understand additive and subtractive art</p> <p>Know there are many ways to create art pieces even in a two dimensional form</p> <p>Artists have choices of materials, have various ways to create art there are no limitations</p>	<ul style="list-style-type: none"> • <u>Exploration</u> • <u>Expression</u> • <u>Provoke</u> • <u>Medium</u> • <u>Mixed media</u> • <u>Unconventional</u> • <u>Additive</u> • <u>subtractive</u>

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	<p>by identifying external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs) within nonfiction text. (math, science and social studies)</p> <p>ELL.IV.LS.2 The student will express orally his or her own thinking and ideas.</p>			

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<p>Unit 16: coiled pot Length of Time: 1 week</p> <p>Power point on selected artist</p> <p>Examples of artists work</p>	<p><i>Strand 1: Create</i> <i>Concept #2: Materials, Tools, and Technique</i> <i>PO202: Use materials, tools, and techniques appropriately in his/her own artwork</i> <i>VA Strand 1: Create Concept 5 Quality</i> <i>PO 101 Identify successful Aspects of his/her own artwork and revisions</i></p> <p>ELL.IV.LS.2 The student will express orally his or her own</p>	<ul style="list-style-type: none"> • What is a coiled pot • Why use coils • What is the purpose of pottery • How many other techniques for pottery are there • Where are early examples of coiled pots found. 	<p>How to use clay to create a coiled pot</p> <p>Why pottery exists</p> <p>Who were early artists</p> <p>What is slip how is it used</p> <p>Why burnish a pot</p> <p>What does the word ceramic mean</p> <p><u>Creating a coiled pot from magazine pages</u></p>	<ul style="list-style-type: none"> • <u>Texture</u> • <u>Ceramic</u> • <u>Burnish</u> • <u>Kiln</u> • <u>Plasticity</u> • <u>slip</u>

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<p>Possible replacement or change is to move digital art to this last week depending on use of computer lab</p>	<p><i>thinking and ideas.</i></p>			