

Ganado Unified School District #20

(Art/K-5)

PACING Guide SY 2018-2019

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
<p><u>Quarter 1</u> <u>Kindergarten</u> Explorations in Art Teacher Edition and student books Grades K-5</p>	<p>VA.CR.1.Ka: Engage in exploration (such as noticing cause and effect relationships) and imaginative play with materials (such as paper, markers, clay, crayons, etc.).</p> <p>VA.CR.2.Ka: Through experimentation, build skills in various media and approaches to art-making (such as using the elements of modern art, applying artistic ideas from diverse cultures, etc.).</p> <p>VA.CR.2.Kb: Observe safe practices with art materials, tools, and equipment.</p>	<p><u>Essential Question</u></p> <p>1L2: How do you think the artist used the crayons? How would you use the crayons?</p> <p>1L3: How would you describe the lines you see around you?</p> <p>1L4: Why do you think the artist used torn shapes?</p> <p>1L5: How can we use scissors to change the shape of paper?</p> <p>1L6: How does holding the brush affect the type of brushstroke we can make?</p> <p>1L7: What are some different ways we can create shapes using a paintbrush?</p> <p>1L8: What do you notice about the colors when using watercolor?</p>	<p><u>Learning Goal</u></p> <p>1L2:use specific parts of the crayon to create a desired effect learn how to blend crayon colors</p> <p>1L3:practice drawing different types</p> <p>1L4: be able to tear with or against the grain of the paper to produce a desired effect</p> <p>1L5: understand that both hands must be coordinated in order to cut</p> <p>1L6: use a variety of movements to create different types of brushstrokes</p> <p>1L7:be able to recognize and create geometric and free-form shapes</p> <p>Practice making shapes using both the blob and outline approach</p> <p>1L8:understand the unique qualities of watercolor paint, and how they differ from tempera paint qualities</p>	<p><u>Vocabulary</u></p> <p>1L2:crayon, tip, side, pressure, blending, pale, vibrant</p> <p>1L3:lines, straight, curved, zigzag, spiral, dotted, broken, wavy, crossed, diagonal, horizontal, vertical</p> <p>1L4:construction paper, grain, tear, free-form, organic, imagination, arrangement</p> <p>1L5:scissors, cutting hand, holding hand, muscles, thumb</p> <p>1L6:paintbrush, bristle, handle, ferrule, arm, shoulder, elbow, wrist, finger joint</p> <p>1L7:circle, square, rectangle, triangle, geometric shapes, free-form shapes</p> <p>1L8:light, dark, wet, value, dots, dabs, lines, pigment, transparent, serendipity</p>

Quarter 1 First Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.1a: Engage collaboratively (such as in pairs, small groups, or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper murals, etc.).

VA.CR.1.1: Use careful observation in preparation for making a work of art.

VA.CR.2.1b: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA.CR.2.1c: Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

VA.RE.7.1a: Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one's self and others).

VA.RE.8.1: Interpret art by categorizing subject matter and identifying the elements and principles.

VA.RE.9.1: Classify artwork based on different reasons for preferences (favorite color, favorite subject matter, etc.).

Essential Question

1L1: What kinds of lines can make a building look beautiful?

1L2: How do lines create shapes in nature?

1L3: What kinds of toys can you create from shapes?

1L4: What free-form shapes do you see in the picture?

1L5: How do you think the tree bark feels? How do you think the sheep feels?

1L6: How do we use lines and patterns to show texture?

1L7: What shapes do artists use to create faces?

1L8: What details can we add to make a portrait look more realistic?

1L9: How does an artist show action in an artwork?

Learning Goal

1L1: draw a picture of oneself in a beautiful place

1L2: create a line print in which lines change direction

1L3: make a collage using a variety of geometric shapes

1L4: make a cut-paper representation of everyday objects

1L5: make a crayon rubbing of a natural, textured surface

1L6: make a drawing of an animal that uses lines and patterns to suggest texture

1L7: make a collage of person's face

1L8: draw a picture of a classmate in a pose

1L9: draw a picture that suggests movement

Vocabulary

1L1: line

1L2: shape, print

1L3: geometric, collage

1L4: free-form

1L5: texture

1L6: pattern

1L7:

1L8: portrait, self-portrait

1L9: sculpture

Quarter 1 Second Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.2: Make art or design to explore personal interests, questions, and curiosity.

VA.CR.2.2a: Experiment with various materials, tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design.

VA.CR.2.2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

VA.CR.3.2: Discuss and reflect with peers about choices made in creating artwork.

VA.RE.7.2b: Compare images based on expressive properties (such as Albrecht Durer's calm "Hare," the energetic Energizer Bunny, the silly Bugs Bunny, etc.).

VA.RE.8.2: Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles.

VA.RE.9.2: Use art-specific vocabulary to express preferences about artwork.

Essential Question

1L1: Why do you think artists create paintings of beautiful places?

1L2: What do you notice about flowers when you look at them closely that may be different than when you look at them far away?

1L3: What other colors can we create when we mix any two of the following colors: red, yellow, and blue?

1L4: What colors might an artist use to show how hot or cool a place is?

1L5: How does an artist show the emotions of calm and peaceful in a landscape or seascape?

1L6: How does an artist show motion in a landscape or seascape?

1L7: How can you use shapes to show emotions in an artwork of a friend?

1L8: How can you tell one friend's face from another?

1L9: How can we arrange shapes to show that some parts are close and other parts are far away?

Learning Goal

1L1:create a drawing from memory in which a tree is the subject matter

1L2:create drawings of natural objects from observation, using markers

1L3:select primary colors and mix secondary colors to create a painting of a colorful garden

1L4:create two drawings: one using warm colors and one using cool colors

1L5:make a collage to express a calm mood in a landscape

1L6:draw a landscape using active lines to show energy and excitement

1L7:create a collage of a face with definite expression

1L8:draw a portrait of a classmate from observation and show expression

1L9:show near and far in an oil pastel drawing of a group celebrating a special time

Vocabulary

1L1:subject matter

1L2:line, shape

1L3:primary colors, secondary colors

1L4:warm colors, cool colors

1L5:seascape, landscape, collage

1L6:motion

1L7:

1L8:portrait

1L9:

Quarter 1 Third Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.3: Investigate personal ideas through the art-making process.

VA.CR.2.3a: Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).

VA.CR.2.3b: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA.RE.7.3a: Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brushmarks in a painting) an artist used to create a work of art.

Essential Question

1L1: How can we determine the feelings of an individual in portraits and self-portraits?

1L2: How does using a grid help proportions when drawing a portrait?

1L3: How does using proportions help in drawing the human body?

1L4: How can you tell from looking at a painting if the subject is close to you or far away?

1L5: What are the first shapes people usually notice, positive or negative? Why?

1L6: What creates visual rhythm in a painting?

2L7: How can you use a variety of lines to create a funny looking bird?

2L8: What is the difference between a shape and a form?

2L9: How do you create secondary and intermediate colors?

Learning Goal

1L1: create a self-portrait

1L2:create a portrait with correct facial proportions

1L3:draw a classmate in correct proportion

1L4:create a drawing of people in a space, showing them in correct perspective

1L5:create matching positive and negative shapes

1L6:create a stencil print

2L7:create a planned humorous drawing of an imaginary bird

2L8:create a paper sculpture of an imaginative bird

2L9:create a colorful painting of an imaginary place

Vocabulary

1L1:portrait, self-portrait

1L2:expression

1L3:pose, proportion

1L4:space

perspective

1L5:positive shapes, negative shapes

1L6:visual rhythm, overlap, stencil

2L7:lines,

imaginative

2L8:form

2L9:primary colors, secondary colors,

intermediate colors

Quarter 1 Fourth Grade

Explorations in Art Teacher Edition and student books
Grades K-5

VA.CR.2.4a: Develop technical skills and explore art-making approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.).

VA.CR.2.4b: When making works of art, utilize and care for materials, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of image ownership.

VA.CR.2.4c: Describe, and visually represent regional constructed environments (such as school, playground, park, street, or store).

VA.CN.11.4: Through observation, infer information about time, place, and culture in which a work of art was created (by examining genre scenes, cityscapes, portraits from different eras, etc.).

Essential Question

1L1: What term refers to a drawing that shows the edges or outline of a shape or form?

1L2: What makes example A and unfinished artwork, and example B a finished artwork?

1L3: When we mix together two primary colors, do type of color do we get?

1L4: How do we make tints and shades when we paint?

1L5: How do objects in paintings look far away compared to objects that look close by?

1L6: How can you use a shape to help when drawing a tree?

2L7: How do you use proportion to help draw the parts of a face correctly?

2L8: How could you record the important events of your life in a painting?

2L9: What are some creative, or inventive ways in which we communicate?

Learning Goal

1L1: create contour sketches of different views of a hand, focusing on continuous line and showing some details

1L2: draw students who are posed and then create a paper full of sketches, showing attention to proportion and action

1L3: create a tempera painting using related primary, secondary, and intermediate colors

1L4: create paintings of seascapes with expressive brushstrokes and a range of values

1L5: create a drawing of a scene with a variety of lines and shapes and a definite point of view

1L6: practice sketching trees and create a monoprint of a tree by starting with the main shapes before adding lines and details

2L7: draw a classmate's portrait using proportion guidelines and including a border of symbols

2L8: draw classmates posed in groups, placing them in a crowded environment that suggests a story

2L9: create a colorful design with inventive lettering and symbols

Vocabulary

1L1: sketch, contour drawing

1L2: pose, model, proportion, gesture drawing

1L3: hue, primary colors, secondary colors, intermediate colors

1L4: seascape, value, tint, shades

1L5: view, organic, natural environment, geometric, human-made environment

1L6: structure, monoprint

2L7: portrait, photography, guidelines

2L8: history painting

2L9: inventive, lettering

Quarter 1 Fifth Grade

Explorations in Art Teacher Edition and student books Grades K-5

VA.CR.2.5a: Develop skills in multiple artmaking techniques and experiment with approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.) through practice.

VA.CR.2.5b: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA.RE.8.5: Distinguish between relevant and non-relevant contextual information (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that artwork.

VA.RE.9.5: Recognize differences in criteria used to evaluate works of art depending on styles (such as Cubist, Anasazi, Harlem Renaissance, etc.), genres (such as portrait, still life, landscape, etc.), and media.

VA.CN.10.5: Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way

Essential Question

- 1L1: How can you use proportions to help in drawing a face?
- 1L2: How might faces look different in the light compared to in the shadow?
- 1L3: How can knowing that people generally have the same proportions help an artist draw people who look different?
- 1L4: How does an artist show motion in their artwork?
- 1L5: Why do Impressionist mix dots of paint in their artwork?
- 1L6: Why would an artist like to paint scenes from everyday life?
- 2L7: How does value create light and shadow in a drawing?
- 2L8: Which style do you like, Realism, Cubism, or Photorealism, and why?
- 2L9: Why do you think quilts are special?

Learning Goal

- 1L1: draw a front view of a face using guidelines and direct observation
- 1L2: practice creating shading with crosshatching, and make sketches of classmates
- 1L3: create a series of overlapping drawings that show people in different poses
- 1L4: create crayon rubbings of moveable tag board body parts to show action and movement of human figure
- 1L5: create a painting about a fun time with tints and shades of primary, secondary, and intermediate colors
- 1L6: create an artwork about an everyday event, combining complementary colors and other elements harmoniously
- 2L7: create a drawing of a still life and shade it to indicate form
- 2L8: create a painting, drawing, or collage of a still life
- 2L9: create a class quilt with a theme

Vocabulary

- 1L1: portrait, proportion, contour drawing
- 1L2: sketch, study, value
- 1L3: figure proportions
- 1L4: techniques, style, Abstract Expressionism, Futurism
- 1L5: Impressionism, hues, primary colors, secondary colors, intermediate colors
- 1L6: genre painting, complementary colors
- 2L7: still life, value scale, viewfinder
- 2L8: style, Realism, Cubism, Photorealism
- 2L9: quilt, theme

Second Quarter

Quarter 2
Kindergarten
 Explorations in Art
 Teacher Edition and
 student books
 Grades K-5

VA.CR.2.kc: Create art that represents natural and constructed environments.

VA.CR.3.K: Explain the process and/or subject matter of personal artwork.

VA.RE.7.Ka: Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.

VA.RE.7.Kb:
 Describe what an image represents.

Essential Question

2L1: What features can we combine to create a new insect?

2L2: What kinds of lines or shapes could you use to create the parts of an insect?

2L3: How can we arrange these shapes to create an insect?

3L1: What feelings can you read in these faces?

3L2: What do you think will happen if we color on paper with something underneath it?

3L3: What is it about clothing that makes you want to buy it or wear it?

3L4: What details would you add to make the clothing more interesting?

Learning Goal

2L1: invent a new species of insect based on insect characteristics: 3 body parts, 6 legs, 2-4 wings, antennae, proboscis, etc.

2L2: practice crayon techniques, such as using the tip versus the side of the crayon, blending colors, and paying attention to pressure
 2L3: learn beginning technique of making three-dimensional parts with paper strips

3L1: practice arranging, designing, and constructing a face with found objects

3L2: learn a technique for creating their own textures

3L3: practice arranging, designing, and constructing individual pieces of clothing

3L4: further develop the personalities and verbal descriptions of their characters

Vocabulary

2L1: insect parts, head, thorax, abdomen, antennae, proboscis, wings, legs, markings, exoskeleton, life cycle

2L2: draw, detail, black, shape, line, color, press, pressure

2L3: arranging, composition, glue, dot, line, three-dimensional, rolling, folding, tab

3L1: transform, facial features, hairline, forehead, eyebrows, eyelids, eyelashes, nose, cheeks, lips, smile, chin

3L2: texture, rubbing, holding hand, rubbing hand, overlapping, design, pressure, pattern

3L3: personality, character, clothing, shirt, pants, skirt, dress, leggings

3L4: accessories, character, personality, story

Quarter 2 First Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.1: Use careful observation in preparation for making a work of art.

VA.CR.2.1a: Explore uses of materials, tools, approaches (such as using elements of modern art, applying artistic ideas from diverse cultures, etc.) to create works of art or design.

VA.CR.2.1b: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA.CR.3.1: Use art vocabulary to describe choices in personal artwork.

VA.RE.7.1a: Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one's self and others).

VA.RE.7.1b: Compare images that represent the same subject matter.

VA.RE.9.1: Classify artwork based on different reasons for preferences (favorite color, favorite subject matter, etc.).

VA.CN.11.1: Identify a variety of reasons why people from different places and times make art (such as to express themselves, to tell a story, to make things look beautiful, to remember special people and events, etc.).

Essential Question

2L10: How does an artist show “near” and “far away” in an artwork?

2L11: Why do you think the artists painted a picture of their bedrooms?

2L12: What shapes could you use in designing the exterior of a building?

3L13: How does an artwork tell a story?

3L14: What kind of story might be happening in this artwork?

3L15: How does using warm and cool colors make you feel when looking at a painting?

3L16: How can tints and shades help us tell a story about the weather?

3L17: How do illustrations help to tell a story?

3L18: How can a sequence of images tell a story?

Learning Goal

2L10: draw a picture that shows people near and far

2L11: create an artwork that shows an interior space

2L12: create a collage in which cut-paper shapes show a building's design

3L13: paint a picture that suggests a story, partly through the choice of colors

3L14: create a wet-on-wet painting that suggests the setting for a make-believe story

3L15: choose appropriate warm and cool colors to draw an outdoor scene

3L16: paint a picture in which tints and shades tell a story about the weather

3L17: make a picture that could illustrate a poem

3L18: create a four-frame sequence of images that tell a story

Vocabulary

2L10:

2L11:

2L12: architect

3L13: primary colors, secondary colors

3L14: setting

3L15: warm colors, cool colors

3L16: tint, shade

3L17: illustrate

3L18: frame

Quarter 2 Second Grade
Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.2a: Brainstorm collaboratively (such as contributing to and listening to various ideas) multiple approaches to an art or design problem (such as celebrations, cross-curriculum projects, school events, etc.).

VA.CR.1.2: Make art or design to explore personal interests, questions, and curiosity.

VA.CR.2.2a: Experiment with various materials, tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design.

VA.CR.2.2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

VA.CR.3.2: Discuss and reflect with peers about choices made in creating artwork.

VA.RE.7.2a: Use art-specific vocabulary to describe one's natural world and constructed environments.

VA.RE.8.2: Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles.

VA.RE.9.2: Use art-specific vocabulary to express preferences about artwork.

VA.CN.11.2: Compare cultural uses (such as honoring people, remembering events, etc.) of artwork from different times and places

Essential Question

2L10: How can you draw so that some objects look near and some look far away?

2L11: Why is the lobster pictured a symbol of power?

2L12: What do you think the symbols mean?

3L13: How did the artist show the texture of the dog's fur?

3L14: How does the artist show action or movement in the artwork pictured?

3L15: How did the artist hide the ponies in her painting?

3L16: How do you know the scene is imaginary? What makes it look realistic?

3L17: Where do you see positive and negative shapes in the artwork?

3L18: How can we use stencils to create a fantasy landscape of shapes?

Learning Goal

2L10:create a drawing to show distance and moods of active times

2L11:create a pendant with a symmetrical design using symbols

2L12:create a class banner of repeated cut paper shapes that symbolize the school

3L13:create a drawing of animals in a setting and show details of features

3L14:create an artwork using size and detail to show an active animal as the center of interest

3L15:use variety of brushstrokes to create lines, shapes, and patterns in a painting

3L16:create a crayon resist painting of an underwater environment

3L17:create a collage with planned positive and negative shapes and spaces

3L18:create stencils and print them as pictures in collaboration with classmates

Vocabulary

2L10:

2L11:symbols, balance, variety

2L12:banner, pattern

3L13:texture

3L14:center of interest, movement

3L15:paintbrush, brushstroke

3L16:imaginary, realistic

3L17:positive shapes, negative shapes

3L18:stencil

Quarter 2 Third Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.3a: Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details.

VA.CR.2.3a: Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.)

VA.CR.2.3b: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA.PR.6.3: Identify and explain how and where different cultures record and illustrate stories and preserve history through art.

VA.RE.7.3b: Determine messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo, etc.).

Essential Question

2L10: How do we show that objects in a painting are in front of or behind something else?

2L11: How can we use lines and shapes to create an imaginary world that still has some realistic elements?

2L12: How can we use warm and cool colors to create an imaginary land?

3L13: How can we use pictures to convey a simple message or command?

3L14: What are some ways we can use a clay stamp to create a pattern?

3L15: How can we use tints and shades of color effectively to tell a story?

3L16: Why did artists carve relief sculptures?

3L17: What do you need to consider before creating an effective poster? Why are these things important for the poster?

3L18: How can we create the alphabet so the letters still look like letters, but also follow a common theme?

Learning Goal

2L10: work in groups to create complex murals about animals in an imaginary place

2L11: draw an imaginary land where strange things happen

2L12: paint an imaginary land of warm and cool colors

3L13: create visual symbols to communicate a command or simple sentence

3L14: perceive and describe repeated patterns on printed surfaces

3L15: mix tints and shades to convey mood in a painting

3L16: carve and model clay to make a relief sculpture that tells a story

3L17: create a poster design that sends a message

3L18: create a theme-based picture alphabet

Vocabulary

2L10: mural

2L11: media

2L12: hues, warm colors, cool colors

3L13: visual symbol

3L14: printing

3L15: shade, tint

3L16: column, relief sculpture

3L17: graphic designer, center of interest

3L18: picture

alphabets

Quarter 2 Fourth Grade

Explorations in Art Teacher Edition and student books
Grades K-5

VA.CR.1.4: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals).

VA.CR.2.4a: Develop technical skills and explore art-making approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.).

VA.CR.2.4b: When making works of art, utilize and care for materials, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of image ownership

VA.CN.10.4: Create a work of art that reflects community or cultural traditions.

Essential Question

2L10: What are some visual symbols you see every day? (Traffic light, caution sign, hospital sign, American Flag, etc.)

2L11: What are some common, ordinary things that people do every day?

2L12: How can we turn a sequence of photographs into a “movie?”

3L13: How can we use repeated lines and patterns to create a landscape?

3L14: What is the difference between real and visual textures?

3L15: What forms could you use to create a building or even a city?

3L16: What patterns do you see on the outside of these buildings?

3L17: What makes symmetrical or radial balance so appealing to the viewer?

3L18: Which building do you think is the most beautiful and why?

Learning Goal

2L10:create a drawing that translates a verbal description into a visual symbol

2L11:draw an original caricature of an animal engaged in a human activity

2L12:create a flip book to explore animation techniques

3L13:create a marker drawing that shows unity in a landscape with repeated lines, shapes, and colors

3L14:create a glue-line painting of a real or imagined place that shows both real and visual texture

3L15:create a model for a clubhouse by assembling found or constructed forms

3L16:create a clay relief sculpture of a building exterior using textures and patterns to suggest architectural materials

3L17:create a paper mosaic with symmetrical or radial balance

3L18:create a drawing of a historically important local building

Vocabulary

2L10:visual symbol

2L11:caricature

2L12:animation, animator, illusion

3L13:unity

3L14:real texture, visual texture

3L15:architect, forms

3L16:pattern, exterior, materials

3L17:mosaic, tesserae, symmetrical

balance, radial balance

3L18:memorial

Quarter 2 Fifth Grade

Explorations in Art Teacher Edition and student books Grades K-5

VA.CR.2.5a: Develop skills in multiple artmaking techniques and experiment with approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.) through practice

VA.CR.2.5b: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA.CR.2.5c: Describe and visually document places and/or objects of personal significance.

VA.RE.7.5a: Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.

VA.CN.10.5: Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way.

Essential Question

2L10: Why are hand-woven items so cherished today?

2L11: How can you tell one style of house from another?

2L12: What do you notice first when you look at a building?

3L13: What mood or feeling does this photomontage communicate to you?

3L14: Why are some portraits surprising and humorous?

3L15: How did the artist use lines and shapes on a two-dimensional surface to create an optical illusion of three-dimensional form?

3L16: What positive and negative shapes do you see in these artworks?

3L17: How can we use different types of paper to make our artwork more interesting?

3L18: What positive and negative shapes do you see in these sculptures?

Learning Goal

2L10:create a cardboard loom and weave a fabric wall hanging

2L11:draw a picture of the façade of a dream house

2L12:create an architectural illustration focusing on textures, patterns, and materials

3L13:create a photomontage that has a definite theme

3L14:create a portrait with a surprising combination of living things

3L15:use lines, colors and spaces to create the illusion of motion in a drawing or collage

3L16:create a puzzle-like artwork planned around positive and negative shapes and spaces

3L17:experiment with several processes for creating different visual effects on paper

3L18:create a free-standing paper sculpture with projecting and receding geometric shapes

Vocabulary

2L10:loom, warp, weft, weaving

2L11:façade

2L12:exterior

3L13:photomontage, collage, center of interest

3L14:profile

3L15:optical illusion, Op Art, parallel lines

3L16:illusion, tessellation, positive shape or space, negative shape or space

3L17:crayon resist

3L18:closed form, open form

Third Quarter

Quarter 3
Kindergarten
 Explorations in Art
 Teacher Edition and
 student books
 Grades K-5

VA.CR.1.ka: Engage in exploration (such as noticing cause and effect relationships) and imaginative play with materials (such as paper, markers, clay, crayons, etc.).

VA.CR.2.Ka: Through experimentation, build skills in various media and approaches to art-making (such as using the elements of modern art, applying artistic ideas from diverse cultures, etc.)

VA.CR.2.Kb: Observe safe practices with art materials, tools, and equipment.

VA.RE.7.Ka: Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.

Essential Question

- 4L1: What kinds of things are made out of clay?
- 4L2: Using various materials, how many different kinds of textures can you create in the surface of the clay?
- 4L3: How can we get these two pieces of clay to stick together without crushing our pottery?
- 4L4: What parts stand out in this relief sculpture? What story does it tell?
- 5L1: How can you make a long line by printing?
- 5L2: What do you see repeating in this artwork to create a pattern?
- 5L3: How can we use curved and straight lines to create letters?
- 5L4: How can we use different types of lines to create shapes?
- 6L1: What kinds of lines and shapes can you repeat to create your wrapping paper?
- 6L2: How can we use symmetry to create artwork?
- 6L3: What makes Matisse's arrangement pleasing?
- 6L4: How can we take everyday objects and organize them in a way that looks nice?

Learning Goal

- 4L1: discover different ways that their hands can change the shape and form of clay
- 4L2: experiment with pressure, direction, proximity, and spacing
- 4L3: learn a technique for joining two pieces of clay together
- 4L4: use analytical thinking to break the human body into simple forms, and to reconstruct it using balls and coils
- 5L1: understand and practice the process of making a clear print
- 5L2: systematic approaches to building a pattern
- 5L3: letter recognition and construction
- Understanding differences among letters
- Spatial awareness
- Proper hand grip and pressure
- Printing curved lines
- 5L4: integrate a variety of line, shape, and design elements to express ideas
- 6L1: use are elements and design principles
- 6L2: develop and practice systematic approaches to building from a core design
- 6L3: expand upon cutting skills with an emphasis on cutting curves
- 6L4: experiment with different arrangements, both formal and informal

Vocabulary

- 4L1: clay, poke, pinch, pull, in, out, through
- 4L2: texture, coil, ball, rough, smooth, bumpy
- 4L3: pottery, kiln, slab, border design, central design
- 4L4: relief, attaching, balls, coils, slab, base
- 5L1: line printing, horizontal, vertical, diagonal, crossing, zigzag, broken, long lines
- 5L2: pattern, repeat, alternate, horizontal, vertical, diagonal, spacing, placement, position, number
- 5L3: curves, the alphabet, letters, uppercase, lowercase
- 5L4: nonobjective, realistic, geometric shape
- 6L1: design, motif, repetition, balance, rhythm, variety, emphasis, unity
- 6L2: radial symmetry
- 6L3: positive shape, negative shape, curve, spiral, star, heart, zigzag, composition, overlap
- 6L4: rows, direction, symmetrical, radial, realistic, corners

Quarter 3 First Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.1a: Engage collaboratively (such as in pairs, small groups, or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper murals, etc.).

VA.CR.2.1b: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA.RE.7.1a: Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one's self and others).

Essential Question

4L19: What is it that makes insects beautiful?
4L20: Can you find symmetry in this artwork? Can you find a pattern in this artwork? How do you know one is symmetrical and one shows a pattern?
4L21: How can you show "up close" and "far away" in a picture?
4L22: How can you repeat lines and colors to create a pattern in a landscape?
4L23: How could we draw the alphabet to look like something else? For example, drawing the alphabet to look like animals.
4L24: How can the shape of a creature help an artist to plan their artwork?
5L25: What can we learn about how cities have changed over the years?
5L26: How can you tell this is an old stamp? Why do you think they chose this subject for the stamp?
5L27: If you wanted to show a fun time in an artwork, what colors would you use?

Learning Goal

4L19: draw a picture that shows the symmetry of an insect
4L20: create an artwork that shows a printed pattern
4L21: make a monoprint
4L22: create an artwork that shows a patterned landscape
4L23: design a letter for a class alphabet
4L24: create a collage of main shapes and smaller shapes
5L25: draw a picture that shows one's town as it looks today
5L26: create a design for a stamp to remember their school
5L27: draw a picture of a special time with family or friends

Vocabulary

4L19: symmetrical
balance
4L20: dab
4L21:
4L22: landscape
4L23: alphabet books
4L24:
5L25: photograph
5L26: design
5L27:

Quarter 3 Second Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.2: Make art or design to explore personal interests, questions, and curiosity.

VA.CR.2.2a: Experiment with various materials, tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design.

VA.CR.2.2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

VA.RE.7.2b: Compare images based on expressive properties (such as Albrecht Durer's calm "Hare," the energetic Energizer Bunny, the silly Bugs Bunny, etc.).

VA.RE.8.2: Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles.

Essential Question

4L19: What does an illustrator do?

4L20: How does the artist show movement and rhythm in the artwork?

4L21: What is it about the sculpture that makes you laugh?

4L22: What is the artist's point of view in this painting?

4L23: How does a collage tell a story?

4L24: How can you use your imagination to turn the alphabet into animals?

5L25: How do you show movement when drawing a posed subject?

5L26: How can you show movement in your artwork?

5L27: What makes an artwork seem more crowded than another?

Learning Goal

4L19: draw a favorite character from a favorite story in a scene from the story

4L20: create a cut-paper collage showing a new character for a story

4L21: sketch and create a sculpture of an insect that shows humor

4L22: draw an underground scene to serve as a setting for a story

4L23: create a collage based on a fairy tale or fable

4L24: create a page of expressive lettering to describe a character for a story poetically

5L25: create drawings of posed classmates and place them on a background

5L26: draw a picture that shows action

5L27: create a still life drawing

Vocabulary

4L19: illustrator
4L20: movement, rhythm

4L21: sculpture

4L22: space

4L23:

4L24:
5L25:
5L26:

5L27: still life, overlapping

Quarter 3 Third Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.3a: Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details.

VA.CR.2.3a: Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).

VA.CR.2.3b: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA.CR.2.3c: Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

VA.CR.3.3: Elaborate visual information by adding details in an artwork.

VA.RE.8.3: Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media.

Essential Question

4L19: How might an artwork change based on the perspective of the artist?

4L20: How do we create symmetry in architecture?

4L21: How does travel affect an artist's creations?

4L22: How do you use small, colorful tiles to create art?

4L23: Why were forms and towers built into castles in Europe?

4L24: What parts do you think the landscape architect designed? How can you tell?

5L25: How can we use lines in a painting to make the artwork "come alive?"

5L26: Why do changes in light and dark colors help you see texture?

5L27: How can you create shading in an artwork?

Learning Goal

4L19:use a viewfinder to locate and draw important or interesting lines and shapes in a scene

4L20:create a symmetrical design of a building façade using the medium of collage

4L21:draw a picture of a real or imaginary building using design ideas from art history

4L22:create a paper mosaic with evidence of a planned design

4L23:create and assemble forms to make a model of a castle

4L24:work together to plan a park or playground design

5L25:choose a nature theme and create a watercolor resist with visual rhythm

5L26:create a monoprint that portrays an animal in a setting

5L27:create an artwork with attention to details and shading

Vocabulary

4L19:scene,
viewfinder

4L20:architect,
façade, symmetrical,
arch

4L21:Parthenon,
Pantheon,

architectural detail

4L22:mosaic, mosque

4L23:castle, tower,
form

4L24:landscape
architect, landscape
design

5L25:motion

5L26:value, texture,
monoprint

5L27:shading

Quarter 3 Fourth Grade

Explorations in Art Teacher Edition and student books Grades K-5

VA.CR.2.4a: Develop technical skills and explore art-making approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.).

VA.CR.2.4b: When making works of art, utilize and care for materials, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of image ownership.

VA.RE.7.4a: Use art-specific vocabulary to compare responses to a work of art before and after working in similar media.

Essential Question

4L19: How do you decide which areas to emphasize when drawing animals? What can you do to emphasize that area?

4L20: What do you think the main center of interest is in this artwork?

4L21: How do artists use different colors to create interest in their paintings?

4L22: How can you use color in a painting to create different places, things and moods?

4L23: How can you create lines without using a paintbrush?

4L24: How can we turn paper into a bowl?

5L25: What positive and negative shapes do you see in the quilt blocks?

5L26: How can you use positive and negative space and symmetrical design to create a cut-paper artwork

5L27: How is your weaving similar to the kente cloth from Ghana?

Learning Goal

4L19:create an oil pastel drawing of an animal with a definite feeling and with planned emphasis

4L20:create a relief block print of an animal with attention to a center of interest

4L21:create a tempera painting using related primary, secondary, and intermediate colors

4L22:create a drawing with warm or cool colors to express a mood or feeling

4L23:explore the qualities of line made using sticks and other tools

4L24:create a bowl from recycled paper pulp and decorate it with natural materials

5L25:create a puzzle-like design of positive and negative shapes and spaces for a quilt block

5L26:create a cut paper artwork with symmetrical balance

5L27:use a straw loom to create a sash, headband, bracelet, or necklace with patterns or strips and related colors

Vocabulary

4L19:emphasis
4L20:print, center of interest, brayer

4L21:colo scheme, complementary colors, analogous colors

4L22:landscape, warm colors, cool colors

4L23:line quality
4L24:vessel, paper pulp

5L25:quilt, quilt block

5L26:paper cutting
5L27:fabric, loom, kente cloth

Quarter 3 Fifth Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.5: Identify and demonstrate diverse methods of artistic investigation (such as researching subject matter, techniques, the work of other artists, etc.) to choose an approach for beginning a work of art.

VA.CR.2.5a: Develop skills in multiple artmaking techniques and experiment with approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.) through practice.

VA.CR.2.5b: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA.CR.3.5: Create an artist statement using art vocabulary to describe personal choices in art-making.

VA.RE.7.5a: Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.

VA.RE.8.5: Distinguish between relevant and non-relevant contextual information (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that artwork.

VA.CN.11.5: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (such as how religious art can illustrate a groups' beliefs, how community murals can reflect concerns of the neighborhood, how an advertising image can be persuasive, etc.).

Essential Question

4L19: Why do artists create sketches rather than regular drawings?

4L20: How can an artist create moods with watercolor?

4L21: What kinds of patterns can you create to make your creature more interesting?

4L22: How can you incorporate your own "style" into a relief print?

4L23: Why did ancient people make or use stencils for their artwork?

4L24: How could artwork send an environmental message?

5L25: How can you use letters and symbols to create artwork?

5L26: How does this artwork serve as both art and as education? What do you notice about the lines that make up each letter?

5L27: How is film and television animated? How do they get the pictures to look like they are moving?

Learning Goal

4L19:create several sketches showing different views of a natural object

4L20:create an abstract watercolor painting using color and brushstrokes to express mood or feeling

4L21:create a drawing of animal, fish, or bird shapes decorated with bold colors and patterns

4L22:create expressive prints of animals or insects from foam printing blocks

4L23:collaborate to create a thematic mural about nature using stencil printing

4L24:create a sculpture with an environmental message

5L25:make a design with creative use of cut-paper letters and planned color and balance

5L26:practice the art of calligraphy using brush and ink

5L27:apply basic animation techniques to create a story-based flip book

Vocabulary

4L19:sketch, sketchbook

4L20:transparent

4L21:silhouette,

contrasting, pattern

4L22:printmaking,

woodcut, brayer

4L23:stencil, stipple, collaborate

4L24:

5L25:installation,

radial balance

5L26:calligraphy,

scribe

5L27:animated, flip book

Fourth Quarter

Quarter 4
Kindergarten
Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.Ka: Engage in exploration (such as noticing cause and effect relationships) and imaginative play with materials (such as paper, markers, clay, crayons, etc.).

VA.CR.2.Ka: Through experimentation, build skills in various media and approaches to art-making (such as using the elements of modern art, applying artistic ideas from diverse cultures, etc.).

VA.CR.2.Kb: Observe safe practices with art materials, tools, and equipment.

VA.CR.3.K: Explain the process and/or subject matter of personal artwork.

VA.RE.7.Ka: Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.

Essential Question

8L1: Do you think the artists saw these animals or just imagined them? How can you tell?

8L2: How can you tell which animals and nearest and which ones are farthest away?

8L3: What do you think you would see if you looked at these sculptures from the back? From the side?

9L1: What do you think will happen when we start mixing primary colors? What colors do you think we will create?

9L2: How do you think the artist mixed these colors?

9L3: How many different skin colors do you have?

10L1: What shapes can you see in this painting?

10L2: When you draw a building, what shapes and details do you see?

10L3: How would you show a city using shapes?

Learning Goal

8L1:confront the many challenges involved in rendering a three-dimensional form in two dimensions

8L2:solve the problems of portraying a three-dimensional scene on a two-dimensional surface

8L3:experience what it means to make a sculpture in the round

9L1:use the primary colors to mix secondary colors and new hues

9L2:learn the procedure for rinsing and wiping the brush between dramatically different colors

9L3:practice mixing skills and procedures

10L1:break a common form into its component shapes; this is a form of analytical thinking

10L2:develop and practice observational drawing skills

10L3:experiment with the idea of overlapping shapes to show distance

Vocabulary

8L1:shape, contour, outline, detail, texture, point of view, front, back, side, three-quarter, top

8L2:shape, outline, detail, texture, composition, design, balance, horizon line, foreground, background, space

8L3:sculpture in the round, form, terra cotta, sturdy, balance

9L1:primary colors, yellow, blue, red, secondary colors, green, orange, purple, color wheel, hues, palette

9L2:tint

9L3:skin color

10L1:door, window, windowpane, chimney, porch, stairs, shutters, roof, columns

10L2:architecture

10L3:geometric shapes

Quarter 4 First Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.1: Use careful observation in preparation for making a work of art.

VA.CR.2.1b: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA.CR.3.1: Use art vocabulary to describe choices in personal artwork.

VA.RE.7.1a: Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one’s self and others).

VA.RE.7.1b: Compare images that represent the same subject matter.

VA.CN.11.1: Identify a variety of reasons why people from different places and times make art (such as to express themselves, to tell a story, to make things look beautiful, to remember special people and events, etc.).

Essential Question

5L28: Why do you think the artist made these paintings?

5L29: Are cake decorators artists? Why or why not?

5L30: What kinds of clothes do people wear to a celebration? Why do they dress that way?

6L31: What are the seasons where we live? How can you tell when they change?

6L32: How do things at nighttime look different from the way they look during the day?

6L33: When you dress up, what kinds of clothes do you wear?

6L34: How do you make people stand out from the background in a drawing?

6L35: What funny or new ideas of furniture can you think of?

6L36: How would you travel to school if you could travel any way you wanted?

Learning Goal

5L28: paint a picture that shows a pet

5L29: draw a picture of a special cake that includes lines and colors

5L30: design and make a fancy hat out of paper

6L31: draw a picture that includes contrast to show a favorite season

6L32: create a crayon resist drawing that shows the change from day to night

6L33: create a “dressed up” self-portrait

6L34: draw a picture of people who are dressed for play

6L35: design and make a “fun” model chair

6L36: create a collage that shows a futuristic vehicle

Vocabulary

5L28:

5L29: decorator

5L30: festival, costume

6L31: contrast, emphasis

6L32:

6L33:

6L34: variety

6L35:

6L36: vehicle

Quarter 4 Second Grade

Explorations in Art
Teacher Edition and
student books
Grades K-5

VA.CR.1.2: Make art or design to explore personal interests, questions, and curiosity.

VA.CR.2.2a: Experiment with various materials, tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design.

VA.CR.2.2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

VA.CR.2.2c: Repurpose objects to make something new.

VA.CR.3.2: Discuss and reflect with peers about choices made in creating artwork.

VA.RE.7.2a: Use art-specific vocabulary to describe one's natural world and constructed environments.

Essential Question

5L28: How did the artist show near and far in this print?

5L29: How can you tell from looking at a sculpture what is going on?

5L30: What do you think is happening in this picture? How can you tell?

6L31: What shapes and patterns do you see on the exterior of this house?

6L32: What forms do you see in the model of the house?

6L33: How can you tell just by looking at a building what it will be used for?

6L34: Why do you think the interior designer put a castle inside the bedroom pictured?

6L35: Where do you see patterns in this picture?

6L36: Where do you see weaving in these pictures?

Learning Goal

5L28:create a print showing the use of objects for play

5L29:create a stuffed-paper sculpture of a person

5L30:create a drawing of a building with many rooms

6L31:use shapes to create a picture of a house

6L32:use forms to create a model of a house

6L33:make a collage of the outside of a building

6L34:create a drawing that is an interior design

6L35:create a repeated pattern on paper

6L36:create a paper weaving

Vocabulary

5L28:print, carving

5L29:form

5L30:

6L31:exterior

6L32:architect, model

6L33:function

6L34:interiors, interior design

6L35:

6L36:weaving

Quarter 4 Third Grade

Explorations in Art Teacher Edition and student books Grades K-5

VA.CR.2.3a: Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).

VA.CR.2.3b: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA.RE.7.3a: Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brushmarks in a painting) an artist used to create a work of art

VA.RE.9.3: Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because...." is an evaluation).

Essential Question

5L28: What are some ways we can create strong contrasts in our artwork?

5L29: How do you think dinosaurs looked? How do you think their skin felt?

5L30: How can we use lines inventively to suggest textures and patterns?

6L31: How can we create a new design in a pre-existing weaving?

6L32: How can we make artwork more interesting when using unity and variety in fiber arts?

6L33: What do you notice about this batik design?

6L34: Can an item be both beautiful and functional? Name some items that could be both. (Fan, coffee mug, etc.)

6L35: Why do you think the containers have different forms?

6L36: How is the design of the papier-mache from the United States different from that of India?

Learning Goal

5L28:create an artwork that shows strong contrasts in color and value

5L29:create a collage of multicolor crayon rubbings and the textures from which they were made

5L30:create a drawing by using lines to suggest textures and patterns

6L31:create a fabric design in burlap using the pulled threadwork technique

6L32:create an applique and add stitching to show unity and variety

6L33:create a batik-like design on cloth using a paste resist process

6L34:create a well-crafted stenciled fan using a related color scheme

6L35:learn basic procedures for making a clay pinch pot

6L36:use the traditional process of papier-mache to create a decorated container

Vocabulary

5L28:resist

5L29:paleoartist, actual texture, visual texture, rubbing

5L30:

6L31:fiber artist, fiber

6L32:applique, unity, variety, embroidery

6L33:batik

6L34:symmetry, related colors

6L35:pottery, clay, kiln

6L36:papier-mache, contemporary, mold

Quarter 4 Fourth Grade

Explorations in Art Teacher Edition and student books Grades K-5

VA.CR.2.4a: Develop technical skills and explore art-making approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.).

VA.CR.2.4b: When making works of art, utilize and care for materials, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of image ownership.

VA.RE.8.4: Interpret art by referring to contextual information and by analyzing relevant subject matter, use of media, and elements and principles or artistic norms of the culture within which the artwork is made.

VA.CN.11.4: Through observation, infer information about time, place, and culture in which a work of art was created (by examining genre scenes, cityscapes, portraits from different eras, etc.).

Essential Question

5L28: How is some of the cloth prevented from being colored?

5L29: How do shadow puppets work?

5L30: What are some celebrations in your family or community where you would wear masks?

6L31: What are some different animals and machines that you could combine to create an artwork? How would you combine them?

6L32: Could any three-dimensional object become a sculpture? Why or why not?

6L33: How does light and shadow make things look real in an artwork?

6L34: What are some ways you can change the appearance of things in your artwork?

6L35: What kind of messages could shapes and lines suggest?

6L36: How can you take a still life painting and turn it into a realistic style? An abstract style?

Learning Goal

5L28:create a batik-like design on cloth

5L29:create a shadow puppet

5L30:create a cut paper mask with expressive and decorative features

6L31:draw an imaginative “mechanical,” part machine, part animal

6L32:create imaginative clay sculptures by combining seemingly unrelated forms

6L33:draw a tree to suggest texture and form

6L34:create colorful abstract drawings of trees

6L35:create a nonobjective drawing with related lines, shapes, and colors

6L36:paint a still life about food, being aware of individual style

Vocabulary

5L28:batik, dye
5L29:shadow puppet, profile

5L30:masks, three-dimensional

6L31:imagination

6L32:maquette, armature

6L33:shading

6L34:exaggeration, distortion

6L35:nonobjective

6L36:still life

Quarter 4 Fifth Grade

Explorations in Art Teacher Edition and student books Grades K-5

VA.CR.2.5a: Develop skills in multiple artmaking techniques and experiment with approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.) through practice.

VA.CR.2.5b: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA.CR.3.5: Create an artist statement using art vocabulary to describe personal choices in art-making.

VA.RE.8.5: Distinguish between relevant and non-relevant contextual information (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that artwork.

VA.CN.10.5: Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way

Essential Question

5L28: How does having a background, foreground, and center of interest work together to create a complete artwork?

5L29: What are some ways in which we could use symbols to create an artwork?

5L30: How did the artist create interest and movement in this painting?

6L31: How can you tell the difference between the background and the foreground in a painting?

6L32: How do artists create the illusion of depth in an artwork?

6L33: What are some ways in which an artist organizes and arranges the parts of their artwork to draw attention to and create excitement in their work?

6L34: How can you use color in a painting to create a certain mood?

6L35: What is one way in which you can give form to creatures in your imagination?

6L36: How do artists use sheets of gold, silver and copper to create artwork?

Learning Goal

5L28:create an artwork showing people in the foreground and background, and expressing and idea or mood about the situation depicted

5L29:create a set of symbols to represent different aspects of time spent at school

5L30:create scroll-like paintings with asymmetrical composition, interpreting natural forms as visual symbols

6L31:create an artwork in an individual style with attention to foreground, background, and an illusion of space

6L32:create a perspective drawing with an illusion of space and distance

6L33:draw/paint a picture with obvious visual rhythms and movement

6L34:create a painting with dreamlike qualities, dominated by gradation of neutral colors

6L35:create a watercolor painting of a mythical creature in a cloudlike setting

6L36:create a foil relief sculpture of a mythical creature in a fantasy setting

Vocabulary

5L28:

5L29:icon

5L30:screen painting

6L31:Impressionism, foreground, warm colors, background,

cool colors, Expressionism

6L32:linear perspective, horizon line, vanishing point, atmospheric perspective

6L33:visual rhythm, nonobjective

6L34:Surrealism, neutral colors

6L35:opaque

6L36:embossing