

**Columbus City Schools
Visual Art Curriculum Guide
Elementary K-5**

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Columbus City Schools Mission Statement & Goals

Mission Statement

Columbus City Schools will provide a quality education to all students, enabling them to develop the knowledge and skills they need:

- To achieve at their highest levels
- To think critically
- To solve problems
- To work independently and cooperatively
- To value diversity; and
- To make informed choices.

In collaboration with the community, Columbus City Schools will provide a challenging, student-centered curriculum and effective instructional strategies in a safe, stimulating environment.

The district is committed to continue to seek out, develop, and provide:

- **Quality Instruction**
The district will ensure that teachers have the knowledge, skills and expertise to effectively deliver instruction to increase academic achievement for all students.
- **Committed Leadership**
The district will assure that all system leaders (board, administration, and staff) are mutually responsible for developing, implementing and monitoring policies and practices that will lead to increased academic performance for all student groups.
- **Opportunity to Learn**
The district will remove institutional barriers that prevent students from learning as well as they should learn.
- **Student Motivation**
The district will examine issues surrounding student motivation and examine why students sometimes choose to give less than their best effort.
- **Efficient and Equitable Operations**
The district will adopt practices that govern the allocation of resources in an equitable manner and that lead to a more efficient operation.
- **Parent and Community Involvement**
The district will engage the active involvement of parents, businesses, and political and civic organizations to support student achievement.

The Role of Visual Arts in Achieving District Goals

The visual arts provide solid support for the district’s mission statement and goals, especially in the utilization of high level, critical thinking skills, artistic problem solving experiences, independent and cooperative work habits, and exposure to a multitude of diverse cultural, social, and philosophical values. Through these experiences, students learn to make their own informed choices, and are given the opportunity to perform and achieve at their highest levels.

In the study of the visual arts, students are continuously engaged in high level thinking through the process of creative expression. Throughout the creative experience, students build a structure of cognitive learning, beginning with knowledge, comprehension, and application, then moving toward analysis, synthesis, and evaluation. Every new art experience engages students in each level of learning. Making art requires artistic and conceptual problem solving and challenges students to think critically and analytically. In studio activities, students participate in creative experiences that promote individual growth and encourage cooperative learning. This, along with exposure to many artworks and cultures from around the world, allows students to appreciate their own culture, the cultures of others, and to value diversity in their world.

The elementary art educators at Columbus City Schools are committed to continue to strive for the best for its students. Quality instruction is one goal: Columbus art educators have the knowledge, skills, and expertise to effectively deliver instruction to increase academic achievement for all students. All visual arts teachers are *highly qualified*, and licensed to teach the visual arts. Student motivation is another important goal. The visual arts offer an avenue for students to make connections and to establish a positive educational experience. Offering students a multitude of learning experiences ensures that all students can and will be reached. Qualified visual arts teachers have the opportunity to reach students who may need to learn, express, and communicate through creative outlets.

“The [Fine Arts] standards address the essential knowledge and skills in the arts that students can use to express themselves and communicate with others. Learning in the arts encourages the development of cognitive and creative abilities that help students achieve academically and contribute to their communities. Also, learning in the arts forges connections between and among core themes and topics common to all disciplines.”

State of Ohio – Academic Content Standards for Fine Arts K-12

Philosophy and Guiding Assumptions

Ohio's fine arts academic content standards serve as a basis for what all students should know and be able to do in the arts. These standards, benchmarks and grade-level indicators are intended to provide Ohio's educators with a set of common expectations on which to base arts education curricula and instructional programs.

Philosophy of Ohio's Fine Arts Academic Content Standards

The fine arts, dance, drama/theatre, music and visual art, are essential to the basic education of all students. The arts:

- Represent the most telling imprint of any civilization and serve as records of history, expressions and belief
- Are basic symbol systems which people use to create, communicate, express and acquire understanding
- Represent forms of thinking and ways of knowing by participation in the world through cognitive and sensory experiences
- Embody the deepest expression of humanity
- Permeate all facets of daily life, education, community and work.

Therefore, a comprehensive and sequential arts education means that students will:

- Understand the role of the arts in people's lives and appreciate the artistic achievements of various cultures and societies, past and present
- Communicate through the arts and develop capacity to perceive, think creatively and critically, and problem solve
- Respond to the aesthetic, expressive and emotional qualities of the arts
- Understand why people value the arts and formulate their arts philosophy
- Understand the connections among the arts, other academic disciplines and life experiences.

Assumptions for the Fine Arts Academic Content Standards

Ohio's Fine Arts Academic Content Standards:

- Set high expectations and provide strong support for achievement in the arts by all students
- Represent strands of knowledge and skills, unique to the arts, that enable students to make successful transitions to post-secondary education, the work place and everyday life
- Reflect the sound application of research in arts education
- Reflect national arts standards documents
- Balance knowledge, creative thinking, conceptual understanding and skill development
- Focus on important arts education goals, themes and topics that are clearly articulated through benchmarks and grade-level indicators
- Represent the rigorous progression of learning across grades and in-depth study in each grade
- Incorporate the use of technology in artistic study and production
- Serve as a basis for classroom and district-wide assessments
- Guide the development of local arts education curricula and instructional programs.

State of Ohio – Academic Content Standards for Fine Arts K-12

Ten Lessons the Arts Teach

The arts teach children to make good judgments about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.

The arts teach children that problems can have more than one solution and that questions can have more than one answer.

The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.

The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.

The arts make vivid the fact that neither words in their literal form nor number exhaust what we can know. The limits of our language do not define the limits of our cognition.

The arts teach students that small differences can have large effects. The arts traffic in subtleties.

The arts teach students to think through and within a material. All art forms employ some means through which images become real.

The arts help children learn to say what cannot be said. When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

The arts enable us to have experience we can have from no other source and through such experience to discover the range and variety of what we are capable of feeling.

The arts' position in the school curriculum symbolizes to the young what adults believe is important.

Eisner, Eliot (2002). The Arts and the Creation of Mind, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications. Copyright © 2005 National Art Education Association. All rights reserved.

Why Art Education?

What does art education do for the individual and for society? Why do we teach art? How does art contribute to education at all levels? There are many good answers to these questions, but three stand out as crucial in today's social and economic climate. We believe that art—and therefore art education—means three things that everyone wants and needs.

Art Means Work

Beyond the qualities of creativity, self-expression, and communication, art is a type of work. This is what art has been from the beginning. This is what art is from childhood to old age. Through art, our students learn the meaning of joy of work—work done to the best of one's ability, for its own sake, for the satisfaction of a job well done. There is a desperate need in our society for a revival of the idea of good work: work for personal fulfillment; work for social recognition; work for economic development. Work is one of the noblest expressions of the human spirit, and art is the visible evidence of work carried to the highest possible level. Today we hear much about productivity and workmanship. Both of these ideals are strengthened each time we commit ourselves to the endeavor of art. We are dedicated to the idea that art is the best way for every young person to learn the value of work.

Art Means Language

Art is a language of visual images that everyone must learn to read. In art classes, we make visual images, and we study images. Increasingly, these images affect our needs, our daily behavior, our hopes, our opinions, and our ultimate ideals. That is why the individual who cannot understand or read images is incompletely educated. Complete literacy includes the ability to understand, respond to, and talk about visual images. Therefore, to carry out its total mission, art education stimulates language—spoken and written—about visual images. As art teachers we work continuously on the development of critical skills. This is our way of encouraging linguistic skills. By teaching pupils to describe, analyze, and interpret visual images, we enhance their powers of verbal expression. That is no educational frill.

Art Means Values

You cannot touch art without touching values: values about home and family, work and play, the individual and society, nature and the environment, war and peace, beauty and ugliness, violence and love. The great art of the past and the present deals with these durable human concerns. As art teachers we do not indoctrinate. But when we study the art of many lands and peoples, we expose our students to the expression of a wide range of human values and concerns. We sensitize students to the fact that values shape all human efforts, and that visual images can affect their personal value choices. All of them should be given the opportunity to see how art can express the highest aspirations of the human spirit. From that foundation we believe they will be in a better position to choose what is right and good.

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Rationale

Curriculum is a determination of what will be learned. It is developed and designed to provide students with the necessary academic tools that will allow for growth and development during and beyond the school experience. A strong curriculum provides multiple opportunities for students to engage in learning and allows for maximum levels of high order thinking, which in turn leads to the realization of full potential. In designing the Elementary Visual Arts Curriculum, emphasis has been placed on providing students with learning experiences that will promote academic and artistic success.

The Elementary Visual Arts Curriculum is centered on the State of Ohio Academic Content Standards for the Arts, and approved by the Columbus Board of Education as the official curriculum to be taught. The State Standards represent what the students should know, and what they will be able to do. They are divided into five overarching themes: Historical, Cultural, and Social Contexts; Creative Expression and Communication; Analyzing and Responding; Valuing the Arts/Aesthetic Reflection; and Connections, Relationships, and Applications. Each standard is supported by benchmarks that monitor students' success. In turn, each benchmark is supported by Grade-Level Indicators to guide the evaluation process.

The Elementary Visual Arts Curriculum Guides are established to direct teaching and learning toward the successful completion of these standards, and are aligned with the Columbus City Schools Visual Arts Curriculum. Attention has been given to the scope and sequence of the learning process. Students will progress through a variety of activities and media, each aligned with the state standards, benchmarks, and grade level indicators. In addition, students will be exposed to a range of artists, subjects, themes, and styles, allowing them to explore and experience cultural diversity in their world. These documents are self sustaining, and provide the necessary information and artistic experiences for all students to be successful.

K-12 Fine Arts

“Ohio’s fine arts academic content standards provide clear, rigorous expectations for all students in kindergarten through 12th grade. The study of fine arts is important to the basic education of all students. The intent of the fine arts standards is to ensure that students experience, understand and value the arts in their everyday lives as contributing citizens of a diverse society. The fine arts standards encourage meaningful connections to concepts and topics studied in other content areas without compromising the integrity of each arts discipline.”

State of Ohio – Academic Content Standards for Fine Arts

Components of this Document

Ohio Academic Standards for Fine Arts

Standards

There are five overarching academic content standards for fine arts:

Historical, Cultural and Social Contexts

Students understand and appreciate the historical, social, political and cultural contexts of the arts in societies past and present. They understand visual and performing works of art in a framework of time and culture to develop a world view of the historical development of the arts.

Creative Expression and Communication

Students engage in the processes of creating and performing works of art. They use the symbolic languages, structures and techniques of each arts discipline to express and communicate ideas.

Analyzing and Responding

Students identify and discriminate among the formal, technical and expressive aspects in visual and performing works of art. They understand and use the vocabulary of art criticism to describe, analyze, interpret and evaluate visual and performing artworks.

Valuing the Arts/Aesthetic Reflection

Students understand why people create and value the arts and consider differences in personal and community perspectives regarding the arts. They inquire about the nature and experience of the visual and performing arts in their lives. They present their points of view about visual and performing works of art and respond thoughtfully to others' points of view.

Connections, Relationships and Applications

Students connect and apply learning in each arts discipline to other academic disciplines and to relevant careers. They recognize the importance of lifelong learning and experiences in the arts.

Benchmarks

Benchmarks provide a clear statement of what students should know and be able to do at a specific time in their schooling.

Grade Level Indicators

Grade Level Indicators represent a specific statement of the knowledge and/or skills that students are expected to demonstrate at each grade. These indicators serve as checkpoints that monitor progress toward the benchmarks

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Recognize and describe visual symbols, images and icons (e.g. flags, monuments and landmarks) that reflect the cultural heritages of the people of the United States. (A11A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Observe different styles of art from selected cultures and point out how artists use lines, shapes, colors and textures. (A11B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Share artwork or an art object from their own cultural backgrounds and describe its purpose (e.g. personal, functional or decorative). (A11C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Listen to the life story of one or more culturally representative artists and identify his or her works and artistic style. (A11D4)</p> <p>5. Identify works made by one or more visual artists in a selected historical period. (A11D5)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Demonstrate beginning skill in the use of art materials and tools. (A12A1)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>2. Identify visual art elements and principles using art vocabulary. (A12B2)</p> <p>3. Use selected art elements and principles to express a personal response to the world. (A12B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Invent imagery and symbols to express thoughts and feelings. (A12C4)</p> <p>5. Explore and use a range of subject matter (e.g., people, places, animals...) to create original artworks. (A12C5)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>6. Begin to use basic self-assessment strategies to improve artworks (e.g. make revisions and reflect on the use of art elements. (A12D6)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Notice and describe multiple characteristics in their own artworks and the works of others. (A13A1)</p> <p>2. Explore and describe how a selected art object was made. (A13A2)</p> <p>3. Describe the different ways that art elements are used and organized in artworks including their own. (A13A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Describe how art elements and principles are organized to communicate meaning in works of art. (A13B4)</p> <p>5. Connect their own interests and experiences to the subject matter in artworks. (A13B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Recognize and point out characteristics related to the quality of a work of art. (A13C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Offer reasons for making art. (A14A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Form their own opinions and views about works of art. (A14B2)</p> <p>3. Recognize that people (e.g. family, friends, teachers and artists) have different beliefs about art and value art for different reasons. (A14B3)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>4. Describe the expressive qualities in their own works of art. (A14C4)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Make connections between visual art, music and movement. (A15A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Create a visual art product to increase understanding of a concept or topic studied in another content area (e.g. math—measurement, English—sequencing a story, geography—continents, science—balance). (A15B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Demonstrate the relationship between and among art forms (e.g. create costumes and scenery for a play). (A15C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Identify and discuss artwork seen in their schools and communities. (A15D4)</p> <p>5. Identify what an artist does and find examples of works by artists in their communities. (A15D5)</p>

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. They identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Place artworks and art objects in temporal order relating them to earlier times or the present. (A21A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past. (A21B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Identify and compare the purpose of art objects (e.g., masks, puppets, pottery and weaving from various cultures. (A21C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Distinguish the artistic style and subject matter in the artworks of two or more visual artists from local, regional or state history. (A21D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Demonstrate increasing skill in the use of art tools and materials. (A22A1)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>2. Establish and communicate a purpose for creating artworks. (A22B2)</p> <p>3. Identify, select and use art elements and principles to express emotions and produce a variety of visual effects. (A22B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Create artworks based on observation of familiar objects and scenes in the environment. (A22C4)</p> <p>5. Compare the subject matter and ideas in their own artworks with those in the works of others. (A22C5)</p> <p>6. Demonstrate flexibility in their designs, representational drawings and use of art materials. (A22C6)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>7. Begin to revise work to a level of personal satisfaction. (A22D7)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Use details (e.g., tilted objects, yellow sun or striped shirt) to describe objects, symbols and visual effects in artworks. (A23A1)</p> <p>2. Compare and describe the form, materials, and techniques in selected works of art. (A23A2)</p> <p>3. Respond to the composition of artworks by describing how art elements work together to create expressive impact. (A23A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Use context clues to identify and describe the cultural symbols and images in artworks. (A23B4)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>5. Recognize the difference between assessing the quality of artwork and their personal preferences for a work. (A23C5)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Create and communicate a definition of art. (A24A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Compare different responses (e.g., parent, peer, teacher and artist) to the same work of art. (A24B2)</p> <p>3. Listen carefully to others' viewpoints and beliefs about art. (A24B3)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>4. Talk about their thoughts and feelings when looking at works of art. (A24C4)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual art materials to express an idea from a song, poem, play or story. (A25A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Compare and contrast the importance of visual artists to society with the importance of explorers, inventors or scientists. (A25B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Construct a 3-D model to represent a topic or theme from another subject area (e.g., model of a scene from history or the life story of historical figure such as Abraham Lincoln, Harriet Tubman or Susan B. Anthony). (A25C3)</p>	<p>Describe how visual art is used in their communities and world around them and provide examples.</p> <p>4. Share artwork from a resource in their communities and describe its cultural context. (A25D4)</p> <p>5. Describe ways they use visual art outside the classroom and provide examples. (A25D5)</p> <p>6. Identify and discuss artists in the community who create different art. (A25D6)</p>

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Connect various art forms and artistic styles to their cultural traditions. (A31A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Identify and compare similar themes, subject matter and images in artworks from historical and contemporary eras. (A31B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions. (A31C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Recognize selected artists who contributed to the cultural heritages of the people of the United States. (A31D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Demonstrate skill and expression in the use of art techniques and processes. (A32A1) 2. Use appropriate visual art vocabulary when describing art-making processes. (A32A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Create 2-D and 3-D works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to space as whole). (A32B3) 4. Identify relationships between selected art elements and principles (e.g., color and rhythm). (A32B4)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>5. Recognize and identify a purpose or intent for creating an original work of art. (A32C5) 6. Create an original work of art that illustrates a story or interprets a theme. (A32C6)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>7. Use feedback and self-assessment to improve the quality of artworks. (A32D7)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather). (A33A1) 2. Explore and describe how art principles are used by artists to create visual effects (e.g., balance used to create the effect of stability). (A33A2)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>3. Discuss different responses to, and interpretations of, the same artwork. (A33B1)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>4. Identify successful characteristics that contribute to the quality of their own artworks and the works of others. (A33C4) 5. Identify criteria for discussing and assessing works of art. (A33C5)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Explain reasons for selecting an object they think is a work of art. (A34A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Ask clarifying questions about others' ideas and views concerning art. (A34B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Distinguish between technical and expressive qualities in their own artworks. (A34C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Interpret a favorite painting through movement or music. (A35A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Communicate mathematics, geography or science information visually (e.g., develop a chart, graph or illustration). (A35B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Apply problem-solving skills from other subject areas (e.g., scientific method and inquiry processes) to solve artistic problems. (A35C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Provide examples of different types of artists (e.g., muralists, industrial designers, architects...) and describe their roles in everyday life. (A35D4)</p>

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Identify and describe artwork from various cultural/ethnic groups (e.g., Paleo Indians, European immigrants, Appalachian, Amish, African, or Asian groups) that settled in Ohio over time. (A41A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Compare and contrast art forms from different cultures and their own cultures. (A41B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Compare the decorative and functional qualities of artwork from cultural/ethnic groups within their communities. (A41C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Select an Ohio artist and explain how the artist's work relates to Ohio history. (A41D4)</p> <p>5. Construct a simple timeline that places selected artists and their works next to historical events in the same time period. (A41D5)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Identify and select art materials, tools and processes to achieve specific purposes in their artworks. (A42A1)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>2. Discuss their artworks in terms of line, shape, color, texture and composition. (A42B2)</p> <p>3. Initiate and use strategies to solve visual problems (e.g., construct 3-D art objects that have structural integrity and a sense of completeness. (A42B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Create a narrative image (e.g., objects well-connected and in a sequence) that expresses an event from personal experience. (A42C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Give and receive constructive feedback to produce artworks that meet learning goals. (A42D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Compare and contrast how art elements and principles are used in selected artworks to express ideas and communicate meaning. (A43A1)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>2. Explain the function and purpose (e.g., utilitarian, decorative, social and personal) of selected art objects (A43B2)</p> <p>3. Describe how artists use symbols and imagery to convey meaning in culturally representative works. (A43B3)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>4. Explain how an art critic uses criteria to judge artworks. (A43C4)</p> <p>5. Refer to criteria when discussing and judging the quality of works of art. (A43C5)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Explain how works of art can reflect the beliefs, attitudes and traditions of the artist. (A44A1)</p> <p>2. Reflect on and develop their own beliefs about art (e.g., how art should look, what it should express or how it should be made). (A44A2)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>3. Support their viewpoints about selected works of art with examples from the works. (A44B3)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>4. Describe the successful use of one expressive element in an artwork, using sensory details and descriptive language. (A44C4)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Identify and describe common themes, subject matter and ideas expressed across arts disciplines(A45A1)</p> <p>2. Describe how selected visual art elements or principles are used in one or two other arts disciplines (e.g., color, unity, variety, and contrast). (A45A2)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>3. Relate concepts common to the arts and disciplines outside the arts (e.g., composition, balance, form and movement). (A45B3)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>4. Demonstrate technical skill by creating an art product that uses common materials and tools from different subject areas (e.g., ruler, compass, graph paper and computer). (A45C4)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>5. Read biographies and stories about key artists from Ohio and describe how their work reflects and contributes to Ohio history. (A45D5)</p> <p>6. Recognize and identify a range of careers in visual art (e.g., fashion designer, architect, graphic artists and museum curator). (A45D6)</p>

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.</p> <ol style="list-style-type: none"> 1. Identify visual forms of expression found in different cultures. (A51A1) 2. Compare and contrast art forms from various regions and cultural traditions of North America. (A51A2) 	<p>Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.</p> <ol style="list-style-type: none"> 3. Compare and contrast the artistic styles observed in artwork from various cultures. (A51B3) 4. Demonstrate the way art materials are used by artists to create different styles (e.g., paint applied spontaneously in expressionism). (A51B4) 	<p>Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.</p> <ol style="list-style-type: none"> 5. Examine how social, environmental or political issues affect design choices (e.g., architecture, public art and fashion). (A51C5) 	<p>Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.</p> <ol style="list-style-type: none"> 6. Explain how art galleries, museums and public art contribute to the documentation and preservation of art history. (A51D6) 7. Describe the lives, works and impact of key visual artists in a selected period of U.S. History. (A51D7) 	
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.</p> <ol style="list-style-type: none"> 1. Use observational and technical skills to achieve the illusion of depth in 2-D space. (A52A1) 2. Explore different approaches to creating art (e.g., by artist, style or historical period). (A52A2) 	<p>Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication.</p> <ol style="list-style-type: none"> 3. Identify and communicate sources of ideas (e.g., personal experience, interests, nature or common objects) for their artwork. (A52B3) 	<p>Achieve artistic purpose and communicate intent by selection and use of appropriate media.</p> <ol style="list-style-type: none"> 4. Apply problem-solving strategies to improve the creation of artwork. (A52C4) 	<p>Use current, available technology to refine an idea and create an original, imaginative work of art.</p> <ol style="list-style-type: none"> 5. Use current, available technology to explore to imagery and create visual effects. (A52D5) 	<p>Identify and explain reasons to support artistic decisions in the creation of artwork.</p> <ol style="list-style-type: none"> 6. Identify reasons for personal, artistic decisions. (A52E6)
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Apply the strategies of art criticism to describe, analyze and interpret selected works of art.</p> <ol style="list-style-type: none"> 1. Compare and analyze how art elements and principles are used for expressive purposes. (A53A1) 2. Compare the works of different artists on the basis of purpose and style. (A53A2) 3. Explain and discuss multiple meanings in selected art. (A53A3) 	<p>Present and support an individual interpretation of a work of art.</p> <ol style="list-style-type: none"> 4. Apply observation and analysis skills to derive meaning in a selected artwork and explain their thought processes. (A53B4) 	<p>Establish and use criteria for making judgments about works of art.</p> <ol style="list-style-type: none"> 5. Use specific criteria individually and in groups to assess works of art. (A53C5) 		
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.</p> <ol style="list-style-type: none"> 1. Pose questions that can be answered by an aesthetic study of artworks. (A54A1) 2. Recognize that different assumptions and theories of art lead to different interpretations of artworks. (A54A2) 	<p>Analyze diverse points of view about artworks and explain the factors that shape various perspectives.</p> <ol style="list-style-type: none"> 3. Explain how personal experience can influence choosing one artwork over another. (A54B3) 			
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the role of visual art in solving an interdisciplinary problem.</p> <ol style="list-style-type: none"> 1. Compare and contrast how visual art is used in musical, theatrical or dance productions and provide examples. (A55A1) 	<p>Apply and combine visual art, research and technology skills to communicate ideas in visual form.</p> <ol style="list-style-type: none"> 2. Use technology to conduct information searches, research topics and explore connections to visual art. (A55B2) 	<p>Use key concepts, issues and themes to connect visual art to various content areas.</p> <ol style="list-style-type: none"> 3. Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English, math and social studies). (A55C3) 	<p>Use words and images to explain the role of visual art in community and cultural traditions and events.</p> <ol style="list-style-type: none"> 4. Investigate the types of cultural objects artists create and their role in everyday environment. (A55D4) 	

Assessment Rubric

The assessment rubric is a general guideline to use for a variety of lessons and activities. In some cases, lessons may include a specific rubric for that particular lesson, however in most cases this will be the guiding determination. The four levels of assessment are aligned with the Elementary Art grading scale. The Elementary Grade Report follows on the next page.

Assessment Rubric for Visual Arts

Advanced (Outstanding)	
	Understands criteria of assignment and works within that criteria
	Follows specific assigned instructions
	Applies understanding of the elements and principles of art in artwork
	Uses newly acquired skills building on previously learned skills
	Experiments with materials and techniques while still addressing the assigned studio requirements
	Utilizes newly learned techniques to the best of their ability
	Challenges self by setting their own aesthetic and technical goals
	Challenges self with curiosity and questioning related to topic
	Demonstrates care and skill in use of materials and tools

Proficient (Satisfactory)	
	Understands most of criteria of assignment and works within that criteria
	Follows specific instructions in most areas
	Applies understanding of most elements and principles of art in artwork
	Uses newly acquired skills building on most previously learned skills
	Utilizes most of the newly learned techniques to the best of their ability
	Demonstrates care and skill in use of materials and tools

Basic (Improvement Needed)	
	With guidance, understands some of criteria of assignment and works within that criteria
	With guidance, follows specific instructions in some areas
	With guidance, applies understanding of some elements and principles of art in work
	Uses newly acquired skills building on some previously learned skills
	Utilizes some of the newly learned techniques to the best of their ability
	Demonstrates some care and skill in use of materials and tools
	Minimally challenges self

Below Basic (Unsatisfactory)	
	Does not understand criteria of assignment or work within that criteria
	Does not follow specific instructions of assignment
	Does not demonstrate understanding of elements and principles of art in work
	Does not develop new skills with assignment
	Does not challenge self
	Does not demonstrate care or skill in use of materials and tools
	Does not complete assignment

ELEMENTARY GRADE REPORTS FOR ART, MUSIC & PHYSICAL EDUCATION
Kindergarten and Grades 1 through 5



School		Subject	
Room Number		Date	
Teacher		Specialist	

**ALL STUDENTS IN YOUR CLASS
SHOULD RECEIVE AN ACHIEVEMENT GRADE OF "3" AND AN EFFORT GRADE OF "3"
except THOSE LISTED BELOW**

	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
ACHIEVEMENT → ↓ EFFORT	4	3	2	1
4				
3				
2				
1				

Scope and Sequence

The lessons presented in this guide offer a variety of art experiences at each grade level, such as drawing, painting, printmaking, clay/sculpture, textiles, and collage/construction. In addition, attention has been focused to include a wide selection of artists, past and present, along with a variety of styles, subject/themes, art making skills, and the elements and principles of design. Consideration of developmental suitability was paramount in planning the lessons, as was a focus on cultural diversity, and providing students with a rich understanding of the world of art through many perspectives. The compilation of lessons represents the necessary knowledge, skills, and activities that the students need in order to be successful in terms of the State Content Standards, and the District Curriculum. It is the pedagogical approach taken by the teacher that will determine the students overall advancement in visual arts, and thus is intended for visual arts specialists. Below is a network of the media and artists represented in the curriculum guides.

	Drawing	Painting	Printmaking	Clay/Sculpture	Textiles	Collage/ Construction	Regional Study
K	1. Ice Cream Cone	1. Action Jackson 2. Mondrian Loves Lines	1. Texture 2. Stamping - Patterns 3. Stamping - Rhythms	1. Clay Forms 2. Hungry Caterpillar 3. Styrofoam Sculpture 4. Texture Slabs	1. Faith Ringgold and Fabric	1. My textured house	Valuing Art: You be the Judge
1	1. Starry Night with Dash Lines 2. Landscape Relief	1. Paul Klee Squares 2. Monet's Water lilies	1. Seasons of the Tree 2. Warhol Product Print	1. Pinch Pot Tea Bowls 2. Chinese Dragon	1. Aminah Robinson's Rag Gon Non 2. Fabric Weaving	1. Self-Portrait Journal 2. Still Life ala Frida Kahlo	Photography: Looking Closely
2	1. Storyboard Comic Strip 2. A Whimsical Cityscape	1. Kandinsky's Style	1. Insects	1. Safari in Wood 2. Falling Leaves 3. My Superhero Magnet	1. Navajo Pouches 2. Navajo Traditions Leather Book	1. Picasso Portrait 2. Totem Shields	
3	1. People in Motion 2. Surreal Rooms	1. Brilliant Sunflowers	1. Prints from Nature	1. Cat and mouse 2. Egyptian Portrait	1. Art Imitates Life	1. Shoe-flies 2. Artistic Styles	
4	1. Contour Lines	Lovely Landscape	1. Chameleons Are Cool	1. Storyteller Dolls		1. Personal Experience Book	Cartography: Fantasy Islands
5	1. One point perspective	1. Mandala		1. Chinese Zodiac Plate 2. Object Transformations		1. Romare Bearden's City Block 2. Tribal Masks	Puppetry & Storytelling

Lesson Plan Format

Each lesson begins with:

Grade Level, Grading Period, Unit of Instruction, Lesson Title, Interdisciplinary Connections, Estimated Duration of Lesson, and Grade Level Indicators covered in the lesson.

Following this is the core instruction, including:

Pre-assessment Questions, Classroom Evidence/Levels of Mastery, Suggested Teaching Strategies and Activities, Re-teaching Activities, and Extensions and Related Lessons.

Pre-assessment Questions

As the title would suggest, these questions would seemingly be included at the beginning of each lesson. However, pre-assessment questions are based on the grade level indicators to be taught. They are the facts and skills the students will be learning. Therefore, it is the teacher's prerogative to use these questions early in the lesson to pre-assess students current knowledge, but more appropriately to use them at the end of the lesson, as a post-assessment.

Classroom Evidence/Levels of Mastery

This section specifically states each grade level indicator addressed in the lesson, and describes three levels of mastery. These levels are divided into: Proficient (at level), Emerging (below level), and Advanced (above level).

Suggested Teaching Strategies and Activities

This section represents the actual teaching and learning of the lesson. Included are definitions or lists of: Product, Materials/Media, Theme/Culture, Resources, Vocabulary, Processes/Procedures, and Assessment.

Reteach

This section addresses viable options to further advance students who are struggling in reaching a proficient level of mastery.

Extensions and Related Lessons

Extensions and related lessons can be used to further enhance the learning experience for all students, or to further challenge students who have achieved advanced level mastery.

The Role of Technology

Students in the arts use technology in ways similar to those used by students in other disciplines. Fine arts students use technology as a tool to assist in compositions and research. Students can use technology, including the internet and word processors, to research and write essays about art and artists. The use of technology in the visual arts should go much further.

Specialized equipment and technology is used to create, enhance and modify works of art. Visual art is often created using computer and electronic technology. Often, technology is essential for creating and maintaining student portfolios. Much communication today is made in multimedia formats. The internet is a visual medium and users must be aware of the impact of visual and graphic decisions in design. Many of today's student artists are training for careers in which they will operate in the realm of the internet and other multimedia.

Ohio's visual art academic content standards incorporate technology in creating and learning. It is up to educators, however, to determine specifically how to integrate technology effectively in their buildings and classrooms. Access to technology varies. The importance is not to specify what technologies are used but how available technologies are used to facilitate student learning and creativity. Student achievement in the arts is not dependent on how well students can use a specific technology, but is based on how well students can use what they have available to them to meet their artistic goals.

(Academic Content Standards, K-12, Fine Arts, Ohio Department of Education. 2004)

Core Instruction



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	1
Unit:	Drawing
Lesson Title:	Ice Cream Cone
Connections/Integration:	Language arts
Duration:	Two class periods
Grade Level Indicators:	AK2C4, AK2D5, AK2A1, AK2A2, AK2B3

PRE-ASSESSMENT

Short Answer:

1. Name a type of line. **GLI AK2B3**

Answer: curvy line, straight, zigzag, spiral

Multiple Choice:

2. Where do artists get their ideas? **GLI AK2C4**

- a. Artists get their ideas from their memories, imaginations, and experiences
- b. Artists get their ideas by copying other artists
- c. Artists don't work with ideas.
- d. One artist tells all the other artists what to do.

Answer: a

Extended Response:

3. Tell me how you get ideas for your art work. **GLI AK2C4**

Possible answer: I just close my eyes and get a picture from inside my head. That is my imagination.

4. What is watercolor paint? **GLI AK2A2**

Possible answer: Watercolor paint is the kind that comes in the long box. There are little squares of colors.

5. How do you use watercolor paint? **GLI AK2A1**

Possible answer: You have to use water to make it work. You use a paintbrush.

4 Point Rubric (for questions 3, 4, and 5):


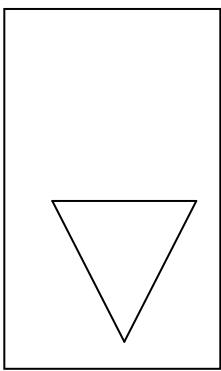
- 4 Student answers question using two or more sentences or ideas.
- 3 Student answers question with one sentence or idea.
- 2 Student gives one or two word answer to the question but does not use a complete sentence.
- 1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

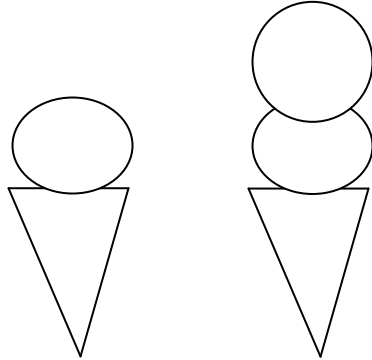
GLI AK2C4 Generate ideas and images for artwork based on memory, imagination and experience.	
Proficient:	Students are able to generate ideas and images for artwork based on memory, imagination and experience.
Emerging:	With peer and teacher assistance students are able to generate ideas and images for artwork based on memory, imagination and experience.
Advanced:	Independently, students are able to generate ideas and images for artwork based on memory, imagination and experience.
GLI AK2D5 Select and share favorite, original artworks.	
Proficient:	Students are able to select and share favorite, original artworks.
Emerging:	With peer and teacher assistance students are able to select and share favorite, original artworks.
Advanced:	Independently, students are able to select and share favorite, original artworks.
GLI AK2A1 Explore and experiment with a variety of art materials and tools for self-expression.	
Proficient:	Students are able to explore and experiment with a variety of art materials and tools for self-expression.
Emerging:	With peer and teacher assistance students are able to explore and experiment with a variety of art materials and tools for self-expression.
Advanced:	Independently, students are able to explore and experiment with a variety of art materials and tools for self-expression.
GLI AK2A2 Identify and name materials used in visual art.	
Proficient:	Students are able to identify and name materials used in visual art.
Emerging:	With peer and teacher assistance students are able to identify and name materials used in visual art.
Advanced:	Independently, students are able to identify and name materials used in visual art.
GLI AK2B3 Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics)	
Proficient:	Students are able to explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics).
Emerging:	With peer and teacher assistance students are able to explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics).
Advanced:	Independently, students are able to explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics).

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Black crayon drawing with watercolor
Materials/Media:	White drawing paper 6"x18", black crayons for drawing, watercolor paints, brushes, water bowls, ice cream sprinkles for embellishments (optional)
Theme/Culture:	Ideas from memories and imagination
Resources:	<p><i>Art Express</i>, Grade Two (Red book).</p> <ul style="list-style-type: none"> Teacher's Edition and Big Book. p. 22. <p><i>Art Express</i> Print: <i>Pie Counter</i>, Wayne Thiebaud</p>
Vocabulary:	Straight line, Curvy line, Zigzag line, Spiral line, Watercolor paint, Wayne Thiebaud
 <p style="text-align: center;">Processes/Procedures:</p> 	<p>Day One</p> <ol style="list-style-type: none"> Look at the Thiebaud print <i>Pie Counter</i> on page 22 of <i>Art Express Red Teacher's Edition</i>. Discuss questions listed. Tell students they are going to use their memories and imaginations in art today. Have students close their eyes and listen. Lead them in a guided imagery of eating a double scoop ice cream cone without telling them that it is an ice cream cone. "You are eating something sweet and good. It is cold. It is a soft pink color. You hold it in one hand. The bottom is pointy. Your tongue does most of the work." Etc. Have students guess what it is. Tell them they will use their imaginations and memories to draw a huge ice cream cone. Say: "We will use lines to draw our ice cream cones. Review lines (straight, curvy, zigzag, spiral) by playing a follow the leader game. Teacher draws a line with finger in the air and students copy it. Say: "Watch, I can draw a straight line all the way down to the floor." (<i>Draw a straight line in the air with one finger all the way down to the floor</i>). Check for understanding. Say: "Your turn. Draw a straight line all the way down to the floor." (Demonstrate along with students). Check for understanding. Say: "Watch, I can draw a curvy line all the way down to the floor." (Demonstrate) "Your turn. Draw a curvy line all the way down to the floor." Check for understanding. Continue in this manner until all types of lines are covered. (Whenever a lesson in line is taught refer to this simple game as a review). Explain that students will use these beautiful lines to create their ice cream cones. Show them the 6x18 piece of drawing paper. Ask which way we should use the paper if we want to make a tall, double scoop ice cream cone? (Horizontally or vertically) Answer: vertically. Say, "When you get your paper you will use two straight lines to draw the letter "V". This will be the beginning of your ice cream cone." Demonstrate on a piece of paper taped to the board. Pass out the papers and black crayons. Check for understanding. Do students have their paper vertically? Are students drawing a "V" low on the page? Say: "Now, use a straight line to finish the top of the cone. You have just drawn the letter "V" with a line across the top."

14. Ask, “What type of line should I use for the ice cream? Curvy or straight?” Answer: Curvy. Demonstrate how to draw a curved line to form the first scoop of ice cream.



15. Some ice cream cones have a pattern on the cone. Use straight lines diagonally to create a cross-hatch pattern on the cone.
16. Ask the following questions to get students to begin thinking of details.
17. Ask: “How could we make our ice cream cone bigger?” Answer: Draw more scoops of ice cream. “How could we show chocolate chip ice cream?” Answer: Draw dots for chocolate chips. “How could we show strawberry ice cream?” Answer: Draw small strawberries. “How could we show fudge swirl ice cream?” Answer: Draw spiral lines for the fudge swirls.
18. Allow time for students to add additional scoops of ice cream. Have students write their names on the top of the page. Tell students they will paint their ice cream cones next class time.
19. Share art work. Choose one student (student A) to come up front and show the class his/her drawing. Ask students to raise their hands if they would like to tell student A what their favorite part of his/her drawing is. Encourage the use of art vocabulary words from this lesson or previous lessons as they apply. Student A chooses a student (student B) to tell his/her favorite part of student A’s drawing.
20. Student B says “I love the way your curved lines for the scoops of ice cream are sliding over like it is about to fall.”
21. Encourage student A to say, “Thank you” and student B to say “you’re welcome.” Student A then chooses another student to come up to share his/her own art work. Collect drawings.

Day Two

1. Review last class session regarding lines. Hold up a few student drawings of ice cream cones. Comment briefly on how the drawings are successful.
2. Explain that today we will paint the drawings with watercolor paint. Students will choose colors for the ice cream and cone. Encourage students to choose different colors for each scoop of ice cream.
3. Demonstrate how to paint with watercolors. Explain that in order to water color we need water. Demonstrate what happens with too much water, and what happens with not enough water.

	<ol style="list-style-type: none"> 4. Show students what happens to the black crayon if they paint right over it. Encourage neatness. 5. Pass out paints and have students begin painting. 6. While students are painting suggest they come up with creative titles for their ice cream cones. Encourage the use of adjectives. Example: Giant Ice Cream Cone, Pink Sky Scrapper Ice Cream, Tall Ice Cream Tower. 7. Announce clean-up. Tell students we will share titles after clean-up.
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions.

RETEACH

- For students who can not generate ideas and images for drawing an ice cream cone, provide them with a photograph, image of an ice cream cone, or teacher example.
- To encourage students having difficulty sharing their artwork, partner them with others to think, pair, and share or create small groups to look at art.
- For students struggling with art materials when making lines, draw each type of line used in lesson on a paper. Have students trace over and practice drawing independently.
- To help students identify and name materials used in visual art, display chart in room showing labeled pictures of selected art materials.
- Students who have a difficult time exploring art elements to express their ideas in a variety of visual forms can use the ideas of lines, shapes, and ice cream cones to create several different artworks with different art materials.

EXTENSIONS AND RELATED LESSONS

- Have students find textures that look like the crosshatch of an ice cream cone. These could be from the bottom of a tennis shoe, on texture plates made for crayon rubbings (purchased from art supply store), or other found objects like the plastic mesh used for needle point crafts. Have students use these textures to make crayon rubbings along the perimeter of a piece of construction paper. Use this as a frame for the finished ice cream cone drawings.
- Plan a field trip to the local ice cream parlor. Coordinate it with the classroom teacher's social studies curriculum.
- Look at other cake paintings by Wayne Thiebaud. Help students decorate a sheet cake. Have a cake and ice cream party in honor of him. His birthday is November 15, 1920.



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	1
Unit:	Rubbing
Lesson Title:	Textures All Around
Connections/Integration:	Literature, Science
Duration:	2 class sessions
Grade Level Indicators:	AK2B3

PRE-ASSESSMENT

Short Answer:

1. What is one way you could express ideas with art. **GLI AK2B3**

Answer: You could draw a picture of your idea with markers.

Multiple Choice:

2. How do you make a texture rubbing with crayon? **GLI AK2B3**

- a. Rub the crayon on the paper.
- b. Draw with the crayon on paper.
- c. Put a texture under a piece of paper and rub a crayon over it.

Answer: c

Extended Response:

3. Describe how to make a crayon texture rubbing. **GLI AK2B3**

Possible answer: Put a piece of paper over a texture. Hold it down with your hand. Color over it with the side of a crayon.

4 Point Rubric:

- 4 Student answers question using two or more sentences or ideas.
- 3 Student answers question with one sentence or idea.
- 2 Student gives one or two word answer to the question but does not use a complete sentence.
- 1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY**GLI AK2B3** Explore art elements to express ideas in a variety of visual forms.

Proficient:	Students are able to explore art elements to express ideas in a variety of visual forms.
Emerging:	With peer and teacher assistance students are able to explore art elements to express ideas in a variety of visual forms.
Advanced:	Independently students are able to explore art elements to express ideas in a variety of visual forms.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
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<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Crayon Texture Rubbing
Materials/Media:	Thin paper (copy machine paper works well) Crayons Cut-out shapes such as hole-punched cardboard, flat textured objects such as the bottom of a shoe, textured paper such as sandpaper, corrugated cardboard, coins.
Theme/Culture:	Everyday Art
Resources:	<i>Art Express</i> , Grade Two (Red). <ul style="list-style-type: none"> • Teacher’s Edition and Big Book p. 48. Book: <ul style="list-style-type: none"> • <i>Feely Bugs</i>, David A. Carter.
Vocabulary:	Texture
Processes/Procedures:	<p>Day One</p> <ol style="list-style-type: none"> 1. Show Students <i>Art Express Red Big Book</i> (or <i>Teacher’s Edition</i>), page 48. 2. Read the text to the students. Discuss the questions on page 48. 3. Discuss the questions listed in <i>Teacher’s Edition</i> under <i>Motivate</i>. Do the suggested activity with textured objects under <i>Motivate</i>. 4. Discuss the questions listed in <i>Teacher’s Edition</i> under <i>Teach</i>. 5. Conduct the <i>In the Studio</i> activity as written; however stop after gluing objects down. The actual rubbing will be done on day two. 6. Have students put their names on their work. Explain that they will continue with the project next week. 7. Clean up. Place textures in drying rack to allow glue to dry. <p>Day Two</p> <ol style="list-style-type: none"> 1. Review last week’s lesson. Show students the pictures on page 48 and quickly review text and questions. 2. Pass back textures made last week. 3. Demonstrate how to lay a piece of paper over the textures, hold it down with one hand, and rub the side of a crayon over the top. Say, “I am rubbing the crayon over the textures. I am not drawing.” 4. Demonstrate a second time and ask “Am I drawing with the crayon or am I rubbing with the crayon?” Check for understanding and repeat steps three and four as necessary to ensure students will not try to draw with their crayons. Say, “Look, I am using the side of the crayon. What did I do to my crayon so I can use the side of it”? Answer: You peeled the paper off. 5. Show students how to peel the paper off crayons so they can use the side for rubbing. Pass out crayons. Have students peel the paper off their crayons. 6. Pass out paper for rubbings. Have students put their names on the bottom edge of their papers. 7. Have students create their own texture rubbings. If time permits students can use another color of paper for a second rubbing. 8. Clean-up. Have students put crayons away. Save the art for sharing. 9. Wrap-up: Ask the informal assessment questions on page 49 of the <i>Teacher’s Edition</i>. Students take these textures home.
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions. Follow with the assessment listed in the Wrap-Up section on page 49 of the <i>Teacher’s Edition</i> .



RETEACH

- For students having difficulty exploring the idea of texture by making crayon rubbings, have another student demonstrate the process and assist by holding paper and texture plate in place. Teacher can also use the hand over hand technique to help students get correct positioning and darkness of crayon.
- For students who do not understand the concept of texture, tell them to search the room for objects that would feel different ways: smooth, rough, soft, hard, bumpy.

EXTENSIONS AND RELATED LESSONS

- Students who have already mastered the concept can create more intricate texture rubbings. Have additional paper available for them.
- The following kindergarten lessons could be extensions for this lesson:
 1. *Clay Forms*
 2. *My Textured House, My Friendly Chicken, and Me*



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	1
Unit:	Printmaking
Lesson Title:	Stamping Patterns on Paper
Connections/Integration:	Math/patterns, Language Arts
Duration:	Two class periods, additional days for extensions
Grade Level Indicators:	AK1A1, AK2A1, AK2A2

PRE-ASSESSMENT

Short Answer:

1. Raise your hand if you know what printmaking is. **GLI AK1A1**
Possible answer: Artists make prints by covering a surface with paint and stamping it.

Multiple Choice:

2. Do you think painting is (choose one): **GLI AK2A2**
 - a. Making art with glue
 - b. Making art with a pencil
 - c. Making art with paint
 - d. Making art with tape**Answer: c** Painting is making art with paint.

Extended Response:

3. Explain what printmaking is. **GLI AK2A1**
Possible answer: Prints are made with inked plates or a stamp. You can make a print with a sponge and paint. You can make a pattern with lots of the stamps.
4. Do you know what would happen if I stepped in mud and walked on white carpet?
Possible answer: The carpet would have a muddy print of your shoe. It would be bad. Your mom would get mad.

4 Point Rubric:


- 4 Student answers question using two or more sentences or ideas.
- 3 Student answers question with one sentence or idea.
- 2 Student gives one or two word answer to the question but does not use a complete sentence.
- 1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

GLI AK1A1 Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures.	
Proficient:	Students are able to distinguish between print making and painting. Students are able to use two different sponge stamps to create a pattern
Emerging:	With peer and teacher assistance students are able to distinguish between print making and painting. With peer and teacher assistance students are able to use two different sponge stamps to create a pattern.
Advanced:	With peer and teacher assistance students are able to distinguish between print making and painting. Independently students are able to use two different sponge stamps to create a pattern.
GLI AK2A1 Explore and experiment with a variety of art materials and tools for self-expression.	
Proficient:	Students are able to explore and experiment with a variety of art materials and tools for self-expression. Students are able to use two different sponge stamps to produce a print.
Emerging:	With peer and teacher assistance students are able to explore and experiment with a variety of art materials and tools for self-expression. With peer and teacher assistances are able to use two different sponge stamps to produce a print.
Advanced:	Independently students are able to explore and experiment with a variety of art materials and tools for self-expression. Independently students are able to use two different sponge stamps to produce a print.
GLI AK2A2 Identify and name materials used in visual art.	
Proficient:	Students are able to identify and name materials used in visual art. Students are able to identify prints made with stamps.
Emerging:	With peer and teacher assistance students are able to identify and name materials used in visual art. With peer and teacher assistance students are able to identify prints made with stamps.
Advanced:	Independently students are able to identify and name materials used in visual art. Independently students are able to identify prints made with stamps.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Sponge stamped pattern on paper
Materials/Media:	Construction paper, pencils, sponges cut into various shapes for printing (or store bought ones), small paper plates, paints Note: Repeat this lesson using found objects for printing
Theme/Culture:	Jacob Lawrence/ African American/patterns
Resources:	<i>Art Express</i> , Grade Two (Red). <ul style="list-style-type: none"> • Teacher’s Edition, p. 42-43. <i>Art Express</i> Print: <ul style="list-style-type: none"> • <i>Vaudeville</i> by Jacob Lawrence
Vocabulary:	Print, Printmaking
 <p>Processes/Procedures:</p>	<p>Note: Follow-up this lesson with the kindergarten lesson titled <i>Stamping Rhythm</i>.</p> <ol style="list-style-type: none"> 1. Show students “Vaudeville” by Jacob Lawrence, page 42, <i>Art Express-Red Teacher’s Edition</i>. 2. Discuss the questions listed. 3. Demonstrate the printmaking activity on page 43. 4. Pass out construction paper and have students write their names on their papers with pencil. Students may need assistance writing their names. Collect pencils. 5. Pass out sponges. Have students practice stamping without any paint. 6. Pass out paper plates with paint squeezed in the center. Have students stamp a row across the top of their paper. 7. Pass out a second stamp for each student. Have students stamp a second row with the second stamp. Check for understanding. 8. Demonstrate for the class how to fill the entire page with rows of the two stamps to create a pattern. 9. Announce clean-up. Have students form a line, one table at a time, following a one way street to place their work in the drying rack. 10. Instruct students to place the stamps in a collection box and throw the paper plate in the trash following the same one way street. 11. Choose one student to hand pre dampened sponges (or baby wipes) to students who are cleaned up and sitting down.
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions.

RETEACH

- To help students distinguish between common visual art forms from different cultures, the teacher can provide several examples of both prints and paintings and list the differences for students.
- For students struggling with exploration and experimentation with a variety of art materials and tools for self-expression, give them numerous objects that they can use to make patterned prints. *Art Express Teacher’s Edition Red*, page 43.
- The teacher can reinforce identification of materials used in printmaking by displaying a chart labeling various tools.

EXTENSIONS AND RELATED LESSONS

- Follow this lesson with the kindergarten lesson titled *Stamping Rhythm*.
- Printing pattern with vegetables cut by teacher (potatoes, green peppers, carrots)
- Printing on muslin. Use the same procedure to print on muslin. The Ashonti people of Africa create printed fabric called Adinkra Fabric.
- Use sponge stamps to print a border for students' art work (this lesson or another lesson).
- Students who have already mastered the concept can create more intricate patterns with more colors and additional stamps.



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Grade Level:	Kindergarten
Grading Period:	1
Unit:	Printmaking
Lesson Title:	Stamping a Rhythm on Paper
Connections/Integration:	Music, math
Duration:	One class period
Grade Level Indicators:	AK5A1

PRE-ASSESSMENT

Short Answer:

1. Raise your hand if you know what rhythm is. **GLI AK5A1**
Possible answer: Rhythm is when you clap a beat to music.

Multiple Choice:

2. How can artists show rhythm in their art work? **GLI AK5A1**
 - a. They can clap while they are painting.
 - b. They can write the word rhythm on their art work.
 - c. They can dance while they paint.
 - d. They can create rhythm with pattern.

Answer: d

Extended Response:

3. Explain how you could show rhythm in your art. **GLI AK5A1**
Possible answer: You could show rhythm in your art by repeating pattern. You could make patterns in rows.

4 Point Rubric:

- 4 Student answers question using two or more sentences or ideas.
- 3 Student answers question with one sentence or idea.
- 2 Student gives one or two word answer to the question but does not use a complete sentence.
- 1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

GLI AK5A1 Use visual symbols to represent the rhythms, beats and sounds they hear in music.	
Proficient:	Students are able to use visual symbols to represent the rhythms, beats and sounds they hear in music. Students are able to create a stamped print to the beat of music.
Emerging:	With peer and teacher assistance students are able to use visual symbols to represent the rhythms, beats and sounds they hear in music. With peer and teacher assistance students are able to create a stamped print to the beat of music.
Advanced:	Independently students are able to use visual symbols to represent the rhythms, beats and sounds they hear in music. Independently students are able to create a stamped print to the beat of music.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

KINDERGARTEN

VISUAL ART GRADE LEVEL INDICATORS

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Patterns stamped by sponges on paper.
Materials/Media:	Construction paper, pencils, sponges cut into various shapes for printing (or store bought ones), small paper plates, paints, a drum (or use tabletop)
Theme/Culture:	Jacob Lawrence/ African American
Resources:	<p><i>Art Express</i>, Grade Two (Red book).</p> <ul style="list-style-type: none"> • Teacher’s Edition, p. 42, 56. • Big Book, p. 42, 57.
Vocabulary:	print, printmaking, found objects, rhythm
Processes/Procedures:	<p>NOTE: This lesson should be presented after the lesson titled <i>Stamping Patterns on Paper</i>.</p> <ol style="list-style-type: none"> 1. Show students the Jacob Lawrence print, <i>Vaudeville in Art Express-Red Big Book</i>, page 42. 2. Discuss the questions listed. Using the Teacher's Edition lead students in the drumming activity in <i>Art Across the Curriculum/ Performing Arts</i> green box. 3. Review and demonstrate the printmaking activity on page 43 that was done the last class session. Tell students they are going to create a stamped pattern to the teacher's drum beats. Rests in the drumming will be shown with spaces in the pattern. 4. Pass out construction paper and have students write their names on their papers with pencil. Students may need assistance writing their names. Collect pencils. 5. Pass out sponges. Have students practice stamping to the drum beat without any paint. Check for understanding. 6. Pass out paper plates with paint squeezed in the center. Have students stamp a row across the top of their paper in a pattern that reflects the rhythm of the teacher's drumming. Check for understanding. 7. Change the rhythm of the drum and have students stamp the second row to show the different rhythm. Continue changing the drum rhythm for each row until the page is filled. 8. Explain that students will share finished work later. 9. Announce clean up. Have students form a line, one table at a time, following a one-way street to place their work in the drying rack. 10. Instruct students to place the stamps in a collection box and throw the paper plate in the trash following the same one-way street. 11. Choose one student to hand pre dampened sponges (or baby wipes) to students who are cleaned up and sitting down.
Assessment:	<ul style="list-style-type: none"> • Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions. • Share successful patterns in class by having an Art Show. <ol style="list-style-type: none"> 1. Choose one student to come up front and share his/her printed pattern. 2. Other students raise their hands to be chosen to tell what his/her favorite part of this student’s art is. Instruct students to use art words in their comments from today’s lesson and from previous lessons. For example:

	<ul style="list-style-type: none"> • “I like how you filled the whole page with your pattern.” • “I like how you used an AB pattern.” • “I like how you left spaces in your pattern.” • “I like how your patterns are in neat rows.” <p>3. Guide the student who is sharing to say “Thank-you” to these comments.</p>
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RETEACH

- To reinforce the concept of using visual symbols to represent rhythms, beats, and sounds they hear in music, the teacher can have students draw pictures for different objects that make noise (i.e., horn, bell, siren, hands clapping, feet stomping, etc.). The teacher can combine the pictures in different orders and have the students create the sounds after identifying the symbol represented in the picture.

EXTENSIONS AND RELATED LESSONS

- Extend this lesson into another class period by having each student create three new patterns on three different types of paper (tissue paper, newsprint, colored papers, etc.). Next, students will create a collage using cut out pieces from their stamped images. Relate this to the work of Eric Carle. See the kindergarten lesson titled *The Very Hungry Caterpillar*.
- Students who have already mastered the concept can create more intricate patterns with more colors and other stamps.



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Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	1
Unit:	Textiles
Lesson Title:	Faith Ringgold and Fabric
Connections/Integration:	Reading
Duration:	2 class sessions
Grade Level Indicators:	AK1B2, AK1C3, AK1D4, AK2B3

PRE-ASSESSMENT

Multiple Choice:

1. Do you think Faith Ringgold is **GLI AK1C3**
 - a. the name of my dog?
 - b. the name of an artist?
 - c. the name of our principal?
 - d. the name of our city.

Answer: Faith Ringgold is the name of an artist.

Short Answer:

2. Raise your hand if you know what subject matter is. **GLI AK1B2**
Answer: Subject matter refers to the objects in an artwork.

Extended Response:

3. Tell me why an artist makes art. **GLI AK1C3**
Answer: Artists make art to tell stories or to tell about every day life. Sometimes their stories are about their childhoods.

4 Point Rubric:

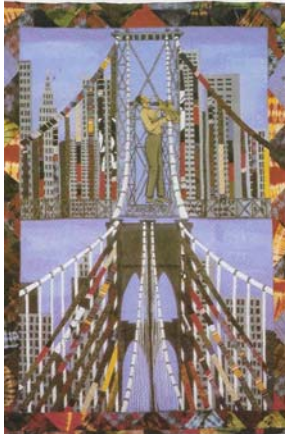
- 4 Student answers question using two or more sentences or ideas.
- 3 Student answers question with one sentence or idea.
- 2 Student gives one or two word answer to the question but does not use a complete sentence.
- 1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

GLI AK1B2 Name and point out subject matter observed in artwork from various cultural heritages and traditions.	
Proficient:	Students are able to name and point out subject matter observed in artwork from various cultural heritages and traditions. Students are able to name and point out subject matter observed in <i>Sonny's Quilt</i> and <i>The Country School</i> .
Emerging:	With peer and teacher assistance students are able to name and point out subject matter observed in artwork from various cultural heritages and traditions. With peer and teacher assistance students are able to name and point out subject matter observed in <i>Sonny's Quilt</i> and <i>The Country School</i> .
Advanced:	Independently students are able to name and point out subject matter observed in artwork from various cultural heritages and traditions. Independently students are able to name and point out subject matter observed in <i>Sonny's Quilt</i> and <i>The Country School</i> .
GLI AK1C3 Recognize that people create works of art and art objects for different purposes	
Proficient:	Students are able to recognize that people create works of art and art objects for different purposes. Students recognize that Faith Ringgold creates works of art to tell a story.
Emerging:	With peer and teacher assistance students are able to recognize that people create works of art and art objects for different purposes. With peer and teacher assistance students are able to recognize that Faith Ringgold creates works of art to tell a story.
Advanced:	Independently students are able to recognize that people create works of art and art objects for different purposes. Independently students are able to recognize that Faith Ringgold creates works of art to tell a story.
GLI AK1D4 Use words or pictures to tell how art is made by selected artists	
Proficient:	Students are able to use words or pictures to tell how art is made by selected artists.
Emerging:	With peer and teacher assistance students are able to use words or pictures to tell how art is made by selected artists
Advanced:	Independently students are able to use words or pictures to tell how art is made by selected artists
GLI AK2B3 Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics).	
Proficient:	Students are able to explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics).
Emerging:	With peer and teacher assistance students are able to explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics).
Advanced:	Independently students are able to explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics).

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Fabric collage with words
Materials/Media:	<ul style="list-style-type: none"> • Overhead transparencies for use in a copy machine • “Six Art Words” vocabulary copied onto transparency sheets (Appendix). • Pre-cut pieces of printed fabric (Prints should show lines, colors, shapes and pieces should be cut in interesting freeform and geometric shapes.) • 9 x 12 Construction paper • glue • Fabric strips 5 inches x ¼ inches • Pre-cut papers (freeform and geometric shapes) • Crayon or marker
Theme/Culture:	African American
Resources:	<p><i>Art Express: Grade One (Yellow book).</i></p> <ul style="list-style-type: none"> • Teacher's Edition, p. 60. • Print #14, <i>Let Me Paint Something</i>. • Print #15, <i>Sonny's Quilt</i>. • Print #9, <i>Country School</i> <p>Book:</p> <ul style="list-style-type: none"> • <i>Cassie's Word Quilt</i>, Faith Ringgold <p>Student Handout:</p> <ul style="list-style-type: none"> • Six Art Words (Appendix A-2).
Vocabulary:	Faith Ringgold, subject matter
Processes/Procedures:	<p>Day One</p> <p><i>Before class prepare the following materials: Pre-cut fabric in freeform and geometric shapes, pre-cut fabric strips 1/4th inch by 5 inches, and run off transparencies (Appendix A-2) and cut each word apart. Students will glue these words to their art as part of the embellishment phase of this project. The transparency contains the words color, line, shape, glue and fabric.</i></p>  <ol style="list-style-type: none"> 1. Show students the prints on the following pages from <i>Art Express Teacher's Edition, Yellow</i>. Point to <i>Let Me Paint Something</i>. Say, “This art work has monkeys in it. The subject matter is monkeys.” 2. Point to <i>The Country School</i>. Say, “This art work has children in it. The subject matter is children.” 3. Point to <i>Sonny's Quilt</i>. Say, “This art work has buildings and a saxophone player in it. The subject matter is buildings and a saxophone player. The word subject matter means the objects in an art work.” 4. Engage students in a discussion based on the following questions: <ul style="list-style-type: none"> • Does one of these pieces of art look like it was made a long time ago? <i>Answer: Yes. The one with the children in it.</i> • How can you tell? <i>Answer: The clothes look old. No one dresses like that now. You are right. Some artists show us what life was like a long</i>

time ago. The subject matter looks like it is from a long time ago.



5. Next point to *The Country School* and say, “Do you think this piece of art is a painting. Was it made with paint? Answer: Yes. “Some artists use paint for their art.” This artist likes to show everyday life.
6. Point to *Sonny’s Quilt* and say, “Look carefully at this piece of art. Does it look like there are little pieces of fabric around the edge? Do you see fabric pieces any other places in this print?” Answer: Yes. This piece of art was made by Faith Ringgold. She likes to use lots of fabric in her art work.
7. Ask questions on page 60 under *Viewing Art*. Faith Ringgold tells stories in her work. Discuss the story implied in *Sonny’s Quilt*.
8. Show students pieces of fabric. Say, “Look at the beautiful colors, shapes, and lines in these fabric pieces. When Faith Ringgold was a little girl her mother would give her pieces of fabric to play with. Her mother was a fashion designer so she had lots of fabric scraps for little Faith. Ask, “How could we use fabric like Faith Ringgold to create our own art? Answer: We could glue fabric pieces down to make a design. Our designs could tell a story.”
9. Demonstrate how to carefully choose three or four pieces of fabric and glue them down to a piece of 9x12 construction paper.
10. Pass out one piece of construction paper for each student. Pass out pencils and have students write their names on the back of their papers. Check. Collect pencils.
11. Give each table (or group of students) a tray containing glue bottles and a large variety of pre-cut fabric pieces. Instruct students how to share the trays and not grab or horde the materials. Each student will choose one piece of fabric to begin with and carefully think about where it should be glued to their construction paper. Encourage students to try a few different arrangements before the piece is glued down. Instruct students to continue choosing, thinking and gluing until they have about 3-5 pieces of fabric glued down.
12. Show students a finished teacher’s example and explain how their art will be continued and finished the next class period.
13. Announce clean-up. Have students form a line, one table at a time, following a one-way street to place their work in the drying rack.
14. Instruct students to place the glue and extra fabric pieces in the tray. Collect trays and save them for next class time.
15. Choose one student to hand pre dampened sponges (or baby wipes) to students who are cleaned up and sitting down.

Day Two: Adding Words and Other Embellishments

1. Review *Sonny’s Quilt* and remind students how Faith Ringgold uses fabric in her work. Show a few student examples from last week. Point out line, shape, and color in student work.
2. Read the book *Cassie’s Word Quilt* by Faith Ringgold. Discuss the content of the story and the words used in the illustrations.
3. Show students the words printed on the transparencies. Ask if anyone can read the words. Help students sound out the words.
4. Demonstrate how students will glue the fabric strips, transparent words,

	<p>and pre-cut papers to finish their art. In addition students can use crayons or markers to embellish their fabric designs. Students may discover that their design begins to tell a story.</p> <ol style="list-style-type: none"> 5. A final option is to give students embellishments to glue into their work as a finishing touch. Buttons, sequins, stickers, pieces of ribbon, etc. 6. Give students a two minute warning before clean up. Tell students there will be a sharing time after clean-up. <p>Note: To enrich students who are advanced, give them the opportunity to work in a more detailed way. Give advanced students small pieces of scrap paper to be added to the work by cutting and gluing. The work of advanced students can tell a more specific and detailed story.</p>
<p>Assessment:</p>	<p>Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions.</p>

RETEACH

- To help students having difficulty naming and pointing out subject matter observed in artwork from various cultural heritages and traditions, the teacher can display numerous art examples and play an identification game. Ask students to find the artwork that shows the chosen subject (i.e., Find the artwork that uses a cat for the subject. Find the artwork where a house is the main subject....)
- For students struggling with recognizing that people create works of art and art objects for different purposes, the teacher can display three common art objects like a vase, weaving, and painting and discuss how they are all artworks used for different reasons.
- Students who have a hard time using words or pictures to tell how art is made by selected artists can listen to other students' explanations or view their drawings to help formulate their own ideas.

EXTENSIONS AND RELATED LESSONS

- Extend this lesson by starting with a painting lesson. Have students paint an 8x10 piece of corrugated cardboard. The next class period students add the fabric pieces and embellishments.
- Make a cardboard frame for this textile design using stamping. See Kindergarten lesson *Stamping a Pattern*.



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	1
Unit:	Painting
Lesson Title:	Action Jackson
Connections/Integration:	Reading
Duration:	1 class session
Grade Level Indicators:	AK4A1

PRE-ASSESSMENT

Short Answer: GLI AK4A1

1. Raise your hand if you have ever seen this painting before.
Answer: Hand up or down

Multiple Choice: GLI AK4A1

2. Who is Jackson Pollock?
a. The name of an artist.
b. The name of an ice cream cone at Cold Stone Creamery.
c. The name of the principal's dog.
d. My little brother
Answer: a.

Extended Response: GLI AK4A1

3. Explain how you could paint if you had no paint brushes.
Possible answer: I could use my hands. It would be really messy. Then I would get paint on anything I touched. Now that I think of it, that would be fun.

4 Point Rubric:


- 4 Student answers question using two or more sentences or ideas.
3 Student answers question with one sentence or idea.
2 Student gives one or two word answer to the question but does not use a complete sentence.
1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

GLI AK4A1	Reflect on and ask questions about why people make art.
Proficient:	Students are able to tell why people make art.
Emerging:	With peer and teacher assistance students are able to tell why people make art.
Advanced:	Independently students are able to tell why people make art.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Marble Painting
Materials/Media:	Cardboard box lid for every two students (these can be the lids from cases of copy paper, or cases of canned pop), paper cut to fit in the bottom of box lids, one marble for each student, tempera paints
Theme/Culture:	Jackson Pollock
Resources:	<p><i>Art Express: Grade Four</i> (Purple book).</p> <ul style="list-style-type: none"> Teacher's Edition, p. 118. <p>Book:</p> <ul style="list-style-type: none"> <i>Action Jackson</i>, Jan Greenberg and Sandra Jordan.
Vocabulary:	Jackson Pollock, feelings, moods, emotions
Processes/Procedures:	 <ol style="list-style-type: none"> Display examples of Jackson Pollock's work from <i>Art Express Purple</i>, page 118. Discuss the questions listed. Read the book <i>Action Jackson</i> by Jan Greenberg and Sandra Jordan. Decide ahead of time if you want to read the book or simply tell the story in your own words. Demonstrate the following procedures: Place one piece of paper in the bottom of the box lid. Squeeze a bit of paint and drop a marble into the paint. Tip box lid to cause the marble to roll, leaving paint marks on the paper. Add other colors and repeat. Pass out materials and let students try their own Action Jackson! To dispense paint, the teacher walks around the room with squeeze bottles of paint. Notice when students are ready for a second or third color. Students should not dispense their own paint. Put finished work in the drying rack. Collect paint boxes and stack them to dry. Pass out baby wipes to clean hands or tables. Share student work. Discuss the feelings the colors and lines express.
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and the pre-assessment questions. Share paintings in class. Ask students what feeling they get when looking at their own painting or the paintings of others.

RETEACH

- For students struggling with reflecting on and asking questions about why people make art, the teacher can lead a discussion about artworks the students have made and what they did with them once they were finished. The teacher can then relate their ideas back to Jackson Pollock's work and see if the students can reveal his purpose.

EXTENSIONS AND RELATED LESSONS

- Art Express-Purple Teacher's Edition* 119, "In The Studio Projects." Create a Pollock mural on canvas by pouring paint from squeeze bottles. Canvas is placed on the floor. Students walk around taking turns to squeeze paint onto the canvas. Use as many colors as needed to create the desired mood or feeling.



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	2
Unit:	Clay
Lesson Title:	Clay Forms
Connections/Integration:	Math /geometric forms
Duration:	One class period
Grade Level Indicators:	AK2A1, AK2A2

PRE-ASSESSMENT

Short Answer:

1. Show students clay. Say, “What is this?” **GLI AK1A2**
Answer: Clay

Multiple Choice:

2. How do artists make things with clay? **GLI AK2A1**
 - a. They squeeze it with their hands.
 - b. They paint with it.
 - c. Artists don’t work with clay.
 - d. They put it in the freezer.**Answer: a**

Extended Response:

3. Name three ways to work with clay. **GLI AK2A1**

Possible answer: You can squeeze clay. You can roll balls of clay. You can make a flat pancake with clay.

4 Point Rubric:


- 4 Student answers question using two or more sentences or ideas.
- 3 Student answers question with one sentence or idea.
- 2 Student gives one or two word answer to the question but does not use a complete sentence.
- 1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

GLI AK2A1	Explore and experiment with a variety of art materials and tools for self-expression.
Proficient:	Students are able to explore and experiment with a variety of art materials and tools for self-expression.
Emerging:	With peer and teacher assistance students are able to explore and experiment with a variety of art materials and tools for self-expression.
Advanced:	Independently students are able explore and experiment with a variety of art materials and tools for self-expression.
GLI AK1A2	Identify and name materials used in visual art.
Proficient:	Students are able to identify and name materials used in visual art.
Emerging:	With peer and teacher assistance students are able to identify and name materials used in visual art.
Advanced:	Independently students are able to identify and name materials used in visual art.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Clay forms
Materials/Media:	<ul style="list-style-type: none"> • Canvas mats to prevent clay from sticking to the tables (purchased at fabric store and cut into 12 inch square- one per student). • Clay
Theme/Culture:	Hispanic Artists
Resources:	<i>Art Express</i> , Grade Two (Red book). <ul style="list-style-type: none"> • Teacher’s Edition, p. 68. • Big Book, p. 69.
Vocabulary:	Clay, Forms
Processes/Procedures: 	<ol style="list-style-type: none"> 1. Show students <i>Art Express</i> Teacher’s Edition Red, page 68 and 69 Big Book. Discuss the questions in the teacher’s edition. 2. Guide students in the clay activity on page 69. Explain that today is a clay practice day. They will have more opportunities to work with clay in the future. 3. While students are working, share and discuss their work. Circulate the room. Look for unique forms in clay. Share unique forms with the class. 4. Clean up. Explain that students will be working with clay again next class time. Collect clay. Students will not keep their clay today. 5. Call students together and show them <i>Art Express Red Print #1 The Cat and the Mouse</i> by Eric Carle. <p>Say, “Here’s another artist who likes animals.” “What animals do you see”? “Do these animals look like <i>Zoo Animals</i> by Zeny Fuentes”? Answer: No. These two artists make animals in different ways. Discuss questions on the back of the print.</p> <p>Show the <i>Very Hungry Caterpillar</i> by Eric Carl. Does the artwork in this book look the same as <i>The Cat and the Mouse</i>? Answer: Yes. They look the same because they were made by the same artist. You can recognize Eric Carle’s style.</p> <ol style="list-style-type: none"> 6. Explain that we will continue working with clay forms next week and we will take our ideas from the book <i>The Very Hungry Caterpillar</i>.
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions.

RETEACH

- For students having difficulty exploring and experimenting with a variety of art materials and tools for self-expression, the teacher can create a form with clay and have the students attempt to recreate the form with their own piece of clay.
- To help students identify and name materials used in visual art, the teacher can instruct students to draw what was used in their clay project and label the materials appropriately.

EXTENSIONS AND RELATED LESSONS

- This lesson is to be done the week before the clay lesson titled *The Very Hungry Caterpillar*





Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	2
Unit:	Clay
Lesson Title:	The Very Hungry Caterpillar
Connections/Integration:	Literature, Science
Duration:	Three class periods
Grade Level Indicators:	AK3A1, AK3A2, AK3A3, AK3B4, AK3B5, AK3C6

PRE-ASSESSMENT

Short Answers

1. Raise your hand if you know Who Eric Carle is. **GLI AK3B4**
2. Did you know that art work and stories both have main ideas?
Answer: Yes.
3. Can you make any connections between this book and your own life? **GLI AKA3A2**
Possible Answer: Yes. I like to look at bugs.
4. Did you know that art work gives us feelings? **GLI AK3B5**
Possible Answer: Yes. Some artwork is scary.

Multiple Choice

5. Show the two prints from this lesson. These two prints both have (choose one): **GLI AK3A3**
 - a. Animals
 - b. Aliens
 - c. Apples
 - d. Computers**Answer: a.**

Extended Response

6. Do you have a favorite piece of art? Can you tell me why it is your favorite? **GLI AK3C6**
Possible answer: My favorite piece of art is my crayon drawing on the refrigerator at home. I love it because I drew it at my grandmother's house.

4 point Rubric:


- 3 Student answers question using two or more sentences or ideas.

2	Student answers question with one sentence or idea.
1	Student gives one or two word answer to the question but does not use a complete sentence.
0	Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY	
GLI AK3A1 Respond to artworks by pointing out images and subject matter.	
Proficient:	Students are able to point out images and subject matter.
Emerging:	With peer and teacher assistance students are able to point out images and subject matter.
Advanced:	Independently students are able to point out images and subject matter.
GLI AKA3A2 Relate their own experiences to what they see in works of art.	
Proficient:	Students are able to relate their own experiences to what they see in works of art.
Emerging:	With peer and teacher assistance students are able to relate their own experiences to what they see in works of art.
Advanced:	Independently students are able to relate their own experiences to what they see in works of art.
GLI AK3A3 Recognize the similarities and differences between artistic styles.	
Proficient:	Students are able to recognize the similarities and differences between artistic styles.
Emerging:	With peer and teacher assistance students are able to recognize the similarities and differences between artistic styles.
Advanced:	Independently students are able to recognize the similarities and differences between artistic styles.
GLI AK3B4 Ask and answer questions about the main ideas and stories in artworks.	
Proficient:	Students are able to ask and answer questions about the main ideas and stories in artworks.
Emerging:	With peer and teacher assistance students are able to ask and answer questions about the main ideas and stories in artworks.
Advanced:	Independently students are able to ask and answer questions about the main ideas and stories in artworks.
GLI AK3B5 Describe how selected artworks make them feel, and use examples from the works to explain why.	
Proficient:	Students are able to describe how selected artworks make them feel, and use examples from the works to explain why.
Emerging:	With peer and teacher assistance students are able to describe how selected artworks make them feel, and use examples from the works to explain why.
Advanced:	Independently students are able to describe how selected artworks make them feel, and use examples from the works to explain why.
GLI AK3C6 Select and share favorite visual works of art and tell their reasons for choosing them	
Proficient:	Students are able to select and share favorite visual works of art and tell their reasons for choosing them.
Emerging:	With peer and teacher assistance students are able to select and share favorite visual works of art and tell their reasons for choosing them.
Advanced:	Independently students are able to select and share favorite visual works of art and tell their reasons for choosing them.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	3-D Clay Caterpillar (Caterpillar is made from clay beads strung together with a pipe cleaner.)
Materials/Media:	<ul style="list-style-type: none"> • White Moist Clay, clay mats (Use one square foot of raw canvas as a mat to keep clay from sticking to tables. Cut one mat per child) • wooden skewers (from the grocery store) • paper cups (one per student) • pipe cleaners • water bowls • two or three 10 inch red clay flower pots (purchased at the garden center)
Theme/Culture:	Art and Literature
Resources:	<p><i>Art Express</i>, Grade One (Red).</p> <ul style="list-style-type: none"> • Teacher’s Edition, p. 14B, p. 14. • Print #1. • Big Book, p. 68-69. <p>Book:</p> <ul style="list-style-type: none"> • <i>The Very Hungry Caterpillar</i>, Eric Carle
Vocabulary:	subject matter, Eric Carle, clay, form
 <p>Processes/Procedures</p>	<p>Day One: Rolling beads</p> <ol style="list-style-type: none"> 1. Show students <i>Art Express Red</i>, <i>Print #1</i>. 2. Briefly review the questions on the back of print #1. If you do not have the print, discuss the questions on pages 14 and 15 in <i>Art Express Teacher’s Edition Red</i>. 3. Show students the book <i>The Very Hungry Caterpillar</i> by Eric Carle. Ask, “Does it look like the same artist made <i>The Cat and the Mouse</i> and <i>The Very Hungry Caterpillar</i>?” Answer: Yes. We can tell they are the same style. 4. Read the book <i>The Very Hungry Caterpillar</i> by Eric Carle. <ul style="list-style-type: none"> • Ask the following questions about the pictures in the book: • How did Eric Carle use his art to tell the story? Answer: He drew pictures of each thing the hungry caterpillar ate. • How did Eric Carle show the caterpillar was getting full? Answer: He drew the caterpillar so he looked fatter and fatter. • Can artists tell stories by drawing pictures? Answer: Yes. • Do you think Eric Carle wanted you to love the caterpillar or be afraid of him? Answer: He wanted us to love him so he drew the caterpillar looking cute. • How did Eric Carle show the leaf was being eaten? Answer: He drew it with bite marks. • Have a student choose his/her favorite illustration from the book and explain why it is a favorite. • Choose students to tell how one of the illustration makes them feel and why. <ol style="list-style-type: none"> 5. Explain that students will use clay to create their own <i>Very Hungry</i>

Caterpillar.

6. Show teacher example of clay caterpillar.
7. Explain that the caterpillar is made out of clay. Show students clay. Ask where clay comes from. Answer: the ground, nature. Hold up a 1-inch clay ball. Ask, "How do you think I made this shape?" Answer: You rolled it.
8. Demonstrate how to roll balls of clay.
9. Tell students they will make their own balls. Show them how to skewer their balls onto a wooden skewer. This is to create a proper sized hole so the balls can be strung with a pipe cleaner after firing. (In addition, the balls of clay will be collected for drying on the skewers. The skewer makes an easy collection method.)
10. Pass out mats and clay. Give each student a baseball- sized hunk of clay. Tell students they will roll six one inch balls of clay from the baseball hunk. Check for understanding. "How many balls will you roll?" Answer: Six. Walk around checking the size and uniformity of the balls. Encourage careful work.
11. As students are working pass out skewers to individual tables who are ready. Check to be sure skewer is pushed into the center of the balls. Continue walking around the room checking student work.
12. Explain that the face will be added next week with paint. Tell students we will add antenna next time with a pipe cleaner. Show teacher example again.
13. Explain that the caterpillars have to dry before they are fired in the kiln.
14. Clean up. To simplify your life, do not put names on the beads. After they are fired you will put six beads in a cup for each child. Kindergarten children will believe the cup contains their own beads. Collect caterpillars on a tray.

NOTE: The teacher must remove the wooden skewers before the clay starts to dry, usually by the end of the day. If this is not done the clay beads will crack. Allow the beads to dry for one week. Load them into red clay flowerpots to prevent them from rolling around in the kiln. Unglazed clay flower pots work very well to hold small clay pieces during firing. Place flowerpots in kiln. Fire to proper cone. Remove clay beads. Place six fired beads into a paper cup, one cup for each child.

Day Two: Stringing beads onto pipe cleaner

Before class prepare one pipe cleaner per student by knotting one end. The knot can just be a wad or tangle, tight enough to keep the beads from falling off. It does not have to be an actual knot.

1. Ask students to describe the clay they used last week. Answer: It was gray, soft, squishy, wet.
2. Show students the fired clay beads. Have students compare the changes the clay has undergone. Answer: They are hard, white, and very dry. Explain that those changes are the result of high temperatures in the kiln.
3. Tell students they will assemble the caterpillars today. Show students the pipe cleaner with the knot at one end. Demonstrate how to string one bead down to the knot. Check for understanding by demonstrating what not to do. Thread a bead on a pipe cleaner that does not have a knot.

	<p>Show students how it falls right off. Students will string all six beads.</p> <ol style="list-style-type: none"> 4. Pass out cups of beads, one per student. Pass out a pipe cleaner per student. As students work the teacher will go around and write names on the rear bead with a sharpie marker. 5. The last step is to twist the excess pipe cleaner into antenna. First cut the excess pipe cleaner in half. Twist these two pieces together, which will prevent the beads from falling off. The remaining ends can be coiled into spirals for the antennae. 6. Have students carefully place their caterpillars in a box lined with real leaves. Allow students to imagine what their caterpillars will do with the leaves. Explain that they will stay snug in the box until next class when they will be painted. <p>Day Three: Painting</p> <ol style="list-style-type: none"> 1. Review the story <i>The Very Hungry Caterpillar</i> by Eric Carle. Allow time for students to relate their own experiences with caterpillars to the story and illustrations. Share responses. 2. Tell students they will be painting their caterpillar. They will use watercolor. They will use one color for the body and one color for the head. 3. Demonstrate painting. 4. Pass out materials and caterpillars. 5. Walk around the room monitoring the painting. Encourage neatness and careful color selection. Students may paint eyes and mouth. If available, wiggly eyes could be glued on. 6. Briefly critique caterpillars as a whole class. Point out how each step contributed to the final product. Emphasize the fact that it takes time to make good art. Praise students for their hard work and beautiful products.
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions.

RETEACH

- To help students relate images and ideas in *The Very Hungry Caterpillar* to their own experiences, students can describe a time when they were very hungry and how they felt and looked once they were full.
- For students struggling with recognizing the similarities and differences between artistic styles, the teacher can display a highly realistic or abstract painting next to Eric Carle's work. Students can compare and contrast the two works of art for stylistic differences.
- Students having difficulty asking and answering questions about the main ideas and stories in artworks can interview another student about an artwork using questions prepared by the teacher.
- To encourage students to describe how selected artworks make them feel and use examples, the teacher can have students demonstrate different emotions: happy, sad, excited, angry, etc. The teacher then holds up different artworks, asks students to demonstrate the emotion shown, and selects an individual to give reasons that support the answer.
- For students having difficulty selecting and sharing visual works of art and telling reasons for choosing them, the teacher can have students perform a gallery walk. Ask students to imagine that they are going to buy one of the artworks in the room and they get to choose which one. Once the artwork has been selected, students can give reasons for why they wanted to purchase that artwork.

EXTENSIONS AND RELATED LESSONS

- To provide practice, have students create their caterpillar out of plastecine clay before they work with moist clay. This could be done the week prior.
- Students can make leaf beds out of green two-tone construction paper. Use the second color of paper to cut and paste veins, scars, nibble holes on the leaf. Look at real leaves for inspiration. If available leaves could be made out of *Fun Foam*. Fun foam can be purchased in sheets at craft stores. If your school has an Ellison Machine, cut the leaf shapes from that. Ellison Machines work with paper or Fun Foam.
- Play the “Alike and Different” game with any two prints you have in your collection. Post both prints. Label one with a large “A” and the other with a large “B”.

Copy the following sentence on the board:

Print A has _____ and print B has _____.

Teach students to compare print A with print B using the following procedure.

1. Read the sentence aloud pointing to each word. When you get to the blank say, “blank.” Say, “Your turn, read it with me.” Lead the class in reading the sentence aloud saying “blank” when you come to the blank.
2. Choose a student. Have the student choose one thing to tell about Print A. (For example, “It has a cat.”)
3. Lead the student in reading the sentence, filling in the blank with “has a cat”. The second blank is filled in with “does not have a cat” (or other appropriate language).

Print A has a cat and print B does not have a cat.

Challenge students to get specific. Encourage them to use art vocabulary from previous lessons. Help students to notice the differences in media and style.

Print A has bright colors and print B does not have bright colors.

Print A has people and print B does not have people.



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	2
Unit:	Painting
Lesson Title:	Mondrian Loves Lines
Connections/Integration:	Math
Duration:	2 class sessions
Grade Level Indicators:	AK1C3, AK3A3

PRE-ASSESSMENT

Short Answer:

1. Why didn't Mondrian use any curved or zigzag lines in this painting? **GLI AK1C3**
Possible answer: He loved straight lines best of all.

Multiple Choice:

2. What colors did Mondrian use in his art? **GLI AK1C3**
- Primary colors: red, yellow, and blue
 - All the colors of the rainbow
 - He didn't use color
 - Brown
- Answer: a**

Extended Response:

3. Explain what is different about Mondrian's style. **GLI AK3A3**

Possible answer: He only uses straight lines and three colors. He loves lines so much that that's all he makes. He loves yellow, red and blue.

4 Point Rubric:

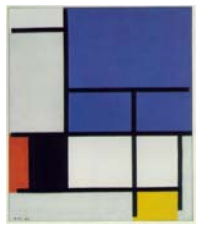
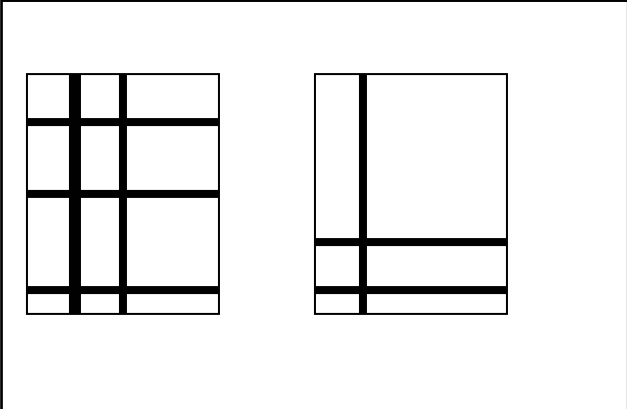
- Student answers question using two or more sentences or ideas.
- Student answers question with one sentence or idea.
- Student gives one or two word answer to the question but does not use a complete sentence.
- Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

GLI AK1C3 Recognize that people create works of art and art objects for different purposes.	
Proficient:	Students are able to recognize that people create works of art and art objects for different purposes.
Emerging:	With peer and teacher assistance students are able to recognize that people create works of art and art objects for different purposes.
Advanced:	Independently students are able to recognize that people create works of art and art objects for different purposes.
GLI AK3A3 Recognize the similarities and differences between artistic styles.	
Proficient:	Students are able to recognize the similarities and differences between artistic styles.
Emerging:	With peer and teacher assistance students are able to recognize the similarities and differences between artistic styles.
Advanced:	Independently students are able to recognize the similarities and differences between artistic styles.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Tempera painting with construction paper pieces
Materials/Media:	<ul style="list-style-type: none"> • White drawing paper 18 x 18 • Pencils • Strips of black construction paper 18 x 1 (approximately 4 per child) • Glue • Tempera paint in primary colors
Theme/Culture:	European
Resources:	<p>Print:</p> <ul style="list-style-type: none"> • Piet Mondrian (Arts Resource Center). <p>Scholastic Art:</p> <ul style="list-style-type: none"> • <i>Piet Mondrian</i>, March 2005 (Arts Resource Center)
Vocabulary:	Mondrian, Straight lines, Horizontal, Vertical, Primary colors (Red, Yellow, Blue)
<p>Processes/Procedures:</p> 	<p>Day One</p> <ol style="list-style-type: none"> 1. Show pictures of Mondrian's paintings. Explain to students that he started out painting flowers, landscapes, and people but he grew to love straight lines. He started leaving out any lines that were not straight. He only painted straight lines. 2. Hold up a black cut paper line. Hold it vertically. Tell students that vertical is up and down. Have students hold their arms vertically (straight up over their heads or down by their sides). 3. Next hold another black cut paper line horizontally. Have students hold their arms out horizontally. Repeat until students understand the two directions. Check for understanding. 4. Tell students they are going to use straight black lines like Mondrian. Some of the lines will be horizontal, some will be vertical. Demonstrate how they will glue the black cut paper lines onto their paper creating smaller rectangles and squares. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;">  </div> <ol style="list-style-type: none"> 5. Choose a student to come up and trace his/her finger over the horizontal lines of your teacher example. Choose another student to trace a finger over the vertical lines. 6. Choose a student to come up and trace his/her finger around the perimeter

of the white squares and rectangles created by the intersecting black paper strips.

7. Pass out white drawing paper and pencils. Have students write their names on the paper. Collect pencils.
8. Tell students it's their turn to create designs like Mondrian. Pass out black paper strips. Allow students some time to experiment moving the strips into different compositions. Tell students some lines should be horizontal and some lines should be vertical. Encourage students to look for the squares and rectangles created by the black strips. Move about the room checking. Ask students questions that reveal evidence of thinking.

“How can you place your black strips to create the most squares”?

“Which arrangement do you like best”?

“Are some of your squares and rectangles large”?

“Are some of your rectangles small”?

“Is there one huge square or rectangle”?

“How many different ways are there to create designs with these strips of paper”?

9. After students have tried a few arrangements, pass out glue. Have students glue their strips in place. Encourage neatness. No strips can go off the page. Check.
10. Announce clean-up. Tell students they will paint next week. If glue is too wet collect work in drying rack.

Day Two: Painting Primary Colors

1. Display two Mondrian prints. Review Mondrian prints from last class time. Choose a student to come up and trace a finger over the vertical black lines. Choose another student to come up and trace a finger over the horizontal black lines. Choose a third student to come up and trace a finger over the white squares and rectangles.
2. Point to Mondrian's paintings. Ask, “What colors does Mondrian use”? Answer: Red, yellow, blue.

Say, “These three colors have a last name. It is Primary. Red, yellow, and blue are the primary colors. You can think of them living in the same family. It is the Primary family”.

Say, “Yellow has a last name. It is....” Students answer in unison, “Primary”.

Say, “Blue has a last name. It is....” Students answer in unison, “Primary”.

Say, “Red has a last name. It is....” Students answer in unison, “Primary”.

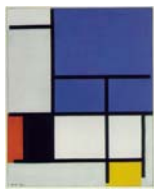
3. Demonstrate how to paint three areas, each a different primary color. Emphasize how to wash the brush to avoid mixing colors. Show students how to pull the brush so it leaves a neat edge. Remind students not to get paint on the black lines.

	<p>Ask, “Did Mondrian fill in all the squares and rectangles with primary colors”? Answer: No. “How many areas will you paint blue”? Answer: One “How many areas will you paint red”? Answer: One “How many areas will you paint yellow?” Answer: One</p> <p>Have students look at their work and think about which areas they will paint in.</p> <ol style="list-style-type: none"> 4. Pass out paints, brushes and water bowls. 5. Walk around encouraging neatness and reminding students to choose one area to paint red, one area to paint blue, and one area to paint yellow. 6. As students work, make positive comments about their work. <p>“Mondrian would love your shapes”. “I love how you are painting so carefully.”</p> <ol style="list-style-type: none"> 7. Announce clean-up. Students will put their work in the drying rack and take them home later.
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions.

RETEACH

- For students having a difficult time recognizing that people create works of art and art objects for different purposes, the teacher can explain why Mondrian made art and ask students to give reasons why they make art.
- For students struggling with recognizing the similarities and differences between artistic styles, the teacher can place one of Mondrian’s artworks next to another image. Using a Venn diagram, the students can discuss things that are the same and different. The teacher will fill in answers appropriately on diagram.

EXTENSIONS AND RELATED LESSONS



Art Express Teacher’s Edition, Green, page 89: Visual Rhythms



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	3
Unit:	Sculpture
Lesson Title:	Styrofoam Sculpture
Connections/Integration:	Science: Ecology, Recycling
Duration:	One class period
Grade Level Indicators:	AK5C3

PRE-ASSESSMENT

Short Answer:

1. Can an artist make artwork that can be looked at from all sides? **GLI AK5C3**

Possible answer: Yes. Sculpture can be looked at from all sides.

Multiple Choice:

2. How can an artist make sculpture without buying the needed art materials? **GLI AK5C3**

- a. The artist could draw instead.
- b. The artists can use recycled materials.
- c. The artists could paint with old house paint.
- d. Artists can watch T.V.

Answer: b.

Extended Response:

3. Explain what sculpture is. **GLI AK5C3**

Possible answer: Sculpture is art that is built. You can use recycled materials. That is good for the environment. You can look at sculpture from all sides.

4 Point Rubric:

- 4 Student answers question using two or more sentences or ideas.
- 3 Student answers question with one sentence or idea.
- 2 Student gives one or two word answer to the question but does not use a complete sentence.
- 1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

GLI AK5C3 Create artwork that explores a central theme across disciplines.	
Proficient:	Students are able to create artwork that explores a central theme across disciplines. Students are able to create a sculpture with the theme of recycling.
Emerging:	With peer and teacher assistance students are able to create artwork that explores a central theme across disciplines. With peer and teacher assistance students are able to create a sculpture with the theme of recycling.
Advanced:	Independently students are able to create artwork that explores a central theme across disciplines. Independently students are able to create a sculpture with the theme of recycling.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
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<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
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SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Sculpture with recycled materials
Materials/Media:	<ul style="list-style-type: none"> Styrofoam bases 1 inch thick cut into pieces 4 inches x 7 inches. Large pieces of Styrofoam can be purchased at craft stores. Buy a cutting tool at the craft store. It will be a good investment. Pipe cleaners, scrap wire, toothpicks, popsicle sticks 2 inch paper triangles with a hole punched in center beads, brightly colored straws straws cut into 1 inch pieces (to be used as beads), feathers, etc.
Theme/Culture:	Sculpture
Resources:	<i>Art Express</i> , Grade Two (Red). <ul style="list-style-type: none"> Teacher’s Edition and Big Book p. 96.
Vocabulary:	Sculpture
Processes/Procedures:	<p>Note: Before class, write students’ names on Styrofoam bases using pieces of tape. Prepare one tray of sculpture building materials for each table. Cardboard box lids work well for trays.</p> <ol style="list-style-type: none"> 1. Show students <i>Art Express Teacher’s Edition, Red</i>, page 96. Use the Big Book if it is available. Discuss the questions listed. 2. Show teacher example. Point out that the piece of Styrofoam is the base. Show students how each of the materials has been pressed into the base. Additionally demonstrate how the pieces can easily be reassembled into new configurations. Tell students they will make their own sculpture. They will be able to look at it from all sides. 3. Demonstrate how to attach the materials you have collected to the Styrofoam. This step will vary depending on what materials you are able to find. Using wire or pipe cleaner show students how they can spiral one end then stick the other end into the Styrofoam base. Wires can be twisted around straws, or Popsicle sticks, pipe cleaners can be inserted into straws, scrap paper shapes can be used as flags. 4. Begin by passing out one pipe cleaner to each student. Challenge students to twist it, bend it, and fold it keeping one end straight to stick into the Styrofoam base. Share student responses. 5. Pass out bases. As students stick their pipe cleaner into their bases, pass out trays of materials. Instruct students to politely choose one material from the tray and pass it to the next person. This prevents students from hoarding, grabbing and arguing over materials. <p>After all students have chosen materials, place the tray in the center of the table. Students may choose a few materials at a time and use as much as they would like. Encourage thoughtful choices. Refill materials as necessary.</p> <ol style="list-style-type: none"> 6. Suggest sculptures may begin to look like something. As students work, share some of the evolving ideas. For example: <ul style="list-style-type: none"> John said, “Mine looks like a playground.” Juanita said, “Mine looks like some kind of machine. I’m going to call it <i>Fireworks Machine</i>”.



	At the end of class have a more formal sharing time so students can share the titles for their sculptures.
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions.

RETEACH

- For students who struggle with creating an artwork that explores a central theme across disciplines, the teacher can have students choose another subject they enjoy in school and see how they could incorporate it into an art project (i.e., If the student likes to read, he or she could create an artwork using words. If the student enjoys math, the student could use numbers or patterns in a project).

EXTENSIONS AND RELATED LESSONS

- Sculpture, *Art Express Red*, page 98 *Sculptures of People*
- Sculpture, *Art Express Yellow Teacher's Edition*, page 94



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	3
Unit:	Clay
Lesson Title:	Texture Slabs
Connections/Integration:	Science
Duration:	2 class sessions
Grade Level Indicators:	AK2A1

PRE-ASSESSMENT

Short Answer:

1. Raise your hand if you know how to make textures in clay. **GLI AK2A1**

Multiple Choice:

2. How can artists use found objects when working with clay? **GLI AK2A1**
 - a. Artists can press found objects into clay to make textures.
 - b. Artists can glue found objects to wet clay.
 - c. Artists don't use clay.
 - d. Artists don't like found objects.

Answer: a

Extended Response:

3. Explain how an artist could use found objects when working with clay. **GLI AK2A1**
Possible answer: Artists can press objects into clay. It will make a texture. The textures look interesting.

4 Point Rubric:

- 4 Student answers question using two or more sentences or ideas.
- 3 Student answers question with one sentence or idea.
- 2 Student gives one or two word answer to the question but does not use a complete sentence.
- 1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

GLI AK2A1 Explore and experiment with a variety of art materials and tools for self-expression.	
Proficient:	Students are able to explore and experiment with a variety of art materials and tools for self-expression.
Emerging:	With peer and teacher assistance students are able to explore and experiment with a variety of art materials and tools for self-expression.
Advanced:	Independently students are able to explore and experiment with a variety of art materials and tools for self-expression.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
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SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Clay texture tile
Materials/Media:	<ul style="list-style-type: none"> • Paper bag with three or four objects that have obvious textures (feather, smooth rock, rough tree bark, velvet cloth). • Red clay • Assortment of found object tools for making textures in clay such as plastic utensils, paper clips, buttons, shells, tooth picks, kitchen tools. You will need one found object for each child. • Clay mats • Trays for each table (to hold found objects) • Leather cords 12 inches long for hanging fired slabs
Theme/Culture:	Clay
Resources:	<i>Art Express</i> , Grade Two (Red). <ul style="list-style-type: none"> • Teacher's Edition, p. 90.
Vocabulary:	Clay, Texture, Found objects
Processes/Procedures:	<ol style="list-style-type: none"> 1. Begin with the <i>Motivate</i> activity in the Teacher's Edition, on page 90. Place objects that have different textures in a bag. Invite children to reach into the bag and touch an object. Have them use words that describe how the object feels without naming it. 2. Show students page 90 in the big book. Read the text aloud. Discuss the questions. Ask additional questions listed under <i>Critical Thinking Questions</i>. 3. Tell students they will make their own textures in clay. Show them some of the found objects. Ask, "Do you think this will make a texture in clay"? 4. Demonstrate making textures with various found objects. Show students results. Tell students they will use found objects to make their own textures in clay. 5. Show students how to press a softball size hunk of clay into a slab. Slabs should be one inch thick. 6. Pass out mats. Pass out softball sized hunks of clay. Instruct students to form a clay slab. Circulate the room to check the thickness of slabs. Remind students to keep the clay slab on the mat to avoid sticking to table. 7. Pass out trays containing found objects. Have students begin pressing found objects into clay slabs. Encourage students to watch each other and compare their results as they proceed. <p style="text-align: center;">Students may trade found objects at each table. Avoid students getting up to trade with other tables unless you have a very mature group of kindergartners.</p> <ol style="list-style-type: none"> 8. As students work, the teacher writes student names on the backs of each slab. 9. Collect slabs as students finish. Encourage students not to over work their clay. 10. Announce clean up. Instruct students where to put the trays of found objects and the clay mats. 11. Choose one student to pass out damp sponges to those who are seated and have all materials put away.



	<p>12. Conclude with a sharing time about the process. Describe the drying and firing process.</p> <p>13. After class poke holes in each slab to hang with a leather cord after firing. Use a pencil to poke holes and make sure holes are large enough to account for clay shrinking during firing.</p>
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions.

RETEACH

- For students having difficulty exploring and experimenting with a variety of art materials and tools for self-expression, the teacher can provide them with additional experiences with textures. Students can use items from the texture bag or look for more textures in the room. If the student still does not understand the concept, allow him or her to do a crayon rubbing of the sole of a shoe.

EXTENSIONS AND RELATED LESSONS

- Related lesson: Kindergarten lesson titled *Textures all Around*.
- When students are finished the teacher pokes holes all around the perimeter of the clay texture slab with a pencil. Instead of hanging with a leather cord students will use pipe cleaners to lace in and out of the holes. Students can use the pipe cleaners to build a pipe cleaner sculpture using the clay texture slab as a base. Beads and cut straws could also be used. See kindergarten lesson titled *Styrofoam Sculpture*.



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	4
Unit:	Collage
Lesson Title:	My Textured House
Connections/Integration:	Social Studies, Literature, Geometry
Duration:	6 art class sessions
Grade Level Indicators:	AK5C3

PRE-ASSESSMENT

Short Answer:

1. Does everyone live in the same type of home? **GLI AK5C3**

Answer: no

2. Does your house have a painted design all over it?

Answer: no

Multiple Choice:

3. *Ndebelle* people (choose one): **GLI AK5C3**

- a. live in painted houses
- b. live in modern sky scrapers
- c. live in clouds
- d. live in tree houses

Answer: a.

Extended Response:

4. We read the story *My Painted House, My Friendly Chicken and Me*. Describe how the houses in the story look. **GLI AK5C3**

Possible answer: The houses in the story have beautiful shapes painted all over. They are bright colors and have shapes. There are squares and rectangles and triangles in the house designs.

4 Point Rubric:

- 4 Student answers question using two or more sentences or ideas.
- 3 Student answers question with one sentence or idea.
- 2 Student gives one or two word answer to the question but does not use a complete sentence.
- 1 Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY

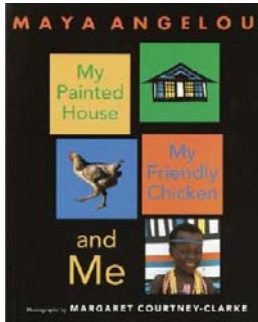
GLI AK5C3 Create artwork that explores a central theme across disciplines.

Proficient:	Students are able to create artwork that explores a central theme across disciplines.
Emerging:	With peer and teacher assistance students are able to create artwork that explores a central theme across disciplines.
Advanced:	Independently students are able to create artwork that explores a central theme across disciplines.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
<p>2. CREATIVE EXPRESSION AND COMMUNICATION: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	<p>Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.</p> <p>1. Explore and experiment with a variety of art materials and tools for self-expression. (AK2A1)</p> <p>2. Identify and name materials used in visual art. (AK2A2)</p>	<p>Use the elements and principles of art as a means to express ideas, emotions and experiences.</p> <p>3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). (AK2B3)</p>	<p>Develop and select a range of subject matter and ideas to communicate meaning in 2-D and 3-D works of art.</p> <p>4. Generate ideas and images for artwork based on memory, imagination and experience. (AK2C4)</p>	<p>Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <p>5. Select and share favorite, original artworks. (AK2D5)</p>
<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
<p>4. VALUING THE ARTS/ AESTHETIC REFLECTION: Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	<p>Apply basic reasoning skills to understand why works of art are made and valued.</p> <p>1. Reflect on and ask questions about why people make art. (AK4A1)</p>	<p>Form their own opinions and views about works of art and discuss them with others.</p> <p>2. Recognize that people have different viewpoints about works of art. (AK4B2)</p>	<p>Distinguish and describe the aesthetic qualities in works of art.</p> <p>3. Notice and point out different ways that an artwork expresses a feeling or mood. (AK4C3)</p>	
<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	2-D paper house with background and frame
Materials/Media:	<ul style="list-style-type: none"> • Six inch square construction paper- one for each child to be used for the house • Pre-cut triangles to be used for the roof. • Paper crimper (can be purchased in Sax catalog). A paper crimper is a hand held tool that will crimp regular paper into corrugated paper. Cut the roof triangle papers to the desired size, and roll them through the paper crimper to get a roof texture. • Texture plates (Sax catalog or make your own. See <i>NOTE</i> below) • Brightly colored paper strips ½ inch x 6 inches • Patterned or textured papers 2 inches x 3 inches for doors (sand paper, wrapping paper, crimped paper, burlap, etc.) • Paper for windows 1 1/2 x 1 ½, three or four per student • 12 x 18 paper for landscape • White paper 3 x 5 inch for child and chicken drawings • markers • Glue • Scissors • Sand • Blue and white paint • Paint brushes • Water bowls • Metallic crayons • Bug stamps (store bought) and ink pads • Cotton balls, plastic jewels
Theme/Culture:	<i>Ndebelle</i> , South Africa
Resources:	<p><i>Art Express: Grade Two (Red book).</i></p> <ul style="list-style-type: none"> • <i>Teacher's Edition</i>, p. 96. • <i>Big Book</i> p. 64-65, 82-83. <p>Books:</p> <ul style="list-style-type: none"> • <i>My Painted House, My Friendly Chicken, and Me</i>, Maya Angelou. • <i>Feely Bugs</i>, David A. Carter.
Vocabulary:	texture, horizon line, landscape, light colors
Processes/Procedures:	<p>Day One: Texture House</p> <ol style="list-style-type: none"> 1. Show students the book <i>My Painted House, My Friendly Chicken, and Me</i> by Maya Angelou. This book tells the story of an <i>Ndebelle</i> girl who lives in a painted village in South Africa. If this book is not available, print your own images of the <i>Ndebelle</i> people (South Africa) from the internet. You will find lots of images of their beautiful houses and many of them will have a dog, goat, or chicken in them. Your photos should give students the idea that these houses are far away in a region that has a different way of life.



2. Tell students “This story is about a little girl close to your age. As I read it notice the type of house she lives in.”
3. Read story. Ask, “Does her house look like your house?” “How is it different?” Answer: Her house is painted with shapes.
4. Ask, “How can you tell this little girl lives far away from Columbus, Ohio?” Answer: Her clothes and her house are not like ours.
5. Ask “What things in the little girl’s life are similar to your life?” Answer: She has pets, she goes to school, and she has friends.
6. “Do you think her house is pretty, or unusual? Would you like to live in a house like hers? Imagine if the houses in our neighborhoods were painted with beautiful designs. We are going to make a beautiful house.”

Show teacher example. You are going to use what you know about making crayon texture rubbings to begin your house today. We will finish it next class time.

7. Pass out colored paper squares for the houses. Pass out baskets of crayons. Have students write their names on the back.
8. Demonstrate how to use texture plates to create a texture design on the house. Pass out texture plates or found objects for textures.

NOTE: You can make your own texture plates by gluing found textures to cardboard pieces. Collect objects like coins, combs, large paper clips, shoe tread etc. Hot glue each object to a 4 X 4 piece of cardboard. These make great texture plates and can be used for many lessons.

Have students cover their papers with textures. Encourage using multiple colors for a more interesting design. Have students notice how many colors the *Ndebelle* houses have.

Tell students not to worry about doors or windows. We will add them later.

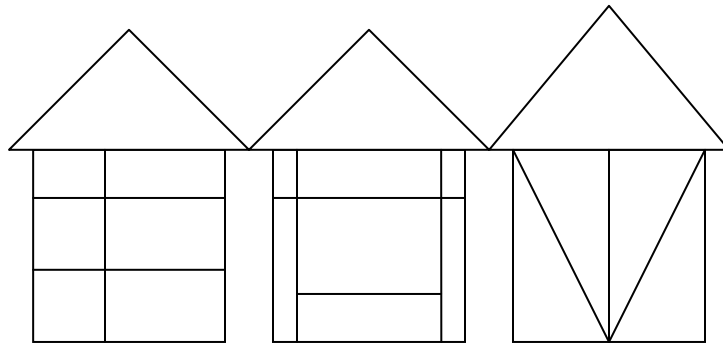
9. As students are working go to each table and demonstrate rolling the roof triangle through the crimper. Give each child a crimped roof. Have them glue it in place overlapping the house paper.

Day Two: Geometric designs on houses

1. Review pictures in books: *My Painted House*, *My Friendly Chicken*, and *Me* by Maya Angelou and *Feely Bugs* by David A. Carter. Review the word *texture* and remind students how they created the crayon textures on their houses.
2. Show students a picture of an *Ndebelle* house. Tape it to the board. Tape a sheet of clear transparency over the picture (or a piece of laminating film). Ask students to look for squares in the painted house design. Choose one student to come up and trace a finger over the squares. Using a black Sharpie marker, trace the squares the child just pointed out. Repeat for the rectangles and triangles in the house design. Remove the clear sheet to show students the geometric design consisting of squares, triangles, and rectangles. Explain to students that our next job is to create

designs on our houses using squares, triangles, and rectangles.

- Using the thin strips of paper, demonstrate how to create a geometric pattern of squares, rectangles, and triangles by gluing them onto the house. Quiz students as to the names of the shapes as you demonstrate each one. Remind students that they have learned about these three shapes in Math. Give students three strips of paper to glue over their houses creating a design of squares, rectangles, and triangles. Caution students not to cover up all of the crayon textures.



- As students are working pass out pre-cut rectangles and squares for doors and windows. Tell students to carefully consider where to glue windows and door. Remind them that less is more.
- Show students teacher example. Point out the background. Explain that students will begin the background next class time. Collect houses. Save for next class time.

Day Three: Students paint sky of landscapes

- Show students *Art Express Red Big Book*, page 64-65. Read the text aloud and discuss the questions. Check to be sure students understand what horizon line and landscape mean. Tape a large piece of drawing paper on the board. Using the instructions for *In the Studio* on page 65, draw a horizon line on the paper. Be sure all students can see what you are drawing. Fill in the sky with suggestions from students by drawing with crayon. Do the same for the land. Explain that today they will begin their own landscapes. They will use paint.
- Show students how to draw a straight horizon line across the paper. Discuss the landscapes in *My Painted House*, *My Friendly Chicken*, and *Me* by Maya Angelou. Ask, "To show the African landscape in the book, should the horizon line be straight or should it show mountains?" Answer: Straight.
- Pass out paper and pencils. Check to be sure students are using their paper horizontally. Have students draw the horizon line and write their name on the bottom edge of the paper. Collect pencils.
- Turn to *Art Express Red Big Book*, page 82. Have students turn and look up at the board. Show students page 82. Read the text aloud and discuss the question. Tell students they will be painting. Demonstrate the *In the Studio* activity; *Using Light and Dark Values*. Using blue and white paint show students how they can paint a light blue sky for their landscape. Show students a finished painted sky. Encourage different values of blue.

5. Pass out blue and white paint on paper plates. Choose a student to pass out paint brushes. As students begin working pass out a water dish for each table. Instruct students to use a drop of water on their brush if the paint is too sticky. Encourage students to fill the whole page. Tell students their sky has to come down and kiss the horizon line. Have students look outside to see how the sky kisses the horizon line. Tell students they will finish the ground next class time.
6. Announce clean-up. Establish a one-way street so students are not bumping into each other. Students leave their brushes in the water bowls. Have students follow the one-way street to bring their wet paintings to the drying rack. Choose one table at a time to do this. Students return to their seats.
7. Teacher collects water bowls. Students throw paper plates in the trash. Follow the same one way street to do this.
8. Choose one student to pass out damp sponges or baby wipes for clean-up.

Day Four: Students make sandy ground for landscape

1. Pass back work. Review *My Painted House*, *My Friendly Chicken*, and *Me* by Maya Angelou. Review the vocabulary words: landscape, horizon line, texture. Tell students we will make the ground a sandy texture to look like it does in the book. Demonstrate how to color the ground with brown and tan crayons. Encourage students to cover the whole page. Use texture plates to add interest to the ground.
2. Finish the ground with sand. Demonstrate how to brush a bit of glue over the crayon and sprinkle sand on it.
3. As students finish the crayon, pass out cups of glue and stiff brushes. Students paint the glue where they want the sand to stick. The teacher walks around with the sand and sprinkles it for the students.
4. Pass back houses. Glue houses to landscape.
5. Put work in drying rack to dry.

Day Five: Students add chicken or *Ndebelle* child

1. Review the book. Ask students which is their favorite, the chicken or the little child wearing the beads. Students will draw their favorite *character* from the book. If students would rather draw another pet or themselves wearing beads they can.
2. Demonstrate how to draw chickens. Demonstrate how to draw a child with beads. Demonstrate how to color in and cut out the drawings. Be prepared to assist some students with cutting. Remind students to cut away from the drawn line leaving a thin margin. This prevents arms and legs from getting cut off. This type of cutting can be called bubble cutting.
3. Pass out small white paper for chicken or child drawings. Pass out markers.
4. As students work pass back houses and landscapes. Set aside. As students finish, assist them in gluing the house and chicken to the landscape.
5. Frame: Metallic crayon rubbings with cut paper triangles and squares for border.

Day Six: Frame

1. Tell students they will finish their beautiful houses by making a frame for

	<p>it. Review <i>Feely Bugs</i> by David A. Carter. Review texture rubbings. Demonstrate how to use the texture plates on the perimeter of a black 18 x 24 inch paper.</p> <ol style="list-style-type: none"> 2. Pass out paper, crayons, and texture plates. Students begin texture rubbings. 3. As they finish, pass out bug stamps and ink pads. Students can stamp a few bugs on the frame. Staple students landscape with house to the frame. 4. Give students brightly colored 1-inch triangles and squares. 5. Students use glue to attach the triangles and squares for additional embellishments to the frames. 6. Students add further embellishments with glue: cotton balls for clouds, plastic jewels for door knobs. Share student work. <p>Compare the work of two students and discuss what is the same and what is different about them.</p> <p>Have students think about buildings or houses in the neighborhood of the school in terms of what they have in common and what is unique to each.</p>
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLI's and pre-assessment questions.

RETEACH

- To help struggling students in creating artwork that explore a central theme across disciplines, the teacher can have students further study the concept of home and houses by researching different types of dwellings made by various cultures (i.e., igloo, teepee, adobe structures, etc.)

EXTENSIONS AND RELATED LESSONS

- The kindergarten lesson titled *Textures All Around* relates to this lesson.
- Look at the architecture of different types of homes. Draw students own houses.



Columbus City Schools
Curriculum Guide
Visual Art – Elementary K-5

Grade Level:	Kindergarten
Grading Period:	Any
Unit:	Art Criticism
Lesson Title:	You Be the Judge
Connections/Integration:	Writing fact verses opinion
Duration:	One class period
Grade Level Indicators:	AK5D4, AK3C6, AK2D5, AK4B2

PRE-ASSESSMENT

Short Answer:

1. What is a museum? **GLI AK5D4**
Possible answer: A museum is a place that displays artwork.
2. Do all people like the same art work?
Answer: No

Multiple Choice:

3. How do artists share their work? **GLI AK5D4**
 - a. They put it under the bed.
 - b. They keep it locked up.
 - c. They put it in museums.
 - d. They don't show their work to anyone.**Answer: c.**

Extended Response:

4. What would it be like to go to an art museum? What would you see? How should you act?
GLI AK5D4
Possible answer: I would see artwork by artists in a museum. I can not touch the art in a museum.
I can not run in a museum.


4 Point Rubric:

4	Student answers question using two or more sentences or ideas.
3	Student answers question with one sentence or idea.
2	Student gives one or two word answer to the question but does not use a complete sentence.
1	Student gives no response.

CLASSROOM EVIDENCE/LEVELS OF MASTERY	
GLI AK2D5 Select and share favorite, original artworks.	
Proficient:	Students are able to select and share favorite, original artworks.
Emerging:	With peer and teacher assistance students are able to select and share favorite, original artworks.
Advanced:	Independently students are able to select and share favorite, original artworks.
GLI AK5D4 Recognize when and where people create, observe and respond to visual art.	
Proficient:	Students are able to recognize when and where people create, observe and respond to visual art.
Emerging:	With peer and teacher assistance students are able to recognize when and where people create, observe and respond to visual art.
Advanced:	Independently students are able to recognize when and where people create, observe and respond to visual art.
GLI AK3C6 Select and share favorite visual works of art and tell their reasons for choosing them.	
Proficient:	Students are able to select and share favorite visual works of art and tell their reasons for choosing them.
Emerging:	With peer and teacher assistance students are able to select and share favorite visual works of art and tell their reasons for choosing them.
Advanced:	Independently students are able to select and share favorite visual works of art and tell their reasons for choosing them.
GLI AK4B2 Recognize that people have different viewpoints about works of art.	
Proficient:	Students are able to recognize that people have different viewpoints about works of art.
Emerging:	With peer and teacher assistance students are able to recognize that people have different viewpoints about works of art.
Advanced:	Independently students are able to recognize that people have different viewpoints about works of art.

STANDARDS	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<p>1. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	<p>Recognize and describe visual art forms and artworks from various times and places.</p> <p>1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. (AK1A1)</p>	<p>Identify art forms, visual ideas and images and describe how they are influenced by time and culture.</p> <p>2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions. (AK1B2)</p>	<p>Identify and describe the different purposes people have for creating works of art.</p> <p>3. Recognize that people create works of art and art objects for different purposes. (AK1C3)</p>	<p>Place selected art exemplars chronologically in the history of Ohio, the U.S. or North America and describe how they contribute to and reflect the time period.</p> <p>4. Use words or pictures to tell how art is made by selected artists. (AK1D4)</p>
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<p>3. ANALYZING AND RESPONDING: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	<p>Identify and describe the visual features and characteristics in works of art.</p> <p>1. Respond to artworks by pointing out images and subject matter. (AK3A1)</p> <p>2. Relate their own experiences to what they see in works of art. (AK3A2)</p> <p>3. Recognize the similarities and differences between artistic styles. (AK3A3)</p>	<p>Apply comprehension strategies (e.g. personal experience, art knowledge, emotion, perceptual and reasoning skills) to respond to a range of visual artworks.</p> <p>4. Ask and answer questions about the main ideas and stories in artworks. (AK3B4)</p> <p>5. Describe how selected artworks make them feel, and use examples from the works to explain why. (AK3B5)</p>	<p>Contribute to the development of criteria for discussing and judging works of art.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them. (AK3C6)</p>	
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<p>5. CONNECTIONS, RELATIONSHIPS AND APPLICATIONS: Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	<p>Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <p>1. Use visual symbols to represent the rhythms, beats and sounds they hear in music. (AK5A1)</p>	<p>Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <p>2. Connect words and images by sketching or illustrating a favorite part of a story. (AK5B2)</p>	<p>Create and solve an interdisciplinary problem using visual art processes, materials and tools.</p> <p>3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture). (AK5C3)</p>	<p>Describe how visual art is used in their communities and the world around them and provide examples.</p> <p>4. Recognize when and where people create, observe and respond to visual art. (AK5D4)</p>

SUGGESTED TEACHING STRATEGIES AND ACTIVITIES

Product:	Activity game to be played in museum galleries or in school's art displays
Materials/Media:	<ul style="list-style-type: none"> • An index card for each child with a heart drawn on one side. This card will indicate the pieces of art the child loves. • An index card for each child with a strike line drawn through the heart. This card will indicate the pieces of art the child does not like. • 25-30 art prints or pieces of student-made art by students in another class.
Theme/Culture:	Valuing, Judging
Resources:	<i>Art Express: Grade Two (Red book).</i> <ul style="list-style-type: none"> • Teacher's Edition, p. 20. • Home Letter, p. R48. • Big Book p. 20.
Vocabulary:	museum, art show
Processes/Procedures: 	<ol style="list-style-type: none"> 1. Show students <i>Art Express-Red Big Book</i> page 20. Discuss the questions in the <i>Teacher's Edition, Connections</i>. 2. Take students to a place in the school where art work is displayed such as the art room or library. Before going, review the rules for looking at art. 3. Give each child a card with a heart on it. Explain that this symbol represents love. This card will be used to indicate the piece of art that students love. Have students write their names on their cards. 4. Give each child a card with a heart and strike line drawn through it. Explain that this symbol represents art work students don't like. This card will be used to indicate the piece of art work that students don't like. Have students write their names on their cards. 5. Allow students to spend some time looking at the art work displayed. After careful consideration students place the card indicating the art they love next to that piece of artwork. (Students who have already mastered the concept can create a chart to tally the class responses.) 6. Call class together and discuss the different choices students made. Ask: <ul style="list-style-type: none"> • Did everyone choose the same piece? • Why didn't everyone choose the same piece? • Call on a student. Why is this piece of art your favorite piece? • Which pieces of art work seem to be more popular? 7. Repeat step 5 for the pieces of art work students don't like.\ 8. Explain that it is important for us to think about what we like and why we like it. Artists do this to make their art work better. Collect cards.
Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions.

RETEACH

- For students struggling to select and share favorite, original artworks, the teacher can form triads so students have other people to help them make decisions about artworks.
- To help students recognize when and where people create, observe and respond to visual art, the teacher can access a museum website and take a virtual tour using an LCD projector to show an

example of a place people see and respond to art.

- To assist students in recognizing that people have different viewpoints about works of art, the teacher can play a game using thumbs up and thumbs down hand signals. When the teacher holds up an art print, the students can decide whether or not they like the work by showing the matching hand signal.

EXTENSIONS AND RELATED LESSONS

- This lesson could be used as a way to analyze students' own art work or the art work of others (fellow students or professional artists).
- Use this lesson for students to analyze their own art work. Have students look at three or more pieces of their own finished art work. Label them with one of the two cards.

Assessment:	Teacher uses <i>Assessment Rubric for Visual Arts</i> (page 19) for the product and procedures based on the GLIs and pre-assessment questions. Self Assessment Rubric.
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RETEACH

- Teacher can work individually with students having difficulty describing the different ways that art elements are used and organized in artworks including their own. Teacher talks individually with the student. They can repeat an art element and then ask the student where that element is in their artwork. Continue with the process until the student gets the hang of it.
- For students having difficulties using basic self assessment strategies to improve artworks (e.g. make revisions and reflect on the use of art elements,) teachers should have students pair-up with another student. The students can take turn assessing each others' artwork. It may help to hear another student listing good qualities about their artwork as well as those needing improvement.

EXTENSIONS AND RELATED LESSONS

- Take an educational study trip to Columbus College of Art & Design and watch a printing press being used.
- Study the printing techniques of wood cuts, intaglio, litho and silkscreen.

Kindergarten: Textiles: *Faith and Fabric*

Student Handout: Six Art Words (Copy onto transparency)

Color	Color	Color
Line	Line	Line
Shape	Shape	Shape
Glue	Glue	Glue
Fabric	Fabric	Fabric