



Topic	Concept/Goal	Skill	Activity/Resource
<p>ART PRODUCTION 2-D and 3-D Processes and Experiences</p>	<p>Explore creative process through drawing, painting, printmaking, ceramics, sculpture, and fiber</p> <p>Know appropriate media, methods and tools, and the artistic problem-solving process</p> <p>Know the difference between positive (figure) and negative (ground) space in art work</p> <p>Know basic types and uses of letter forms: block, Roman, Gothic, italic, etc.</p> <p>Expand upon an idea when making art</p> <p>Know that creating art is a dynamic process</p>	<p>Produce gesture and contour drawings from observation</p> <p>Use the concept of opacity and transparency</p> <p>Use proportional relationships and distortion</p> <p>Use basic fiber techniques to produce 2- and 3-D art forms: weaving, stitchery, appliqué, dyeing, printing, etc.</p> <p>Construct letter forms and incorporate them in graphic communication: poster, package, etc.</p> <p>Produce hand-built ceramic objects: pinch, coil, and slab methods</p> <p>Use processes to fix or change perceived mistakes</p>	<p>Summer activity drawing in ink</p> <p>Linear perspective study</p> <p>Sculpture carving</p> <p>Papier-mâché masks</p> <p>Food packaging design</p> <p>Fauvist portraits</p> <p>Charcoal drawing/gesture drawing</p> <p>Clay ocarinas and effigy pots</p> <p>Plexiglas color monoprints: representational and non-representational</p> <p>Pencil drawing of shoe</p> <p>Gesture drawing</p> <p>Foil relief sculpture</p>
<p>ELEMENTS OF ART AND PRINCIPLES OF DESIGN</p>	<p>Recognize and successfully employ elements and principles of design</p> <p>Know that proportion and distortion are principles of design</p> <p>Know that transition/gradation is a design principle that affects eye movement</p>	<p>Use expressive line quality</p> <p>Mix intermediate colors</p> <p>Use color to create focal points</p> <p>Use arrangements of elements to achieve balance</p> <p>Describe visual arrangements that portray certain elements as more/less important</p>	<p>Still-life painting/acrylic</p> <p>Self-portrait in pencil</p> <p>Self-portrait in acrylic</p> <p>Grandparents' Day invitations</p>

reactions/interactions with products



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<p>ART HISTORY, CULTURE, AESTHETICS AND CRITICISM</p>	<p>Further develop skills involving description, evaluation, and interpretation of art                      Understand that people have recorded experiences and expressed ideas visually throughout history                      Develop an understanding of the role of art in a social context                      Study and exhibit an awareness of cultural differences seen in functional and non-functional art forms</p>	<p>Continue to evaluate art work                      Identify local, state and regional artists                      Compare visual clues that influence the meanings of works of art                      Compare/interpret art works based on common themes                      Evaluating art                      Note the influence of materials on peoples' reactions/ interactions with products                      Describe the uses of visual images in television, film and advertising                      Describe how visual forms contribute to group identification</p>	<p>Group discussion of work and the process of creating a work                      Observation of works and discussion of the lives of artists in history and in various cultures                      Examine art-related information books</p>
<p>PERSONAL DEVELOPMENT</p>	<p>Continue to develop a positive self-concept about one's own work and recognize the value of the work of others: peers and artists                      Examine thought, emotion, problem-solving, and skill as part of the process of making art</p>	<p>Make conscious choices concerning art works using knowledge of art                      Continue to safely use and care for an expanding number of art tools and materials</p>	<p>Weekly art class</p>