



Dover Area School District Curriculum Cover Sheet

Grade: 6th-8th

Subject/Course Title: Art

Credit:

Course Description: The middle school art curriculum is a student-led, project-based curriculum designed to empower students to learn to make all the choices regarding their art experience. In the middle school art room, students are introduced to and work with a variety of art tools and materials. They are then able to determine subject matter and materials for their own artwork while utilizing extensive planning processes and reflection techniques. The art room is set up in various studio centers that the student is free to explore in order to create. There are underlying structures that allow students the freedom and responsibility to engage in their learning. Ultimately, students are able to experience an authentic creative process.

Instructional Resources: art tools and materials, iPads, Google Slides, YouTube, artist exemplars, student exemplars



**DASD Curriculum KUD
Middle School Art**

NCAS Correlation	PA Standards	Know		Understand	Do
<p>CREATING Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work</p>	<p>Standard - 9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>Elements Visual Arts: • color • form/shape • line • space • texture • value</p> <p>Principles Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony</p> <p>9.1.8.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media</p> <p>9.1.8.C Identify and use comprehensive vocabulary within each of the art forms.</p>	<p>Elements of Art Line Shape Color Texture Form Space Value</p>	<p>Principles of Design Contrast Balance Emphasis Repetition Proportion Movement Unity</p>	<p>People use the elements and principles of art as tools for artistic expression.</p>	<p>Use the Elements of Art to create a variety of artworks.</p>
<p>PERFORMING Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p>	<p>9.1.8.D Demonstrate knowledge of at least two styles within each art form through a performance or exhibition of a unique work.</p> <p>9.1.8.E Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F Explain works of others through performance or exhibition.</p> <p>9.1.8.G Explain the function and benefits of rehearsal and practice sessions.</p>	<p>Art has different styles, each identifiable with its own particular characteristics. Styles: Illustration, Animation, Collage, Pop Art, Contemporary, Abstraction, Expressionism, Surrealism, Op Art, Realism, Photorealism, Impressionism, Modern</p>	<p>Proportion Movement Unity Paint Draw Sculpt Craft Print Design Craftsmanship</p>	<p>Artists use different styles depending on their ideas and reasons for making art.</p>	<p>Identify and use at least two different styles of art.</p> <p>Create works that share a unifying theme or point of view.</p> <p>Create works for display and/or exhibition.</p> <p>While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.</p>



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Middle School Art**

NCAS Correlation	PA Standards	Know	Understand	Do
<p>CREATING Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>9.1.8.H Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.</p> <p>Analyze the use of materials. Explain issues of cleanliness related to the arts. Explain the use of mechanical/electrical equipment. Demonstrate how to work in selected physical space/environments. Demonstrate the selections of safe props/stage equipment. Demonstrate methods for storing materials in the arts.</p>	<p>Artists use and care for a variety of tools and materials to create art.</p>	<p>Understand artists use tools and resources to create art.</p>	<p>Use art tools and materials safely. Clean up art materials safely.</p>
<p>PERFORMING Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p>	<p>9.1.8.I Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.J Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, computerized lighting design).</p> <p>9.1.8.K Incorporate specific uses of traditional and contemporary technology in furthering knowledge and understanding in the humanities.</p>	<p>Artists display their work to share with others.</p> <p>Artists use a variety of tools to create art, both traditional and contemporary. Traditional: pencil, paint, paper, pastel, clay Contemporary: iPads, Printmaking Molds, Cameras</p> <p>Artists use both traditional and contemporary technology to share ideas through art.</p>	<p>The arts provide a method to understand and share ideas.</p> <p>Understand that traditional tools and contemporary tools can be used to create art.</p> <p>Understand that both traditional and contemporary technologies can be used to share ideas through artwork.</p>	<p>Create multiple artworks to share at an art event. Research locations of local art events.</p> <p>Use and explore traditional and contemporary tools to create art.</p> <p>Use and explore traditional and contemporary tools to share ideas through artwork.</p>
<p>CONNECTING Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>9.2.8.A Explain the historical, cultural and social context of an individual work in the arts.</p>	<p>Cultures have unique artistic traditions. Ex. Native American Pottery, Native American Weaving, African Weaving</p>	<p>Understand people express ideas through the arts based on traditions of their cultures.</p>	<p>Share ideas about cultural traditions through art making.</p>
<p>CONNECTING Anchor Standard #10. Synthesize and relate</p>	<p>9.2.8.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p>	<p>Artwork often reflects the events of the historical time period it belongs to.</p>	<p>Artwork can be used to make statements about current events of the time period.</p>	<p>Evaluate and relate artwork to historical events from a certain time period.</p>



**DASD Curriculum KUD
Middle School Art**

NCAS Corrolation	PA Standards	Know	Understand	Do
knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	9.2.8.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	Artworks have characteristics specific to the style, genre, or time period in which they were created.	Specific styles, genres, or time periods have artwork with similar characteristics.	Evaluate and relate artwork from specific styles, genres, or time periods.
	9.2.8.D Analyze a work of art from its historical and cultural perspective.	Historical and cultural perspectives can change how an artwork is viewed and interpreted.	Individual artworks can be interpreted in different ways depending on historical and cultural perspectives.	Look at and discuss works of art from certain historical or cultural perspectives.
	9.2.8.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)	Artwork can be created for different purposes depending on historical and cultural events.	Historical and cultural events can drive the creation of art.	Look at and discuss works of art that have impacted by historical or cultural events.
RESPONDING Anchor Standard #7. Perceive and analyze artistic work.	9.2.8.F Know and apply appropriate vocabulary used between social studies and the arts and humanities.	The arts and humanities and social studies use common vocabulary.	There is common vocabulary that can be used between the arts and humanites and social studies.	Use historically appropriate vocabulary when discussing artwork.
Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work.	9.2.8.G Relate works in the arts to geographic regions: Africa Asia Australia Central America Europe North America South America	Artwork from different geographic regions have specific characteristics in common.	Artists from a geographic region can have similar artwork (style, materials, function).	Look at and discuss artwork from different geographical regions.
	9.2.8.H Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	Famous PA artists: Warhol Haring Calder Koons Cassatt Eakins DeMuth Kline	Understand the characteristics of famous PA artists.	Identify the work of famous PA artists.
	9.3.8.A Know and use the critical processes in the examination of works in the arts and humanities. Compare and contrast Analyze Interpret Form and test hypotheses Evaluate/form judgments	Artists evaluate their own artwork and the work of others. We use the elements and principles to describe works of art.	Understand people make judgments about the quality of artwork.	Self-evaluate/judge artwork. Provide age-appropriate peer feedback.
	9.3.8.B Analyze and interpret specific characteristics of works in the arts within each art form.	People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.	There are formal and informal processes used to assess the quality of works in the arts.	Articulate personal thoughts and defend a position within a critique of their own artwork.
	9.3.8.C Identify and classify styles, forms, types, and genre within art forms.	All artwork can be grouped by styles, forms, types, and genres.	There are different ways to group artworks.	Group various artworks by styles, forms, types, or genres.



**DASD Curriculum KUD
Middle School Art**

NCAS Correlation	PA Standards	Know	Understand	Do
	<p>9.3.8.D Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p>	<p>Don't use "Good" instead use: Successful Area of Strength Element that works well Area of interest Draws our attention</p> <p>Don't use "Bad" instead use: Area that struggles Doesn't work well Poses an issues Confusing Needs attention Out of place</p>	<p>When critiquing and responding to artwork, there is specific vocabulary that should be used.</p>	<p>Use vocabulary when providing a critical response to peers.</p>
	<p>9.3.8.E Interpret and use various types of critical analysis in the arts and humanities -Contextual criticism -Formal criticism -Intuitive criticism</p>	<p>Contextual Criticism: a discussion of who made it, when and where it was made, its patronage and/or social purpose, and its cultural meaning and significance.</p> <p>Formal Criticism: the most important aspect of a work of art is its form – the way it is made and its purely visual aspects</p> <p>Intuitive Criticism: the use of sequential examination through comparison, analysis, interpretation, formation and testing of hypothesis and evaluation to form judgments.</p>	<p>There are formal and informal processes used to assess the quality of works in the arts.</p>	<p>Use different forms of critical analysis when viewing and discussing artwork.</p>
	<p>9.3.8.F Apply the process of criticism to identify characteristics among works in the arts.</p>	<p>Observing a work of art is an important part of understanding art and the visual world.</p>	<p>Understand comparing and contrasting works of art help develop an understanding of the visual world.</p>	<p>Compare and contrast two or more works of art.</p>
	<p>9.3.8.G Compare and contrast critical positions or opinions about selected works in the arts and humanities.</p>	<p>There are differing opinions on works in the arts depending on the viewer.</p>	<p>Understand comparing and contrasting opinions about works of art can help develop an understanding of the work and visual world.</p>	<p>Compare and contrast two or more opinions about artwork.</p>
	<p>9.4.8.C Describe how the attributes of the audience's environment influence aesthetic response.</p>	<p>The setting in which an artwork is displayed can affect the viewer's response to that work.</p>	<p>How and where an artwork is displayed can influence how a viewer responds to it.</p>	<p>View works of art from a variety of settings and share ideas of evaluation for different settings (urban, rural, suburban).</p>
	<p>9.4.8.D Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia during Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p>	<p>Artists must be able to describe their thoughts and defend their position in order to convey ideas through the arts.</p>	<p>Artists can use their art to make statements about current events of the time period.</p>	<p>Articulate personal thoughts and defend a position within a critique of their own artwork.</p>

**Dover Area School District Curriculum Pacing Guide
6th Grade and Art**

DAYS	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
1	Elements of Art & Principles of Design						
2							
3							
4							
5							
6							
7							
8		Drawing Project					
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15			Painting Project				
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17							
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21							
22				Ceramics Project			
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30							
31							
32					Printmaking Project		
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43							
44						Glaze	
45							
Year long concepts	Studio Habits: tool & material care, studio behavior expectations, craftsmanship, creativity, critical response, reflection						

DASD Middle School Art
Unit 1



Subject: Art

Grade Level: 6-8

Duration: 5 Class Periods

Key Learning

The skills and techniques of the elements and principles of art can be learned, studied, refined and practiced.

Unit Essential Question:

What are the Elements and Principles of Art?

Identified Standards Addressed in the Unit:

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #3: Refine and complete artistic work

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

Anchor Standard #6: Convey meaning through presentation of artistic work

Anchor Standard #7: Perceive and analyze artistic work

Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #9: Apply criteria to evaluate artistic work

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard #11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding

Know (Concepts):

Art-making is a continual process of planning, creating, and refining. Artifacts of visual culture express experiences and ideas.

Do (Competencies):

While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.

Unit Key vocabulary

• color • form • shape • line • space • texture • value

**Sample Unit
Activating Strategy**

Do Now, Elements & Principles Slides

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 Class Period	1 Class Period	1 Class Period
Lesson Essential Question	How can line and color be used to create art?	How can texture and value be used to create art?	How can form and shape be used to create art?
Key Lesson Vocabulary	Elements of Art - Line, Color	Elements of Art - Texture, Value	Elements of Art - Form, Shape
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	Students complete the Daily Reflection

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 Class Period	1 Class Period	
Essential Question	How can the Elements of Art be used to create art?	How can the Elements of Art be used to create art?	
Key Lesson Vocabulary	Elements of Art	Elements of Art	
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	

Authentic, Varied, and Frequent Assessment Types**Common Pre-Assessment (If applicable):**

Common Summative Assessment:

Students will complete an art project that accurately represents the Elements of Art.

Unit Success Criteria:

Art Rubric, Progress Monitoring Slides, Studio Habits

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- Teacher-created slideshow
- Teacher/student examples
- Art Room Supplies

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<ul style="list-style-type: none">● Visual aids● Flexibility with materials and tools● Behavioral incentive chart● Limit choice options● Partner with peers	<ul style="list-style-type: none">● Visual aids● Flexibility with materials and tools● iPad for translating	<ul style="list-style-type: none">● Flexibility with materials and tools● Flexibility with subject matter● Flexibility with time tables

DASD Middle School Art
Unit 2



Subject: Art

Grade Level: 6-8

Duration: 7 Class Periods

Key Learning

The skills and techniques of drawing can be learned, studied, refined and practiced.

Unit Essential Question:

How do I properly use and maintain drawing supplies?

Identified Standards Addressed in the Unit:

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #3: Refine and complete artistic work

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

Anchor Standard #6: Convey meaning through presentation of artistic work

Anchor Standard #7: Perceive and analyze artistic work

Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #9: Apply criteria to evaluate artistic work

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard #11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding

Know (Concepts):

Art-making is a continual process of planning, creating, and refining. Artifacts of visual culture express experiences and ideas.

Do (Competencies):

While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.

Unit Key Vocabulary

• composition • drawing pencils • marker • colored pencil • chalk pastel • oil pastel • charcoal • crayon • drawing techniques

Sample Unit Activating Strategy

Do Now, teacher-created slides, teacher/student examples

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1-2 Class Periods	5-7 Class Periods	
Lesson Essential Question	What strategies and supplies can be used to create a drawing?	What strategies and supplies can be used to create a drawing?	
Key Lesson Vocabulary	Various drawing materials	Various drawing materials, drawing techniques	
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	

Authentic, Varied, and Frequent Assessment Types**Common Pre-Assessment (If applicable):****Common Summative Assessment:**

Students will complete a drawing that demonstrates good composition.

Unit Success Criteria:

Art Rubric, Progress Monitoring Slides, Studio Habits

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- Teacher-created slideshow
- Teacher/student examples
- Art Room Supplies

Scaffolds and Enrichment

Struggling Learners

- Visual aids
- Flexibility with materials and tools
- Behavioral incentive chart
- Limit choice options
- Partner with peers

Multi-Lingual Learners

- Visual aids
- Flexibility with materials and tools
- iPad for translating

Advanced Learners

- Flexibility with materials and tools
- Flexibility with subject matter
- Flexibility with time tables

DASD Middle School Art
Unit 3



Subject: Art

Grade Level: 6-8

Duration: 7 Class Periods

Key Learning

The skills and techniques of collage can be learned, studied, refined and practiced.

Unit Essential Question:

How do I properly use and maintain collage supplies?

Identified Standards Addressed in the Unit:

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #3: Refine and complete artistic work

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

Anchor Standard #6: Convey meaning through presentation of artistic work

Anchor Standard #7: Perceive and analyze artistic work

Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #9: Apply criteria to evaluate artistic work

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard #11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding

Know (Concepts):

Art-making is a continual process of planning, creating, and refining. Artifacts of visual culture express experiences and ideas.

Do (Competencies):

While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.

Unit Key vocabulary

• mixed media • assembly • arrangement • geometric shapes • organic shapes • juxtaposition • transformation • dislocation

Sample Unit Activating Strategy

Do Now, teacher-created slides, teacher/student examples

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	2 Class Periods	5-7 Class Periods	
Lesson Essential Question	What techniques can be used in collage?	What techniques can be used in collage?	
Key Lesson Vocabulary	Mixed Media, Assembly, Arrangement, Geometric and Organic Shapes	Juxtaposition, Transformation, Dislocation	
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	

Authentic, Varied, and Frequent Assessment Types**Common Pre-Assessment (If applicable):****Common Summative Assessment:**

Students will demonstrate how to use and maintain collage supplies through the practice and creation of a collage.

Unit Success Criteria:

Art Rubric, Progress Monitoring Slides, Studio Habits

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- Teacher-created slideshow
- Teacher/student examples
- Art Room Supplies

Scaffolds and Enrichment

Struggling Learners

- Visual aids
- Flexibility with materials and tools
- Behavioral incentive chart
- Limit choice options
- Partner with peers

Multi-Lingual Learners

- Visual aids
- Flexibility with materials and tools
- iPad for translating

Advanced Learners

- Flexibility with materials and tools
- Flexibility with subject matter
- Flexibility with time tables

DASD Middle School Art
Unit 4



Subject: Art

Grade Level: 6-8

Duration: 7 Class Periods

Key Learning

The skills and techniques of painting can be learned, studied, refined and practiced.

Unit Essential Question:

How do I properly use and maintain painting supplies?

Identified Standards Addressed in the Unit:

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #3: Refine and complete artistic work

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

Anchor Standard #6: Convey meaning through presentation of artistic work

Anchor Standard #7: Perceive and analyze artistic work

Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #9: Apply criteria to evaluate artistic work

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard #11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding

Know (Concepts):

Art-making is a continual process of planning, creating, and refining. Artifacts of visual culture express experiences and ideas.

Do (Competencies):

While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.

Unit Key vocabulary

• watercolor • tempera • acrylic • canvas • brush care • color wheel • color mixing • primary • secondary • tertiary • analogous • complimentary • monochromatic • painting techniques

Sample Unit Activating Strategy

Do Now, teacher-created slides, teacher/student examples

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 Class Periods	5-7 Class Periods	
Lesson Essential Question	How can I safely use painting supplies?	What tools and techniques can be used in painting?	
Key Lesson Vocabulary	Watercolor, Tempera, Acrylic, Color Wheel, Color Mixing, Brush Care	Watercolor Techniques, Tempera Techniques, Acrylic Techniques	
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Common Summative Assessment:

Students will demonstrate how to use and maintain painting tools through the practice and creation of a painting piece.

Unit Success Criteria:

Art Rubric, Progress Monitoring Slides, Studio Habits

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- Teacher-created slideshow
- Teacher/student examples
- Art Room Supplies

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● Behavioral incentive chart ● Limit choice options ● Partner with peers 	<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● iPad for translating 	<ul style="list-style-type: none"> ● Flexibility with materials and tools ● Flexibility with subject matter ● Flexibility with time tables

DASD Middle School Art
Unit 5



Subject: Art

Grade Level: 6-8

Duration: 7 Class Periods

Key Learning

The skills and techniques of sculpture can be learned, studied, refined and practiced.

Unit Essential Question:

How do I properly use and maintain sculpture supplies?

Identified Standards Addressed in the Unit:

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #3: Refine and complete artistic work

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

Anchor Standard #6: Convey meaning through presentation of artistic work

Anchor Standard #7: Perceive and analyze artistic work

Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #9: Apply criteria to evaluate artistic work

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard #11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding

Know (Concepts):

Art-making is a continual process of planning, creating, and refining. Artifacts of visual culture express experiences and ideas.

Do (Competencies):

While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.

Unit Key vocabulary

• sculpture • sculptor • form • relief • in the round • mobile • additive • subtractive • hot glue • Xacto knife

Sample Unit Activating Strategy

Do Now, teacher-created slides, teacher/student examples

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	2 Class Periods	5-7 Class Periods	
Lesson Essential Question	How can I safely use sculpture supplies?	What techniques can be used in sculpture?	
Key Lesson Vocabulary	Hot glue, Xacto knife	Form, Additive, Subtractive, Mobile, In the Round, Relief	
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	

Authentic, Varied, and Frequent Assessment Types**Common Pre-Assessment (If applicable):****Common Summative Assessment:**

Students will demonstrate how to use and maintain sculpture supplies through the practice and creation of a sculpture.

Unit Success Criteria:

Art Rubric, Progress Monitoring Slides, Studio Habits

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- Teacher-created slideshow
- Teacher/student examples
- Art Room Supplies

Scaffolds and Enrichment**Struggling Learners**

- Visual aids
- Flexibility with materials and tools
- Behavioral incentive chart
- Limit choice options
- Partner with peers

Multi-Lingual Learners

- Visual aids
- Flexibility with materials and tools
- iPad for translating

Advanced Learners

- Flexibility with materials and tools
- Flexibility with subject matter
- Flexibility with time tables

DASD Middle School Art
Unit 6



Subject: Art

Grade Level: 6-8

Duration: 7 Class Periods

Key Learning

The skills and techniques of ceramics can be learned, studied, refined and practiced.

Unit Essential Question:

How do I properly use and maintain ceramics supplies?

Identified Standards Addressed in the Unit:

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #3: Refine and complete artistic work

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

Anchor Standard #6: Convey meaning through presentation of artistic work

Anchor Standard #7: Perceive and analyze artistic work

Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #9: Apply criteria to evaluate artistic work

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard #11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding

Know (Concepts):

Art-making is a continual process of planning, creating, and refining. Artifacts of visual culture express experiences and ideas.

Do (Competencies):

While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.

Unit Key vocabulary

• pinch • coil • slab • pottery wheel • glazing • kiln • fire • additive • subtractive • slip & score • wedging

Sample Unit Activating Strategy

Do Now, teacher-created slides, teacher/student examples

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 Class Periods	5-7 Class Periods	1-3 Class Periods
Lesson Essential Question	How can I safely use ceramics supplies?	What techniques can be used in ceramics?	How can I finish my ceramic pieces?
Key Lesson Vocabulary	Clay, Glazing, Kiln, Fire	Pinch, Coil, Slab, Pottery Wheel, Additive, Subtractive, Slip & Score, Wedging	Glaze, Kiln, Fire
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Common Summative Assessment:

Students will demonstrate how to use and maintain ceramics supplies through the practice and creation of a clay piece.

Unit Success Criteria:

Art Rubric, Progress Monitoring Slides, Studio Habits

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- Teacher-created slideshow
- Teacher/student examples
- Art Room Supplies

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● Behavioral incentive chart ● Limit choice options ● Partner with peers 	<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● iPad for translating 	<ul style="list-style-type: none"> ● Flexibility with materials and tools ● Flexibility with subject matter ● Flexibility with time tables

DASD Middle School Art
Unit 7



Stage 1

Subject: Art

Grade Level: 6-8

Duration: 7 Class Periods

Key Learning

The skills and techniques of digital art can be learned, studied, refined and practiced.

Unit Essential Question:

How do I properly use and maintain digital art supplies?

Identified Standards Addressed in the Unit:

- Anchor Standard #1: Generate and conceptualize artistic ideas and work*
- Anchor Standard #2: Organize and develop artistic ideas and work*
- Anchor Standard #3: Refine and complete artistic work*
- Anchor Standard #4: Select, analyze, and interpret artistic work for presentation*
- Anchor Standard #5: Develop and refine artistic techniques and work for presentation*
- Anchor Standard #6: Convey meaning through presentation of artistic work*
- Anchor Standard #7: Perceive and analyze artistic work*
- Anchor Standard #8: Interpret intent and meaning in artistic work*
- Anchor Standard #9: Apply criteria to evaluate artistic work*
- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art*
- Anchor Standard #11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding*

Know (Concepts):

Art-making is a continual process of planning, creating, and refining. Artifacts of visual culture express experiences and ideas.

Do (Competencies):

While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.

Unit Key vocabulary

- stylus • pixel • resolution • jpeg • animated gif • sketchbook edu • stop motion • flipaclip • photoshop

Sample Unit Activating Strategy

Preview key unit vocabulary, review unit map, activate and link prior knowledge, and create engagement.
Do Now, teacher-created slides, teacher/student examples

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 Class Periods	5-7 Class Periods	
Lesson Essential Question	How can I safely use digital supplies?	What tools and techniques can be used in digital art?	
Key Lesson Vocabulary	Photoshop, Flipaclip, Stop Motion, Roomle, Minecraft Education	Stylus, Pixel, Resolution, JPEG, Animated GIF	
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Common Summative Assessment:

Students will demonstrate how to use and maintain digital art tools through the practice and creation of a digital art piece.

Unit Success Criteria:

Art Rubric, Progress Monitoring Slides, Studio Habits

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- Teacher-created slideshow
- Teacher/student examples
- Art Room Supplies

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● Behavioral incentive chart ● Limit choice options ● Partner with peers 	<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● iPad for translating 	<ul style="list-style-type: none"> ● Flexibility with materials and tools ● Flexibility with subject matter ● Flexibility with time tables

DASD Middle School Art
Unit 8



Stage 1

Subject: Art

Grade Level: 6-8

Duration: 7 Class Periods

Key Learning

The skills and techniques of printmaking can be learned, studied, refined and practiced.

Unit Essential Question:

How do I properly use and maintain printmaking supplies?

Identified Standards Addressed in the Unit:

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #3: Refine and complete artistic work

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

Anchor Standard #6: Convey meaning through presentation of artistic work

Anchor Standard #7: Perceive and analyze artistic work

Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #9: Apply criteria to evaluate artistic work

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard #11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding

Know (Concepts):

Art-making is a continual process of planning, creating, and refining. Artifacts of visual culture express experiences and ideas.

Do (Competencies):

While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.

Unit Key vocabulary

- printmaking • linoleum block • ink • lino cutter • bench hook • brayer • baren • edition • proof • printing plate • positive space
- negative space

Sample Unit Activating Strategy

Do Now, teacher-created slides, teacher/student examples

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1-2 Class Periods	1-2 Class Periods	2 Class Periods
Lesson Essential Question	What can I carve on a linoleum block?	How can I safely use a lino cutter to carve my block?	How can I safely print my linoleum block design?
Key Lesson Vocabulary	Printmaking, Linoleum Block	Lino. Cutter, Bench Hook, Positive Space, Negative Space	Ink, Brayer, Printing Plate, Edition, Proof
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	Students complete the Daily Reflection

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Common Summative Assessment:

Students will demonstrate how to use and maintain printmaking tools through the practice and creation of prints.

Unit Success Criteria:

Art Rubric, Progress Monitoring Slides, Studio Habits

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- Teacher-created slideshow
- Teacher/student examples
- Art Room Supplies

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● Behavioral incentive chart ● Limit choice options ● Partner with peers 	<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● iPad for translating 	<ul style="list-style-type: none"> ● Flexibility with materials and tools ● Flexibility with subject matter ● Flexibility with time tables

DASD Middle School Art
Unit 9



Stage 1

Subject: Art

Grade Level: 6-8

Duration: 7 Class Periods

Key Learning

The skills and techniques of fiber arts can be learned, studied, refined and practiced.

Unit Essential Question:

How do I properly use and maintain fiber art supplies?

Identified Standards Addressed in the Unit:

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #3: Refine and complete artistic work

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

Anchor Standard #6: Convey meaning through presentation of artistic work

Anchor Standard #7: Perceive and analyze artistic work

Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #9: Apply criteria to evaluate artistic work

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard #11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding

Know (Concepts):

Art-making is a continual process of planning, creating, and refining. Artifacts of visual culture express experiences and ideas.

Do (Competencies):

While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.

Unit Key vocabulary

• fiber • weave • loom • warp • weft • motif

Sample Unit Activating Strategy

Do Now, teacher-created slides, teacher/student examples

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 Class Period	5-7 Class Periods	
Lesson Essential Question	How can I correctly use the fiber arts supplies?	What techniques and materials can be used to create fiber art?	
Key Lesson Vocabulary	Fiber Art, Yarn, Weaving	Loom, Warp, Weft	
Assessment	Students complete the Daily Reflection	Students complete the Daily Reflection	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Common Summative Assessment:

Students will demonstrate how to use and maintain fiber arts supplies through the practice and creation of a weaving.

Unit Success Criteria:

Art Rubric, Progress Monitoring Slides, Studio Habits

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- Teacher-created slideshow
- Teacher/student examples
- Art Room Supplies

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● Behavioral incentive chart ● Limit choice options ● Partner with peers 	<ul style="list-style-type: none"> ● Visual aids ● Flexibility with materials and tools ● iPad for translating 	<ul style="list-style-type: none"> ● Flexibility with materials and tools ● Flexibility with subject matter ● Flexibility with time tables