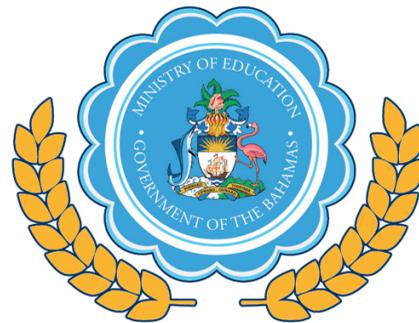


Ministry of Education
Visual Arts
Curriculum Guideline
Grades 1-6



August 2021

Table of Contents

Vision, Mission and Belief Statement.....	3-4
General Objectives.....	5
Grade One: Topics.....	6-7
Grade One: Objectives, Content, Activities and assessment.....	8-16
Grade Two: Topics.....	17
Grade Two: Objectives, Content, Activities and assessment.....	18-26
Grade Three: Topics.....	27-28
Grade Three: Objectives, Content, Activities and assessment.....	29-40
Grade Four: Topics.....	41-42
Grade Four: Objectives, Content, Activities and assessment.....	43-58
Grade Five: Topics.....	59-60
Grade Five: Objectives, Content, Activities and assessment.....	61-73
Grade Six: Topics.....	74-75
Grade Six: Objectives, Content, Activities and assessment.....	76-91

Ministry of Education Mission Statement

The Mission of the Ministry/Department is to provide opportunities for all persons in The Bahamas to receive the education and training that will equip them with the necessary beliefs, attitudes, knowledge and skills required for work and life in an independent, ever-changing world.

Visual Arts Unit

Vision

We envision an art education programme in which all students in The Bahamas are guided toward literacy, an appreciation of Artists, craft persons, and Bahamian culture. We also envision an art education programme that is comprehensive and will nurture the spiritual, moral, cognitive, emotional, creative, imaginative, aesthetic, social and physical wellbeing of the child.

Mission Statement

Our mission is to advance art education through appropriate curriculum, teacher development programmes, stimulating environments, the provision of materials and relevant information. By doing so, we provide students with learning experiences that focus on their creative development, aesthetic appreciation, critical thinking and cultural awareness as well as inter-disciplinary integration.

Belief Statement

Art education is beneficial to all students regardless of social, ethnic, economic or educational background. Art is an integral part of the overall educational development of the student as it compliments and unites other disciplines while promoting visual literacy skills, imaginative thinking and visual communication.

We further believe that:

- Art education provides students with the means to think critically, experience, and understand the world around them in unique ways.
- Art enables students to become self-directed and lifelong learners.
- Art provides learning opportunities of varying abilities.
- Art education enhances the ability to interact in society by developing creative problem solving, inquiry, and communication skills, and by providing an avenue for self-expression and multiple points of view.
- Students develop attitudes of appreciation, self-worth, joy in the creation of artworks, and in viewing the works of other students and artists.

- Art is a way to appreciate the beauty and value of the environment and the preservation of our heritage.
- Art provides opportunities to exhibit in classrooms, schools, art centres and museums, sharing the art curriculum with the community, teachers, students, and examiners.
- Art education increases awareness of career possibilities, promotes entrepreneurial skills and highlights our community's visual resources.
- Art education reflects and influences the cultural, social, political and economic aspirations and concerns of our society.
- Art is a way to appreciate differences and promotes cultural, social and ethnic similarities.

General Objectives

Grade 1 - 6

Students will be able to:

1. Integrate art with other subject areas.
2. Develop motor skills through experimenting with different media used in art.
3. Develop an appreciation for national and international artists.
4. Use art vocabulary when communicating about different aspects of visual arts.
5. Display proper use of the art room, following instructions, while using and caring for art materials.
6. Be introduced to the computer as a visual as well as a tool for creating art.
7. Learn while enjoying the experience in art.
8. Demonstrate knowledge of the elements and principles of design.

Grade One

Term One	Term Two	Term 3
Introduction to Art a. Materials used in art b. Art and culture	Value a. Recognize light and dark;	Art Appreciation a. Pablo Picasso b. Salvador Dali
Line- The 5 Basic a. Horizontal b. Vertical c. Diagonal d. Zigzag e. curved	Colour a. Primary colours b. Secondary colours	Balance a. Symmetrical b. Asymmetrical
Shape- 2 dimensional a. square b. rectangle c. circle d. triangle e. oval	Art Appreciation a. Claude Monet b. Vincent Van Gogh	Contrast a. Light versus dark b. Rough versus smooth c. Large versus small
Form- 3 Dimensional a. cube b. cylinder c. pyramid d. sphere e. cone	Space a. Positive b. Negative	Dominance a. Identify dominance or point of interest in a work of art and say what makes it so.
Art Appreciation a. Become acquainted with the names of artists and their work; b. Brent Malone c. Amos Ferguson d. Leonardo da Vinci	Texture a. Natural textures b. Manmade textures	

	Patterns	
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| | <ul style="list-style-type: none">a. Patterns in the environmentb. Repeat patternsc. Recognize patterns in blocks, tiles, fabric | |
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Objectives	Content	Recommended Activities	Assessment
<p>Introduction to Art</p> <ol style="list-style-type: none"> Identify and recognize a variety of media; Distinguish between the various media used in art when looking at works of art (e.g., clay, paints, drawing materials) Recognize and describe how art is an important part of one's culture; Listen carefully to what others say about art Listen to old Bahamian stories to make the connection between art and culture; 	<p>What is art?</p> <ol style="list-style-type: none"> <i>Something made by people as a form of communication or for beauty;</i> <i>In every culture art allows people to express their thoughts, feelings, beliefs, and traditions;</i> 	<ul style="list-style-type: none"> Have students experiment with a variety of media explaining names of each as well as how to use and care for the materials; Discuss a variety of art pieces and the media/tools used to create the pieces; View and then describe art from various cultures; https://youtu.be/ KZGka1ygEE https://youtu.be/ducHmEacj8E https://youtu.be/BxG6Sgp5d00 https://youtu.be/qks-GyXLcAo https://youtu.be/Sau3E2LEfcl 	<p>Teachers are encouraged to select assessment methods to measure student's progress concerning curriculum objectives</p> <p>Informal: <i>How did looking at a piece of artwork make you feel?</i></p>
<p>Lines</p> <ol style="list-style-type: none"> Identify the 5 basic lines Recognize that everything starts from a line. Recognize that various kinds of 	<p>Lines are found everywhere. Lines are combined to produce shapes</p> <p>Horizontal</p> <ol style="list-style-type: none"> <i>These lines are straight lines that go left to right;</i> <i>A tree laying on the ground forms a horizontal line;</i> 	<ul style="list-style-type: none"> Create a colourful picture using a variety of lines; Take a line for a walk Look at artists that love to use lines in their work. Create hot air balloon collages using a variety of lines. 	<p>Informal: <i>How did you use lines in your artwork?</i></p> <p>Observational: <i>Observe student's work to determine the application</i></p>

<p>lines enable an artist to express ideas.</p> <p>d. Describe the 5 basic lines;</p>	<p><i>c. These lines are used to draw trees lying on the ground;</i></p> <p>Vertical</p> <p><i>a. These lines are straight lines that go straight up and down;</i></p> <p><i>b. The human body when it is standing upright forms a vertical line;</i></p> <p><i>c. These lines are used to draw standing trees.</i></p> <p>Diagonal</p> <p><i>a. These lines are straight lines that are slanted.</i></p> <p><i>b. These lines fall somewhere between a horizontal and a vertical line;</i></p> <p><i>c. These lines are used to draw triangles and roof tops;</i></p> <p>Zig Zag</p> <p><i>a. These lines are a combination of diagonal lines:</i></p> <p><i>b. Lines that move back and forth, create confusion;</i></p> <p><i>c. These lines are used to draw stair cases and mountain ranges or hills.</i></p> <p>Curved</p> <p><i>a. A curved line is not straight and is bent.</i></p> <p><i>b. It doesn't move in one direction like a straight line;</i></p> <p><i>c. Curved lines are used to draw ovals and circles;</i></p>	<ul style="list-style-type: none"> • Create glue drawings with chalk using the basic lines to resemble stained glass windows. • Have students lay on the floor to make the different types of lines. • https://youtu.be/DQEVllmeWH4 • https://youtu.be/InLkKxyxdrU • https://youtu.be/uMdor4luSIQ • https://childhood101.com/art-line-scavenger-hunt-activity/ • https://youtu.be/2HsVnOKWpHo 	<p><i>of skills, techniques, media and tools.</i></p>
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<p>Shape- 2 Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how lines make shapes; • Identify the 5 basic geometric shapes; • Describe the 5 basic geometric shapes; • Identify the difference between shapes; • Identify shapes in nature and a man-made environment; 	<p>2-Dimensional means something is flat and doesn't have thickness. Basic shapes are made using lines;</p> <p>Square</p> <ol style="list-style-type: none"> <i>Has 4 of the same sides (equal);</i> <i>It is made of 2 horizontal lines and 2 vertical lines;</i> <p>Rectangle</p> <ol style="list-style-type: none"> <i>Has 4 sides, 2 long sides and 2 short sides;</i> <i>It is made of 2 horizontal lines and 2 vertical lines;</i> <p>Circle</p> <ol style="list-style-type: none"> <i>A shape made from a curved line;</i> <i>A circle is round;</i> <p>Triangle</p> <ol style="list-style-type: none"> <i>A shape with 3 sides;</i> <i>It is made of 2 diagonal lines and a horizontal line;</i> <p>Oval</p> <ol style="list-style-type: none"> <i>A squashed circle;</i> <i>This shape is drawn using a curved line;</i> 	<ul style="list-style-type: none"> • Draw the 5 basic shapes; • Make a shape collage; • Look at artists that love shapes in their work; • Create games such as shape bingo; • Create crafts using geometric shapes-Silly animals or robots; • Create a picture using shapes; • Paul Klee inspired block printing; • Draw and colour animals using the basic shapes; • https://youtu.be/lcl8uB2AWM0 • https://youtu.be/OEbRDtCAFdU • https://youtu.be/dX-Y60bag5c • https://youtu.be/EZ2h6W4YVz0 • https://youtu.be/YxoLlSTu1jo 	<p>Informal: <i>How did you use shapes to create your picture?</i></p> <p>Observational: <i>Observe student's work to determine the application of skills, techniques, media and tools.</i></p>
<p>Form 3- Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how flat shapes make rounded forms; • Identify the 5 basic forms; • Describe the basic forms; 	<p>3- Dimensional means something is fat, not flat. "A <u>cube</u> is like a dice you drop, a <u>cylinder</u> is like a can of pop, a <u>pyramid</u> is like a building tall, a <u>sphere</u> is like a bouncing ball, a <u>cone</u> is like a party hat" Kindergardenworks.com</p>	<ul style="list-style-type: none"> • Draw the 5 basic forms; • Create 3-D birds using the 5 basic forms; • Look at "Cakes" by the artist Wayne Thiebaud; Reproduce his cakes • Make paper sculptures using the basic geometric forms; • Create paintings using overlapping forms. 	<p>Informal: <i>How did you use shapes to create your picture?</i></p> <p>Observational: <i>Observe student's work to determine the application</i></p>

<ul style="list-style-type: none"> Identify the difference between a shape and a form; 	<p>A cube is made of 3 Vertical lines, 3 diagonal lines and 3 horizontal lines. A cylinder is made of 2 vertical lines and 2 ovals. A pyramid is made of 4diagonal lines and 1 vertical. A cone is made of 2 diagonal lines and an oval. A sphere is made of a curved line and shading.</p>	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=ZnZYK83utu0 https://youtu.be/YxoLlSTu1jo 	<p><i>of skills, techniques, media and tools.</i></p>
<p>Art Appreciation</p> <ul style="list-style-type: none"> Identify major Bahamian and international artists and works of art; Describe works of art as they apply to the period and culture; Describe and interpret an artwork; 	<p><u>Brent Malone</u> <i>He was born in New Providence in 1941. He was a potter, painter and gallery owner. He died of a heart attack in 2004.</i> <u>Amos Ferguson</u> <i>He was born in 1920 on the island of Exuma. He was an upholsterer, artist, furniture finisher and house painter. He died in 2009 at 89 years old.</i> <u>Leonardo da Vinci</u> <i>Leonardo da Vinci was born in Italy in 1452. He was a scientist, inventor, artist, and engineer. His two most famous paintings are "Mona Lisa" and "The Last Supper." "Mona Lisa" is famous for her smile. Leonardo died in 1519.</i></p>	<ul style="list-style-type: none"> Discuss the artwork of Brent Malone; Discuss Amos Ferguson's painting of "The Tree." How did the artist show the tree in a new way? Make a big tree: show it in a new way. Create portraits similar in style to "Mona Lisa." Create Mona Lisa Parodies; https://www.youtube.com/watch?v=eEy0njL4DDI 	<p>Informal: <i>Why do you think the artist placed the people under the tree?</i></p> <p>Observational: <i>How did the students show their art in a new way?</i></p>
<p>Value</p> <ul style="list-style-type: none"> Differentiate between the lightness and 	<p><u>Recognize light and dark</u> <i>Value tells us how <u>light</u> or <u>dark</u> a colour can be. Add white to a colour to make it light and add black to a colour to make it dark. When black is added to a colour it</i></p>	<ul style="list-style-type: none"> Value scale ice cream; https://youtu.be/DMIvEgKSvrE 	<p>Informal: <i>How can you make a colour lighter?</i></p> <p>Observational:</p>

<p>darkness of colours in art and nature.</p>	<p><i>creates a SHADE. When white is added to a colour you create a TINT.</i></p>		<p><i>How did the students apply skills, techniques, media and tools to complete the assignment?</i></p>
<p>Colour</p> <ul style="list-style-type: none"> • Name and use primary colours; • Demonstrate how to mix primary colours; 	<p><u>Primary Colours</u> <i>The primary colours are used to make all other colours. They are <u>red, yellow and blue</u>. These colours cannot be made. Mixing the primary colours makes the secondary colours.</i></p> <p><u>Secondary Colours</u> <i>The secondary colours are Orange, Green and Violet. Mixing two primary colours makes a secondary colour. (Red +Yellow = Orange), (Blue +Yellow =Green), (Blue+Red = Violet);</i></p>	<ul style="list-style-type: none"> • Mix primary colours to produce secondary colours; • Paint a rainbow; • Make a string pulled picture; colour spaces with primary and secondary colours; • Colour changing milk experiment; • Colour scavenger hunt; • Shaving Cream colour mixing • Make coloured coffee filter flowers; • Make a primary colour rainbow suncatcher; • Rainbow Paper Colour Science for kids • https://www.youtube.com/watch?v=yu44JRTIxSQ • https://youtu.be/RuV81WORajk • https://youtu.be/ybt2jhCQ3IA 	<p>Informal: <i>How did you produce secondary colours?</i></p> <p>Observational: <i>How did the students apply skills, techniques, media and tools to complete the assignment?</i></p>
<p>Art Appreciation</p> <ul style="list-style-type: none"> • Recognize the work of Monet and Van Gogh; • Describe the subject matter and elements of art used in the pieces of work; 	<p><u>Claude Monet</u> <i>Monet was born in 1840 in Paris France. He loved to draw as a child. He had two sons Jean and Michael. He died in 1926. His most famous paintings are "Waterlilies" and "Bridge over Waterlilies"</i></p> <p><u>Vincent Van Gogh</u></p>	<ul style="list-style-type: none"> • Claude Monet inspired water lilies; • Paint a waterlily pond Monet style; • Read the story "The Dot" by Peter. H. Reynolds to the students, then have students draw a large dot and paint dots of colour within it. Have students paint around the dots in watercolours. • Reproduce Monet's Garden in watercolours. 	<p>Informal: <i>Why did Van Gogh use lots of yellow in his paintings?</i></p> <p>Observational <i>How did the student's handle the media used to</i></p>

<ul style="list-style-type: none"> Analyze how line, shape, and colour are repeated in works of art; Identify the focal point in the artwork; 	<p><i>Van Gogh was born in the Netherlands. He is one of the worlds' most famous painters. When he was alive no one liked his paintings. Van Gogh was always sad because he thought no one loved him. His most famous paintings are "Sunflowers" and "Starry Night."</i></p>	<ul style="list-style-type: none"> Make a 3-D Van Gogh Sunflower Collage from recycled cereal boxes or coffee filters; Sunflower measuring and counting. Students practice measuring and counting through the use of Van Gogh's "Sunflowers" by counting sunflower seeds. Students use Watercolor and crayons to create the sweeping swirls of "Starry Night." Students use clay to create a textured reproduction of Van Gogh's "Field." Make a large paper mosaic of Van Gogh's "Starry Night" as a group project; https://www.youtube.com/watch?v=fsH2wf1y54 https://www.youtube.com/watch?v=bQ7-HWdnctg https://www.youtube.com/watch?v=9lGEvm1Lve0 https://www.youtube.com/watch?v=LnpuhzZAx8g 	<p><i>reproduce pieces by Monet and Van Gogh?</i></p>
<p>Space</p> <ul style="list-style-type: none"> Identify the spatial relation of objects in the environment and art compositions; left, right, top, bottom, side, centre, front, back, over and under; 	<p>Space is determined by where an object is situated; It can be created using colour, shapes and values.</p> <p><u>Positive</u> <i>This is the object being drawn like an apple or a car.</i></p> <p><u>Negative</u> <i>This is the space that is left empty. It is the space around and between objects.</i></p>	<ul style="list-style-type: none"> https://youtu.be/B-wYU1LJe00 Positive/negative hands String pull painting Positive/negative collages Watercolour silhouettes 	<p>Informal:</p>

<p>Texture</p> <ul style="list-style-type: none"> • Identify natural and manufactured texture • Create works of art using texture • Use texture in two-dimensional and three-dimensional works of art. 	<p><u>Texture</u> <i>The way something feels when it is touched. Textures can be rough, smooth, and bumpy. For example, a piece of wood feels rough.</i></p>	<ul style="list-style-type: none"> • Exploring aluminium foil • Glue resist art • Sense of touch boards • Texture hunts • Nature painting texture collage • The art and science of leaf rubbings • Chlorophyll rubbings • https://msartastic.com/2020/05/12/how-to-draw-fruits-and-veggies-that-explore-the-element-of-art-texture-art-lesson/ • https://www.youtube.com/watch?v=bB05F9-OJA • https://youtu.be/tDVS9XSqt90 	<p>Informal: <i>What tools and media did you use to create texture?</i></p> <p>Observation: <i>How did the students apply the media and tools to create texture?</i></p>
<p>Pattern</p> <ul style="list-style-type: none"> • Identify patterns in the environment. E.g. trees, animals, houses • Recognize the use of patterns such as blocks in a wall, tiles on a floor 	<p><u>Patterns</u> <i>These are created by repeating shapes and colours.</i></p>	<ul style="list-style-type: none"> • https://youtu.be/eYIPYEQil54 • https://youtu.be/LqM G qbmr8 • https://youtu.be/WhytqHqc63I • https://youtu.be/Qn8Xz F9ZnI • https://youtu.be/jMsTvH6gTGk • Patterns nature hunt • Mosaic patterns • Zentangles • Pattern activities for Math 	<p>Informal: <i>What shapes, lines and colours did you use to create a pattern?</i></p> <p>Observation: <i>How did the students apply knowledge of patterns to their artwork?</i></p>
<p>Art Appreciation</p> <ul style="list-style-type: none"> • Recognize the work of Picasso and Dali; • Describe the subject matter and elements 	<p><u>Pablo Picasso</u> <i>Pablo Picasso grew up in Spain where he was born on October 25, 1881. His father was a painter and art teacher. Pablo had little interest in school but was an extremely talented artist. When he was</i></p>	<ul style="list-style-type: none"> • Self Portrait collage • Picasso's Rose Period hearts • Picasso's Bouquet of Peace • Dali Melting Utensils Display • Dali Paper plate Melting Clocks • Dali Moustache Portraits 	<p>Informal: <i>How did information about the artist help you in developing your artwork?</i></p>

<p>of art used in the pieces of work;</p> <ul style="list-style-type: none"> Analyze how line, shape, and colour are repeated in works of art; Identify the focal point in the artwork; 	<p><i>fourteen Pablo attended a famous art school in Barcelona.</i> <i>His first word was lápiz, the Spanish word for "pencil".</i> <u>Salvador Dali</u> <i>Salvador Dali was a Spanish painter. Salvador Dali was born on 11th May 1909 in Figueres, Spain.</i> <i>Dali studied at the School of Fine Arts. He experimented with a type of painting called cubism, which means that the painting was made up of a whole lot of little cubes.</i> <i>he was expelled from the School of Fine Arts for causing some unrest! He was quite the naughty one.</i> <i>He painted 'The Persistence of Memory', one of his most famous works, in 1931. It features the famous picture of the melting clock.</i></p>	<ul style="list-style-type: none"> https://youtu.be/7rxRpi-N6pg https://youtu.be/6ivxYbZnlw https://www.pinterest.com/pin/125819383326428942/ https://youtu.be/hk5snI7UAm0 https://youtu.be/1YE_Zas-A5A https://youtu.be/2FDctKgsKMo 	<p><i>How does the painting make you feel?</i></p>
<p>Balance</p> <ul style="list-style-type: none"> Identify what balance is Examine and explore balance in art 	<p><u>Symmetrical Balance</u> <i>A work of art is the same on one side as the other, a mirror image of itself.</i> <u>Asymmetrical Balance</u> <i>A work of art where two halves of it are different.</i></p>	<ul style="list-style-type: none"> Butterfly symmetry Kaleidoscope Tiles Crafts Reflective Symmetry name bugs Pulled String Art https://youtu.be/vbICR5zsr84 https://youtu.be/25JXJhixUtA https://youtu.be/YFzktJNmnPU 	<p>Informal: <i>How did the artist show balance in the artwork?</i></p> <p>Observational: <i>How did the student's apply knowledge of balance in their artwork?</i></p>
<p>Contrast</p> <ul style="list-style-type: none"> Discuss contrast in lines, shapes, 	<p><u>Contrast</u> <i>This is the arrangement of opposite elements: light vs dark, rough vs smooth, large vs small, bright vs dull.</i></p>	<ul style="list-style-type: none"> https://youtu.be/EJkn8dqSGgM https://www.deepspacesparkle.com/teach-contrast-emphasis/ Colour Contrast painting 	<p>Informal: Observational:</p>

<p>textures, colour and size</p>		<ul style="list-style-type: none"> • Texture contrast • Andy Warhol • Coloured corn mosaic art • Black and white prints • Contrast collages • Day vs Night collages/paintings • Human Diversity collage 	
<p>Dominance</p> <ul style="list-style-type: none"> • Identify dominance or point of interest in a work of art and say what makes it so 	<p><u>Dominance/Emphasis</u> <i>Making the main thing look important. When one part of the artwork gets more emphasis than the other. It is the point of interest.</i></p>	<ul style="list-style-type: none"> • https://youtu.be/XOHdaqnZYzI • https://youtu.be/zdE0y2Sjtkg • https://youtu.be/hzDpM3pu-k4 • Photo montages 	<p>Informal: Observational:</p>

Grade Two

Term One	Term Two	Term 3
Line- The 5 Basic a. Horizontal b. Vertical c. Diagonal d. Zigzag e. Curved	Patterns a. Patterns in the environment b. Repeat patterns c. Recognize patterns in blocks, tiles, fabric	Art Appreciation a. Henri Matisse b. Andy Warhol
Shape- 2 dimensional a. Square b. Rectangle c. Circle d. Triangle e. Oval	Texture a. Natural textures b. Manmade textures	Balance a. Symmetrical b. Asymmetrical
Form- 3 Dimensional a. Cube b. Cylinder c. Pyramid d. Sphere e. Cone	Art Appreciation a. Cave Art	2-D/3-D Craft
Colour a. Primary colours b. Secondary colours	Space a. Positive b. Negative	
Value a. Recognize light and dark;		

Objectives	Content	Recommended Activities	Assessment
<p>Lines</p> <p>e. Identify the 5 basic lines</p> <p>f. Recognize that everything starts from a line.</p> <p>g. Recognize that various kinds of lines enable an artist to express ideas.</p> <p>h. Describe the 5 basic lines;</p>	<p>Lines are found everywhere. Lines can be straight, curved, long, short, thick or thin. Lines are combined to produce shapes</p> <p>Horizontal</p> <p>d. <i>These lines are straight lines that go left to right;</i></p> <p>e. <i>A tree laying on the ground forms a horizontal line;</i></p> <p>f. <i>These lines are used to draw trees lying on the ground;</i></p> <p>Vertical</p> <p>d. <i>These lines are straight lines that go straight up and down;</i></p> <p>e. <i>The human body when it is standing upright forms a vertical line;</i></p> <p>f. <i>These lines are used to draw standing trees.</i></p> <p>Diagonal</p> <p>d. <i>These lines are straight lines that are slanted.</i></p> <p>e. <i>These lines fall somewhere between a horizontal and a vertical line;</i></p> <p>f. <i>These lines are used to draw triangles and roof tops;</i></p> <p>Zig Zag</p>	<ul style="list-style-type: none"> • Create a colourful picture using a variety of lines; • Take a line for a walk • Look at artists that love to use lines in their work. • Create hot air balloon collages using a variety of lines. • Create glue drawings with chalk using the basic lines to resemble stained glass windows. • Have students lay on the floor to make the different types of lines. • Find lines in the environment e.g. tiles, roof, leaves, cracks in a sidewalk or wall. • https://youtu.be/Tzt0V7J65mQ • https://youtu.be/DQEVllmeWH4 • https://youtu.be/0PgERZ03cXo 	<p>Teachers are encouraged to select assessment methods to measure student's progress concerning curriculum objectives</p> <p>Informal: <i>How did you experiment with lines to make your picture?</i></p> <p>Observational: <i>How did the students apply knowledge of lines to create their artwork?</i></p>

	<p><i>d. These lines are a combination of diagonal lines;</i></p> <p><i>e. Lines that move back and forth, create confusion;</i></p> <p><i>f. These lines are used to draw stair cases and mountain ranges or hills.</i></p> <p>Curved</p> <p><i>d. A curved line is not straight and is bent.</i></p> <p><i>e. It doesn't move in one direction like a straight line;</i></p> <p><i>f. Curved lines are used to draw ovals and circles;</i></p>		
<p>Shape- 2 Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how lines make shapes; • Identify the 5 basic geometric shapes; • Describe the 5 basic geometric shapes; • Identify the difference between shapes; • Identify shapes in nature and a man-made environment; 	<p>2-Dimensional means something is flat and doesn't have thickness.</p> <p>Basic shapes are made using lines;</p> <p>Square</p> <p><i>c. Has 4 of the same sides (equal);</i></p> <p><i>d. It is made of 2 horizontal lines and 2 vertical lines;</i></p> <p>Rectangle</p> <p><i>c. Has 4 sides, 2 long sides and 2 short sides;</i></p> <p><i>d. It is made of 2 horizontal lines and 2 vertical lines;</i></p> <p>Circle</p> <p><i>c. A shape made from a curved line;</i></p> <p><i>d. A circle is round;</i></p> <p>Triangle</p> <p><i>c. A shape with 3 sides;</i></p>	<ul style="list-style-type: none"> • Draw shapes to form pictures • Cardboard tube printmaking • Draw animals using the basic shapes • 2-D Shaped animal crafts • Simple Landscapes and seascapes using geometric shapes • https://www.pinterest.co.uk/sonjaeisenbeiss/drawing-animals-using-simple-shapes/ • https://youtu.be/mrG33P1lwdI • https://youtu.be/-4-l8UrRzIY • https://youtu.be/h8WKbPo3iBQ 	<p>Informal:</p> <p><i>What shapes did you use to make your picture?</i></p> <p>Observational:</p> <p><i>How did the students combine shapes to make their picture?</i></p>

	<p><i>d. It is made of 2 diagonal lines and a horizontal line;</i></p> <p>Oval</p> <p><i>c. A squashed circle; This shape is drawn using a curved line;</i></p>		
<p>Form 3- Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how flat shapes make rounded forms; • Identify the 5 basic forms; • Describe the basic forms; • Identify the difference between a shape and a form; 	<p>3- Dimensional means something is fat, not flat.</p> <p><i>"A Cube is like a dice you drop, a cylinder is like a can of pop, a pyramid is like a building tall, a sphere is like a bouncing ball, a cone is like a party hat"</i> Kindergardenworks.com</p> <p>A cube is made of 3 Vertical lines, 3 diagonal lines and 3 horizontal lines.</p> <p>A cylinder is made of 2 vertical lines and 2 ovals.</p> <p>A pyramid is made of 4diagonal lines and 1 vertical.</p> <p>A cone is made of 2 diagonal lines and an oval.</p>	<ul style="list-style-type: none"> • https://youtu.be/ XJ1A5io8vc • https://youtu.be/ZnZYK83utu0 • Draw the 5 basic 3-D Shapes/Forms • 3-D Shapes Bingo • Make 3-D shapes/forms • Make castles from recycled cardboard tubes • Shoe box castles • Egyptian Pyramids 	<p>Informal:</p> <p><i>What forms did you use to draw your picture?</i></p> <p>Observational:</p> <p><i>How did the students use the forms to draw their pictures?</i></p>
<p>Colour</p> <ul style="list-style-type: none"> • Name and use primary colours; • Demonstrate how to mix primary colours and explain the process • Name and use secondary colours 	<p><u>Primary Colours</u></p> <p><i>The primary colours are used to make all other colours. They are red, yellow and blue. These colours cannot be made. Mixing the primary colours makes the secondary colours.</i></p> <p><i>Primary colours are pure colours; no two colours can be mixed to make primary colours</i></p> <p><u>Secondary Colours</u></p>	<ul style="list-style-type: none"> • Color Mixing with Baking Soda and Vinegar. • NO MESS Shaving Cream Color Mixing. • Colour Mixing with Play Clay. • Colour Mixing with Ice Cubes. • Rainbow in a jar science experiment • Easy tie-dye with food colouring • Celery transpiration experiments • Cotton flower painting • Walking water science experiments • Colour changing flowers science experiment 	<p>Informal:</p> <p><i>How does knowing about mixing colours help you create your artwork?</i></p> <p>Observational:</p> <p><i>How did the students use the skills of mixing colours to produce their artwork?</i></p>

<ul style="list-style-type: none"> • Produce a colour wheel by mixing primary colours to create secondary colours • Explore how artists use colour in their work • Compare and contrast how colours can convey mood 	<p><i>The secondary colours are Orange, Green and Violet. Mixing two primary colours makes a secondary colour. (Red +Yellow = Orange), (Blue +Yellow =Green), (Blue+Red = Violet);</i></p>	<ul style="list-style-type: none"> • Colour treasure hunt • Look for Primary and secondary colours in the environment • Create a colour wheel with objects • Mix watercolours and oil • Paint pictures using the secondary colours only • https://www.youtube.com/watch?v=bmquqAP2w8 • https://youtu.be/wHMTvko29KQ • https://youtu.be/x64wteAhH-M 	
<p>Value</p> <ul style="list-style-type: none"> • Differentiate between the lightness and darkness of colours in art and nature. • Compare and contrast the range of hues • Produce work with a variety of tints and shades. 	<p>Recognize light and dark <i>Value tells us how <u>light</u> or <u>dark</u> a colour can be. Add white to a colour to make it light and add black to a colour to make it dark. When black is added to a colour it creates a SHADE. When white is added to a colour you create a TINT. White is the <u>lightest</u> value; black is the <u>darkest</u>. Value is important to drawing and painting, value changes are what creates contrast. Contrast helps us understand 2-D artworks.</i></p>	<ul style="list-style-type: none"> • Mix the secondary colours then darken each by adding black • Make 3 values of each primary colour, light, medium and dark • Paper collage different colour values together in fun shapes and designs • Tints and shades with a cherry on top • Use stamp pads to create value scales • Students examine similarities and differences in colour eg. Light blue, dark blue • Paint pictures using exclusively light or dark colours • Nature walk for leaves with different values of green 	<p>Informal: <i>Tell how you show value in your artwork. Which part has more white in the colour? Which part is darker?</i></p> <p>Observational: <i>Observe artwork to see how students show an understanding of the use of value.</i></p>

		<ul style="list-style-type: none"> • https://youtu.be/DMivEgKSvrE • https://youtu.be/94UcPRlqIZs • https://youtu.be/nAbLCgt7ecM • https://youtu.be/5VMcrGtthds 	
<p>Patterns</p> <ul style="list-style-type: none"> • Recognize patterns around them • Describe a pattern • Examine how artists use patterns as a form of expression • Experiment with lines, shapes and colours to produce patterns using a variety of media 	<p><u>Patterns</u> <i>Patterns can be found everywhere in our daily lives, on tree leaves and trunks, waves, butterfly wings, sea shells and lots more. These are created by repeating lines, shapes and colours. The part that is repeated is called a <u>motif</u>. Patterns can be regular or irregular.</i></p>	<ul style="list-style-type: none"> • Patterned hands • Pattern landscapes • Nature walk for patterns • Look at work by the artist Piet Mondrian • Line patterns • Zentangle patterns • Dotted Pumpkins • https://youtu.be/gAh1J3Ljj-M • https://youtu.be/eYIPYEQil54 • https://youtu.be/jMsTvH6gTGk • https://youtu.be/-NdzJg3moRY 	<p>Informal: <i>Describe the patterns made in the artwork. What elements of art are repeated to create the pattern?</i></p> <p>Observational: <i>Observe the use of pattern making in the student's work.</i></p>
<p>Texture</p> <ul style="list-style-type: none"> • Explore how patterns can be used to create texture • Describe the look and feel of a variety of textures • Create textures using mixed media • Use texture in two-dimensional and 	<p><u>Texture</u> <i>Everything has some type of texture. The way something feels when it is touched or the way something looks like it feels. Textures can be rough, smooth, and bumpy, fuzzy, silky. For example, a piece of wood feels rough. <u>Tactile Texture</u> can be touched and seen. <u>Visual Texture</u> is a texture that can be seen in a picture rather than felt.</i></p>	<ul style="list-style-type: none"> • Texture rubbings with oil pastels and tissue paper • Mini Matisse: Tactile texture strips • Painting on Textures • Yarn painting • Texture monsters • Bubble wrap printing • Texture beads with homemade clay • https://youtu.be/tDVS9XSqt90 • https://youtu.be/CjqRgqfYEhM 	<p>Informal: <i>How would you describe the texture in the artwork?</i></p> <p>Observational: <i>How did the students show texture in their work? Did the students achieve visual and tactile texture?</i></p>

<p>three-dimensional works of art.</p> <ul style="list-style-type: none"> • Use visual and actual texture in original works of art 			
<p>Art Appreciation</p> <ul style="list-style-type: none"> • Examine and discuss prehistoric art and the lifestyle of the cave people • Reproduce a piece of work similar to cave art 	<p><u>Cave Art</u> <i>Cave paintings are paintings on cave walls and ceilings. These paintings were made in prehistoric times. Most cave paintings date from 10,000 to 20,000 years ago. The oldest is from about 32,000 years ago, It is not known why these paintings were made. Most people think they may have had a function for rituals. They may also have been a way to communicate; to tell other people about something. It could also be a form of hunting magic, which is meant to increase the number of animals. Most paintings are in caves that are difficult to access.</i></p> <p><i>Today, there are about 350 caves known which have paintings in them. Many are in France and Spain.</i></p> <p><i>Most often, animals or hunting scenes were painted. Sometimes hands are there too, there are also more abstract patterns.</i></p>	<ul style="list-style-type: none"> • Mix natural paints • Create a cave painting of their family and pets using natural products similar to those used by the cavemen • Create a book entitled “My Day as a Caveman” or “Stone Age Kid” • Make a Stone age necklace • Find out about prehistoric musical instruments • Create a song or rap about cave art • https://youtu.be/MQ4Gvj3AAU4 • https://youtu.be/b2_iWoZvLtQ • https://youtu.be/aPpM_7SB91c 	<p>Informal: <i>What did the cave paintings tell you about the lives of the cavemen?</i></p> <p>Observational: <i>How did the students apply knowledge of cave art to their artwork?</i></p>

	<i>Cave paintings were created by mixing different coloured rocks, charcoal, animal blood, and berries.</i>		
Space <ul style="list-style-type: none"> Identify objects in the environment that occupy space Articulate the relationship between objects within a defined space Create a composition demonstrating special awareness 	Space Space is determined by where an object is situated; It can be created using colour, shapes and values. Positive <i>This is the object being drawn like an apple or a car.</i> Negative <i>This is the space that is left empty. It is the space around and between objects.</i>	<ul style="list-style-type: none"> Draw x-ray pictures looking inside and outside of objects Japanese paper cuts Dyed paper with silhouettes Negative space spray art Printmaking using found objects https://youtu.be/6RVf8y-e6tc https://www.youtube.com/watch?v=B-wYU1LJe00 https://youtu.be/ZHAqT4hXnMw 	Informal: <i>How are the objects in the space different?</i> Observational: <i>How did the students show objects near and far?</i>
Art Appreciation <ul style="list-style-type: none"> Recognize the work of Matisse and Warhol; Describe the subject matter and elements of art used in the pieces of work; Analyze how line, shape, and colour are repeated in works of art; 	Henri Matisse <i>Henri Matisse, born in 1869, began his working life doing administrative tasks for a court. As a gift, his mother gave him his first art supplies and he fell in love with painting. He studied art in Paris where he painted mostly landscapes and still lifes. He was successful at this and the state even bought five of his paintings. In 1898, he discovered impressionism. A friend and fellow painter, John Peter Russell introduced him to the work of the impressionists including van Gogh who was still unknown and Gauguin. Matisse's style changed completely</i>	<ul style="list-style-type: none"> Henri Matisse paper collage Paint a pop art piece using Doughnuts and Cupcakes Make a storybook about Andy Warhol Campbell's Soup can label collage http://www.youtube.com/watch?v=s37OoBXkYAc http://www.youtube.com/watch?v=ZfQ7WnjteFk&t=1s http://www.youtube.com/watch?v=Mghdpsysi3c https://www.youtube.com/watch?v=r0DwcqCF9iM https://www.arthistorykids.com/blog/2014/5/2/warhol-cats-flowers 	Informal: <i>What was /were the artist's favourite subjects to paint?</i> Observational: <i>How did the students apply knowledge of the artists work to their artwork?</i>

<ul style="list-style-type: none"> • Identify the focal point in the artwork; • Compare and contrast the works of art and describe them, using the appropriate vocabulary. 	<p><i>following this discovery and colour took centre stage in his paintings. This love of colour evolved into Fauvism, in which natural scenes are portrayed in unnatural, usually extremely bright, colours. By the end of his life Matisse was thoroughly interested in patterns and from this interest came his collages. Made from boldly hand-painted paper cut into shapes, Matisse's collages were usually large works of simplicity.</i></p> <p><u>Andy Warhol</u> <i>He was a painter and sculptor. Warhol was born on August 6th 1928 in Pennsylvania U.S.A. His dad was a construction worker. Warhol was sick at age 8 with the liver disease during this time his mother taught him to draw. When he was 14 his dad died from liver disease. His dad considered him the smartest of all the children so he saved money for Warhol to attend college. After graduating college in 1959 he moved to New York to become an artist. In 1961 he created the style of Pop Art. He is famous for his Campbell's Soup Cans. In one of his paintings, he had 200 soup cans that he repeated over</i></p>	<ul style="list-style-type: none"> • http://www.minimonetsandmommies.com/2014/05/kids-pop-art-andy-warhol-paint-prints.html 	
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	<i>and over. Warhol died on February 22nd 1987.</i>		
Balance <ul style="list-style-type: none"> Identify and use symmetrical balance Analyze how artists use the balance in their work 	<p>The way parts of a picture are arranged is called balance.</p> <p><u>Symmetrical Balance</u> <i>This means that both sides of artwork or any object are the same.</i></p> <p><u>Asymmetrical Balance</u> <i>This means that both sides of artwork or any object are different or not the same.</i></p>	<ul style="list-style-type: none"> Butterfly symmetry Kaleidoscope Tiles Crafts Reflective Symmetry name bugs Pulled String Art https://youtu.be/25JXJhixUtA https://youtu.be/YFzktJNmnPU https://youtu.be/vblCR5zsr84 	<p>Informal: <i>How did the artist show balance in the artwork?</i></p> <p>Observational: <i>How did the students apply knowledge of balance in their artwork?</i></p>
2-D/3-D Craft <ul style="list-style-type: none"> Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art. 		<ol style="list-style-type: none"> Mini Japanese Flying Carp Dream catchers Egg Carton animals Paper bowl jellyfish 3-D Gold Fish Bowls Paper plate sailboats African Paper Plate Masks Junkanoo Masks 	<p>Informal: <i>What is the difference between two and three-dimensional artwork?</i></p> <p>Observational: <i>How did the students apply their knowledge of two dimensional and three dimensional to their artwork?</i></p>

Grade Three

Term One	Term Two	Term 3
Line- The 5 Basic <ol style="list-style-type: none"> a. Horizontal b. Vertical c. Diagonal d. Zigzag e. Curved 	Pattern Rhythm & Movement <ol style="list-style-type: none"> a. Patterns in the environment b. Repeat patterns c. Recognize patterns in blocks, tiles, fabric d. Visual Rhythm e. Regular Rhythm f. Flowing Rhythms 	Art Appreciation <ol style="list-style-type: none"> a. Georges Seurat b. Henri Rousseau
Shape- 2 dimensional <ol style="list-style-type: none"> a. Square b. Rectangle c. Circle d. Triangle e. Oval 	Texture <ol style="list-style-type: none"> a. Natural textures b. Manmade textures 	2-D/3-D Craft
Form- 3 Dimensional <ol style="list-style-type: none"> a. Cube b. Cylinder c. Pyramid d. Sphere e. Cone 	Art Appreciation <ol style="list-style-type: none"> a. Egyptian Art 	
Colour <ol style="list-style-type: none"> a. Warm colours b. Cool colours 	Space <ol style="list-style-type: none"> a. Horizon Line b. Vanishing Point c. Background, Middle ground and Foreground 	

Value b. Recognize light and dark;	Balance a. Symmetrical b. Asymmetrical	
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Objectives	Content	Recommended Activities	Assessment
<p>Lines</p> <ol style="list-style-type: none"> Identify the 5 basic lines Recognize that everything starts from a line. Recognize that various kinds of lines enable an artist to express ideas. Describe the 5 basic lines; Use lines to express ideas, images and emotions Utilize computer software to generate graphic designs, incorporating a variety of lines. 	<p>Lines are found everywhere. Lines can be straight, curved, long, short, thick or thin. Lines are combined to produce shapes</p> <p>Horizontal</p> <ol style="list-style-type: none"> <i>These lines are straight lines that go left to right;</i> <i>A tree laying on the ground forms a horizontal line;</i> <i>These lines are used to draw trees lying on the ground;</i> <p>Vertical</p> <ol style="list-style-type: none"> <i>These lines are straight lines that go straight up and down;</i> <i>The human body when it is standing upright forms a vertical line;</i> <i>These lines are used to draw standing trees.</i> <p>Diagonal</p> <ol style="list-style-type: none"> <i>These lines are straight lines that are slanted.</i> <i>These lines fall somewhere between a horizontal and a vertical line;</i> <i>These lines are used to draw triangles and roof tops;</i> <p>Zig Zag</p>	<ul style="list-style-type: none"> • Create a colourful picture using a variety of lines; • Take a line for a walk • Look at artists that love to use lines in their work. • Create hot air balloon collages using a variety of lines. • Create glue drawings with chalk using the basic lines to resemble stained glass windows. • Have students lay on the floor to make the different types of lines. • Find lines in the environment e.g. tiles, roof, leaves, cracks in a sidewalk or wall. • https://youtu.be/Tzt0V7J65mQ • https://youtu.be/DQEVllmeWH4 • https://youtu.be/0PgERZ03cXo 	<p>Teachers are encouraged to select assessment methods to measure student's progress concerning curriculum objectives</p> <p>Informal: <i>How can using different thicknesses of lines show feelings?</i></p> <p>Observational: <i>How did the students illustrate their knowledge of expressive lines?</i></p>

	<p><i>a. These lines are a combination of diagonal lines;</i></p> <p><i>b. Lines that move back and forth, create confusion;</i></p> <p><i>c. These lines are used to draw stair cases and mountain ranges or hills.</i></p> <p>Curved</p> <p><i>a. A curved line is not straight and is bent.</i></p> <p><i>b. It doesn't move in one direction like a straight line;</i></p> <p><i>c. Curved lines are used to draw ovals and circles;</i></p>		
<p>Shape- 2 Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how lines make shapes; • Identify the 5 basic geometric shapes; • Describe the 5 basic geometric shapes; • Identify the difference between shapes; • Identify shapes in nature and a man-made environment; 	<p>2-Dimensional means something is flat and doesn't have thickness.</p> <p>Basic shapes are made using lines;</p> <p>Square</p> <p><i>e. Has 4 of the same sides (equal);</i></p> <p><i>f. It is made of 2 horizontal lines and 2 vertical lines;</i></p> <p>Rectangle</p> <p><i>e. Has 4 sides, 2 long sides and 2 short sides;</i></p> <p><i>f. It is made of 2 horizontal lines and 2 vertical lines;</i></p> <p>Circle</p> <p><i>e. A shape made from a curved line;</i></p> <p><i>f. A circle is round;</i></p> <p>Triangle</p> <p><i>e. A shape with 3 sides;</i></p>	<ul style="list-style-type: none"> • Draw shapes to form pictures • Cardboard tube printmaking • Draw animals using the basic shapes • https://www.pinterest.co.uk/sonjaeisenbeiss/drawing-animals-using-simple-shapes/ • 2-D Shaped animal crafts • Simple Landscapes and seascapes using geometric shapes • https://youtu.be/mrG33P1wdI • https://youtu.be/-4-l8UrRzIY • https://youtu.be/h8WKbPo3iBQ 	<p>Informal:</p> <p><i>What did you learn from shapes artists use in their work that you can use in your drawing?</i></p> <p>Observational:</p> <p><i>Analyze how students use shapes in their drawings.</i></p>

	<p><i>f. It is made of 2 diagonal lines and a horizontal line;</i></p> <p>Oval</p> <p><i>d. A squashed circle; This shape is drawn using a curved line;</i></p>		
<p>Form 3- Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how flat shapes make rounded forms; • Identify the 5 basic forms; • Describe the basic forms; • Identify the difference between a shape and a form; 	<p>3- Dimensional means something is fat, not flat.</p> <p><i>“A Cube is like a dice you drop, a cylinder is like a can of pop, a pyramid is like a building tall, a sphere is like a bouncing ball, a cone is like a party hat”</i> Kindergardenworks.com</p> <p>A cube is made of 3 Vertical lines, 3 diagonal lines and 3 horizontal lines.</p> <p>A cylinder is made of 2 vertical lines and 2 ovals.</p> <p>A pyramid is made of 4diagonal lines and 1 vertical.</p> <p>A cone is made of 2 diagonal lines and an oval.</p>	<ul style="list-style-type: none"> • https://youtu.be/ XJ1A5io8vc • https://youtu.be/ZnZYK83utu0 • Draw the 5 basic 3-D Shapes/Forms • 3-D Shapes Bingo • Make 3-D shapes/forms • Make castles from recycled cardboard tubes • Shoe box castles • Egyptian Pyramids 	<p>Informal:</p> <p><i>How did you use your materials to create a form?</i></p> <p><i>How would you describe a Cone?</i></p> <p><i>What is the difference between a square and a cube?</i></p> <p>Observational:</p> <p><i>How did the students use the flat two dimensional shapes to create three-dimensional forms?</i></p> <p><i>How did the students apply the knowledge of forms to create artwork?</i></p>
<p>Colour</p> <ul style="list-style-type: none"> • Name and use warm and cool colours; 	<p>Warm Colours</p> <p><i>What Is a Warm Color? The colours red, orange, and yellow are warm because</i></p>	<ul style="list-style-type: none"> • Hot/Cool Echo Flowers • Sun and Moon in Warm & Cool Colours • Warm/Cool colour paper mosaics 	<p>Informal:</p> <p><i>What colours make you feel hot and why?</i></p>

<ul style="list-style-type: none"> • Practice mixing shades and tints; • Explore how artists use colour in their work • Analyze how colour influences moods and feelings • Compare and contrast how colours can convey mood 	<p><i>they make us think of fire and the sun or things that make us feel warm.</i></p> <p>Cool Colours <i>Cool colours include green, blue, and purple. They are called cool colours because they make us think of things that make us feel cool such as the sea and trees.</i></p>	<ul style="list-style-type: none"> • Paint Warm/Cool Colour Landscapes and Seascapes • Warm and Cool Hands • https://youtu.be/Sn5-PIDxX6w • https://youtu.be/DWfvn_OKQd0 • https://youtu.be/U0vgVDAnXng • https://youtu.be/tvDv9YIUyHw 	<p>Observational: <i>Students use their information of colour and mood to create an artwork.</i></p>
<p>Value</p> <ul style="list-style-type: none"> • Differentiate between the lightness and darkness of colours in art and nature. • Compare and contrast the range of hues • Produce work with a variety of tints and shades. 	<p>Recognize light and dark <i>Value tells us how <u>light</u> or <u>dark</u> a colour can be. Add white to a colour to make it light and add black to a colour to make it dark. When black is added to a colour it creates a SHADE. When white is added to a colour you create a TINT. White is the <u>lightest</u> value; black is the <u>darkest</u>. Value is important to drawing and painting, value changes are what creates contrast. Contrast helps us understand 2-D artworks.</i></p>	<ul style="list-style-type: none"> • Mix the secondary colours then darken each by adding black • Make 3 values of each primary colour, light, medium and dark • Paper collage different colour values together in fun shapes and designs • Tints and shades with a cherry on top • Use stamp pads to create value scales • Students examine similarities and differences in colour eg. Light blue, dark blue • Paint pictures using exclusively light or dark colours • Nature walk for leaves with different values of green • https://youtu.be/DMivEgKSvrE • https://youtu.be/94UcPRlqIZs • https://youtu.be/nAbLCgt7ecM • https://youtu.be/5VMcrGtthds 	<p>Informal: <i>How did you produce a lighter and darker colour?</i></p> <p>Observational: <i>Observe to see if students follow the procedure of mixing colours to create value.</i></p>

<p>Pattern, Rhythm & Movement</p> <ul style="list-style-type: none"> • Recognize patterns around them • Describe a pattern • Examine how artists use patterns as a form of expression • Experiment with lines, shapes and colours to produce patterns using a variety of media • Perceive and describe rhythm and movement in works of art and the environment. • Create a piece of art emphasizing rhythm and movement, using a chosen printing method. 	<p><u>Patterns</u> <i>Patterns can be found everywhere in our daily lives, on tree leaves and trunks, waves, butterfly wings, sea shells and lots more.</i> <i>These are created by repeating lines, shapes and colours. The part that is repeated is called a <u>motif</u>. Patterns can be regular or irregular.</i> <u>Rhythm in Visual Arts</u> <i>Rhythm in art shows movement or action. We get a rhythm in art through repeating lines, shapes, colours, and more. Rhythm creates a mood like music or dancing. The best example of movement in art is Vincent van Gogh's <u>The Starry Night</u>, which takes your eyes on a rollercoaster ride around all the twists and swirls.</i> <u>Visual Rhythm</u> <i>This is a rhythm you get through your eyes rather than through your ears. Visual rhythm is created by repeated positive shapes separated by negative spaces.</i> <i>A good visual rhythm will lead your eye through the artwork.</i> <u>Regular Rhythm</u> <i>This happens when an artist repeats the spaces between lines, colour, shapes, forms and the other elements in</i></p>	<ul style="list-style-type: none"> • Patterned hands • Pattern landscapes • Nature walk for patterns • Look at work by the artist Piet Mondrian • Line patterns • Zentangle patterns • Dotted Pumpkins • Reproduce Starry Night by Van Gogh • Create a Repeat Pattern showing Rhythm and Movement • Create a Print showing Rhythm and Movement • https://youtu.be/gAh1J3Ljj-M • https://youtu.be/eYIPYEQil54 • https://youtu.be/jMsTvH6gTGk • https://youtu.be/-NdzJg3moRY • https://youtu.be/zIHJRRMaGZY • https://youtu.be/11pSHO8v2c4 • https://youtu.be/bnpe-xtanTY • https://youtu.be/bRPu13-Ki1U • https://youtu.be/pbi0g61pVdg • https://youtu.be/t-WBqggKo78 	<p>Informal: <i>What elements of art did you use to create your pattern? Explain your choice.</i></p> <p>Observational: <i>Observe artwork to determine if the students apply knowledge of creating patterns.</i></p>
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	<p><i>their artwork using the same size and length.</i></p> <p><u>Flowing Rhythm</u> <i>Flowing rhythm describes an artwork that contains curved or circular elements that give the art movement. Some flowing rhythm examples include flowers, clouds, or waves. Flowing rhythm is when organic shapes are repeated in an artwork.</i></p> <p><u>Movement</u> <i>Visual movement is the way your eyes travel through an artwork. Artists create visual movement through implied lines, colour combinations emphasis and repetition. Our paints cannot physically move, but we can paint in a way that gives the illusion of movement. This means that an artist would arrange shapes in a way that would lead the viewer's eyes from one point to the next in their paintings, or use certain brush techniques to mimic the movement.</i></p>		
<p>Texture</p> <ul style="list-style-type: none"> • Explore how patterns can be used to create texture • Describe the look and feel of a variety of textures 	<p><u>Texture</u> <i>Everything has some type of texture. The way something feels when it is touched or the way something looks like it feels. Textures can be rough, smooth, and bumpy, fuzzy, silky. For example, a piece of wood feels rough.</i></p>	<ul style="list-style-type: none"> • Texture rubbings with oil pastels and tissue paper • Mini Matisse: Tactile texture strips • Painting on Textures • Yarn painting • Texture monsters 	<p>Informal: <i>How is texture in your artwork similar or different from the actual objects?</i></p> <p>Observational:</p>

<ul style="list-style-type: none"> • Create textures using mixed media • Identify various textural qualities of surfaces such as sandpaper, wood, cloth, cloth • Practice using lines, shapes and dots to create textural illusions • Use texture in two-dimensional and three-dimensional works of art. • Use visual and actual texture in original works of art 	<p><i>Artists create texture in their artwork to show how objects might feel</i></p> <p><i>Tactile Texture can be touched and seen.</i></p> <p><i>Visual Texture is a texture that can be seen in a picture rather than felt.</i></p>	<ul style="list-style-type: none"> • Bubble wrap printing • Texture beads with homemade clay • Create texture rubbings to show the texture of objects then draw them • Draw lines and dots to create texture in their drawings • Foil embossing • Textured monsters • Textured Squares Math Integrated • https://youtu.be/tDVS9XSt90 • https://youtu.be/CjqRgqfYEhM • https://youtu.be/f8el126VAow 	<p><i>How did the students use actual objects to create their artwork?</i></p>
<p>Art Appreciation</p> <ul style="list-style-type: none"> • Examine and discuss Egyptian art and the lifestyle of the Egyptian people • Reproduce a piece of work similar to the Egyptian Tomb Art 	<p><u>Egyptian Art</u></p> <p><i>We learn about the Ancient Egyptians from their art. From their art, we can learn things like what they looked like, what kind of clothes they wore, what jobs they had, and what was important to them.</i></p> <p><i>The artwork created by the Ancient Egyptians had to do with their religion. They would fill the walls of the tombs of the Pharaohs with paintings and sculptures that were there to help the Pharaohs in the afterlife. Temples were</i></p>	<ul style="list-style-type: none"> • Egyptian Cat Art • Design a Cartouche of their names using hieroglyphs • Make Egyptian jewellery using salt dough • Draw a portrait of King Tut • Ancient Egyptian Collars from Paper Plates • Make an Egyptian Book of the Dead • Name Hieroglyphs • Paper Tube Cat Mummies • Building Pyramids • https://youtu.be/V3C6szgcIY • https://art-educ4kids.weebly.com/egyptian-art.html 	<p>Informal:</p> <p><i>What did the Egyptians paint on their pyramid/tomb walls?</i></p> <p>Observational:</p> <p><i>How did the students apply knowledge of Egyptian artwork to their work?</i></p>

	<p>another popular place for art. The temples often held large statues of their gods as well as many paintings on the walls.</p> <p>The Egyptians are famous for their giant sculptures, an example of this is the Great Sphinx at Giza. The Sphinx is over 240 feet long.</p>	<ul style="list-style-type: none"> • https://youtu.be/ODUlp7NOeM • https://youtu.be/2ljD502ghxg • https://youtu.be/XI2bb7dlUaQ • https://youtu.be/8Tbv7anqXk • https://youtu.be/lJqr3yKdH7M • https://youtu.be/aEK6PT7K80M • https://youtu.be/X26PeYKNI2s 	
<p>Space</p> <ul style="list-style-type: none"> • Identify objects in the environment that occupy space • Articulate the relationship between objects within a defined space • Create a composition demonstrating special awareness • Identify and describe how foreground, middle ground, and background are 	<p>Space Space is determined by where an object is situated; It can be created using colour, shapes and values.</p> <p>Positive <i>This is the object being drawn like an apple or a car.</i></p> <p>Negative <i>This is the space that is left empty. It is the space around and between objects.</i></p> <p>Horizon Line <i>The horizon line is the horizontal line that separates the earth from the sky or the sky from the sea.</i></p> <p>Vanishing Point <i>The point where parallel lines meet.</i></p> <p>Background <i>The part of the picture that is furthest away from you. The objects here are</i></p>	<ul style="list-style-type: none"> • Draw x-ray pictures looking inside and outside of objects • Japanese paper cuts • Dyed paper with silhouettes • Negative space spray art • Printmaking using found objects • Create Environmental Boxes • Draw and Colour Landscapes and Seascapes • Reproduce Crows in The Wheatfield by Van Gogh • Story time- Read about and discuss the Sky and the Land • Draw Trees in Perspective • https://youtu.be/6RVf8y-e6tc • https://www.youtube.com/watch?v=B-wYU1LJe00 • https://youtu.be/ZHAqT4hXnMw • https://youtu.be/aEK6PT7K80M • https://youtu.be/q75cDS-ZnbQ • https://youtu.be/euhh6sjdde4 	<p>Informal: <i>How did you show distance in your artwork?</i></p> <p>Observational: <i>How did the students show the perception of depth and distance in their work?</i></p>

<p>used to create the illusion of space.</p> <ul style="list-style-type: none"> • Paint or draw a landscape, seascape, or cityscape that shows the illusion of space. 	<p><i>very small and the colours are very dull.</i></p> <p><u>Middle Ground</u> <i>This is between the Background and foreground.</i></p> <p><u>Foreground</u> <i>This is the part of the picture that is closest to you or lower down on the picture plane. Objects in the foreground are largest, brightest and full of detail.</i></p>	<ul style="list-style-type: none"> • https://youtu.be/3BB3SwCLv70 	
<p>Balance</p> <ul style="list-style-type: none"> • Identify and use symmetrical and asymmetrical balance • Analyze how artists use the balance in their work • Produce artwork that shows symmetrical and asymmetrical balance 	<p><u>Balance</u> <i>The way parts of a picture are arranged is called balance. Artists use balance in their artwork to give equal weight to both sides of their designs.</i></p> <ol style="list-style-type: none"> 1. <i>Size. Larger objects have more visual weight than smaller objects.</i> 2. <i>Colour. Bright colours are visually heavier than dull colours.</i> <p><u>Symmetrical Balance</u> <i>This means that both sides of artwork or an object are identical.</i></p> <p><u>Asymmetrical Balance</u> <i>This means that both sides of artwork or any object are different or not the same. In Asymmetrical balance in art, each half is different but has equal</i></p>	<ul style="list-style-type: none"> • Butterfly symmetry • Kaleidoscope Tiles Crafts • Reflective Symmetry name bugs • Pulled String Art • Types of Balance Cut Paper Collage • Asymmetrical Flower Vase Resist • Positive/Negative Asymmetrical Collage • https://youtu.be/25JXJhixUtA • https://youtu.be/YFzktJNmnPU • https://youtu.be/vbICR5zsr84 • https://youtu.be/jCx-XoBj8Q0 	<p>Informal: <i>How did you show balance in your artwork? Did you have problems creating balance? How did you solve the problem?</i></p> <p>Observational: <i>How did the students apply knowledge of balance in their artwork?</i></p>

	<i>visual weight. The artwork is still balanced even though each side is different.</i>		
Art Appreciation <ul style="list-style-type: none"> Recognize the work of Seurat and Rousseau; Describe the subject matter and elements of art used in the pieces of work; Analyze how line, shape, and colour are repeated in works of art; Identify the focal point in the artwork; Compare and contrast the works of art and describe them, using the appropriate vocabulary. 	Georges Seurat <i>“Georges Seurat was born in Paris, France on December 2nd 1859. His parents were wealthy allowing him to focus on his art. He was a quiet and intelligent child who kept to himself. Georges attended the School of Fine Arts in Paris starting in 1878. He also had to serve a year in the military. Upon his return to Paris, he continued to refine his art skills. He spent the next two years drawing in black and white. With the help of his parents, Georges set up his art studio not far from their house. Because his parents supported him, George was able to paint and explore any areas of art he chose. Most of the poor artists at the time had to sell their paintings to survive. Seurat began to explore the science of optics and colour. He found that, rather than mixing the colours of paint on a palette, he could place tiny dots of different colours next to each other on the canvas and the eye would mix the colours. He called this way of painting Divisionism. Today we call it Pointillism. Seurat felt that this new</i>	<ul style="list-style-type: none"> Q-Tip Pointillism Pointillism Seascapes Melted Crayon Pointillism Recycled Seurat Pointillism Art Story Time- “Sunday With Seurat” Henri Rousseau Toucan Resist Henri Rousseau “Fantasy Jungle” Rousseau Tigers Henri Rousseau Jungle Collage Story Time- Henri Rousseau’s “Jungle Book” Write a Poem or a Story Inspired by one of Seurat or Rousseau’s Paintings. Compare and contrast the work of Seurat and Rousseau https://youtu.be/rDW4wSTm-V4 https://youtu.be/d1V-PTJQT4Y https://youtu.be/D4hqKPX6d68 https://youtu.be/ISUffeCL1HE https://youtu.be/AnM42tmmhes https://youtu.be/DhYtibo9IXo 	Informal: <i>What do you like or dislike about the artist’s work? Explain your answer.</i> Observational: <i>Did the students incorporate ideas from the artist into their artwork?</i>

	<p><i>way of painting would make the colours appear more brilliant to the viewer. When Georges was just 31 years old he became very sick and died. He likely died from meningitis.”</i></p> <p>Ducksters <u>Henri Rousseau</u> <i>Henri Rousseau was a French artist born in 1844, died in 1910. He was a self-taught artist who often painted images of jungle scenes and animals. His work was almost always bright and colourful and he is best known for his <i>Sleeping Gypsy</i> painting of 1897. Henri Rousseau’s father was a tinsmith. He left school at an early age and entered military service, where he stayed for four years. After his marriage in 1869, he became an inspector with the Paris toll office. In 180 he decided to become an artist.</i></p>		
<p>2-D/3-D Craft</p> <ul style="list-style-type: none"> • Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art. 		<ul style="list-style-type: none"> • Create an imaginative clay sculpture based on an organic form. • Papier Mache Ice Cream Cones • Yarn Painting • Tree Weaving • Junkanoo Inspired Mask • String Art Wall Projects • Mobiles • Aluminum Foil Sculpture • https://youtu.be/cTslqS_H7Jg 	<p>Informal:</p> <p>Observational: <i>Observe students artwork to determine the application of skills used in the artwork</i></p>

		<ul style="list-style-type: none">• https://youtu.be/uEI3clnsyyU• https://youtu.be/4D1C5kwePxU• https://youtu.be/ml0abQ1_98I	
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Grade Four

Term One	Term Two	Term 3
Line- The 5 Basic <ol style="list-style-type: none"> a. Horizontal b. Vertical c. Diagonal d. Zigzag e. Curved 	Pattern Rhythm & Movement <ol style="list-style-type: none"> a. Patterns in the environment b. Repeat patterns c. Recognize patterns in blocks, tiles, fabric d. Visual Rhythm e. Regular Rhythm f. Flowing Rhythms 	Art Appreciation <ul style="list-style-type: none"> • Jackson Pollock • Georgia O'Keefe
Shape- 2 dimensional <ol style="list-style-type: none"> a. Square b. Rectangle c. Circle d. Triangle e. Oval 	Texture <ol style="list-style-type: none"> a. Natural textures b. Manmade textures 	2-D/3-D Craft
Form- 3 Dimensional <ol style="list-style-type: none"> a. Cube b. Cylinder c. Pyramid d. Sphere e. Cone 	Art Appreciation <ol style="list-style-type: none"> a. Greek Art 	
Colour <ol style="list-style-type: none"> a. Complementary Colours 	Space <ol style="list-style-type: none"> a. Horizon Line b. Vanishing Point c. Background, Middle ground and Foreground 	

Value a. Recognize light and dark;	Balance a. Symmetrical b. Asymmetrical	
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Objectives	Content	Recommended Activities	Assessment
<p>Lines</p> <ul style="list-style-type: none"> • Identify the 5 basic lines • Recognize that everything starts from a line. • Recognize that various kinds of lines enable an artist to express ideas. • Describe the 5 basic lines; 	<p>Lines are found everywhere. Lines can be straight, curved, long, short, thick or thin. Lines are combined to produce shapes</p> <p>Horizontal</p> <ol style="list-style-type: none"> <i>These lines are straight lines that go left to right;</i> <i>A tree laying on the ground forms a horizontal line;</i> <i>These lines are used to draw trees lying on the ground;</i> <p>Vertical</p> <ol style="list-style-type: none"> <i>These lines are straight lines that go straight up and down;</i> <i>The human body when it is standing upright forms a vertical line;</i> <i>These lines are used to draw standing trees.</i> <p>Diagonal</p> <ol style="list-style-type: none"> <i>These lines are straight lines that are slanted.</i> <i>These lines fall somewhere between a horizontal and a vertical line;</i> <i>These lines are used to draw triangles and roof tops;</i> <p>Zig Zag</p>	<ul style="list-style-type: none"> • Create a colourful picture using a variety of lines; • Take a line for a walk • Look at artists that love to use lines in their work. • Create hot air balloon collages using a variety of lines. • Create glue drawings with chalk using the basic lines to resemble stained glass windows. • Have students lay on the floor to make the different types of lines. • Find lines in the environment e.g. tiles, roof, leaves, cracks in a sidewalk or wall. • https://youtu.be/Tzt0V7l65mQ • https://youtu.be/DQEVllmeWH4 • https://youtu.be/0PgERZ03cXo 	<p>Teachers are encouraged to select assessment methods to measure student's progress concerning curriculum objectives</p> <p>Informal: <i>What lines did you use to show movement? Explain why the lines were used?</i></p> <p>Observational: <i>How did the students use lines to create their artwork?</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>

	<p><i>a. These lines are a combination of diagonal lines;</i></p> <p><i>b. Lines that move back and forth, create confusion;</i></p> <p><i>c. These lines are used to draw stair cases and mountain ranges or hills.</i></p> <p>Curved</p> <p><i>a. A curved line is not straight and is bent.</i></p> <p><i>b. It doesn't move in one direction like a straight line;</i></p> <p><i>c. Curved lines are used to draw ovals and circles;</i></p>		
<p>Shape- 2 Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how lines make shapes; • Identify the 5 basic geometric shapes; • Describe the 5 basic geometric shapes; • Identify the difference between shapes; • Identify shapes in nature and a man-made environment; 	<p>2-Dimensional means something is flat and doesn't have thickness. Basic shapes are made using lines;</p> <p>Square</p> <p><i>g. Has 4 of the same sides (equal);</i> <i>h. It is made of 2 horizontal lines and 2 vertical lines;</i></p> <p>Rectangle</p> <p><i>g. Has 4 sides, 2 long sides and 2 short sides;</i> <i>h. It is made of 2 horizontal lines and 2 vertical lines;</i></p> <p>Circle</p> <p><i>g. A shape made from a curved line;</i> <i>h. A circle is round;</i></p> <p>Triangle</p>	<ul style="list-style-type: none"> • Draw shapes to form pictures • Cardboard tube printmaking • Draw animals using the basic shapes • 2-D Shaped animal crafts • Simple Landscapes and seascapes using geometric shapes • https://www.pinterest.co.uk/sonjaeisenbeiss/drawing-animals-using-simple-shapes/ • https://youtu.be/mrG33P1lwdI • https://youtu.be/-4-l8UrRzIY • https://youtu.be/h8WKbPo3iBQ 	<p>Informal: <i>How did you show a variety of shapes in your artwork?</i></p> <p>Observational: <i>Analyze how students use shapes in their artwork.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the</i></p>

	<p><i>g. A shape with 3 sides;</i> <i>h. It is made of 2 diagonal lines and a horizontal line;</i></p> <p>Oval</p> <p><i>e. A squashed circle; This shape is drawn using a curved line;</i></p>		<i>development of the students.</i>
<p>Form 3- Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how flat shapes make rounded forms; • Identify the 5 basic forms; • Describe the basic forms; • Identify the difference between a shape and a form; • Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art. 	<p>3- Dimensional means something is fat, not flat. <i>"A <u>Cube</u> is like a dice you drop, a <u>cylinder</u> is like a can of pop, a <u>pyramid</u> is like a building tall, a <u>sphere</u> is like a bouncing ball, a <u>cone</u> is like a party hat"</i> Kindergardenworks.com</p> <p>A <u>cube</u> is made of 3 Vertical lines, 3 diagonal lines and 3 horizontal lines. A <u>cylinder</u> is made of 2 vertical lines and 2 ovals. A <u>pyramid</u> is made of 4diagonal lines and 1 vertical. A <u>cone</u> is made of 2 diagonal lines and an oval.</p>	<ul style="list-style-type: none"> • https://youtu.be/ XJ1A5io8vc • https://youtu.be/ZnZYK83utu0 • Draw the 5 basic 3-D Shapes/Forms • 3-D Shapes Bingo • Make 3-D shapes/forms • Make castles from recycled cardboard tubes • Shoe box castles • Egyptian Pyramids • https://youtu.be/3-QwWFkz5hw 	<p>Informal: <i>How did you use your material to create a form?</i></p> <p>Observational: <i>How did the students use the techniques and skills to create three-dimensional artwork?</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
Colour	<p><u>Complementary Colours</u> <i>These are Colors that are opposite each other on the colour wheel.</i></p>	<ul style="list-style-type: none"> • Name Colour Wheels • Complementary Colour Cityscapes • Complementary Colours Portraits 	<p>Informal: <i>Name the pairs of complementary colours.</i></p>

<ul style="list-style-type: none"> • Name and use the complementary colours; • Practice mixing the complementary colours and their shades and tints; • Explore how artists use colour in their work; • Analyze how colour influences moods and feelings; • Identify pairs of complementary colours (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood. • Use complementary colours in an original composition to show contrast and emphasis. 	<p><i>Remember that complementary colour pairs are: blue/orange, yellow/violet, red/green.</i></p> <p><i>When they are used next to each other, they look brighter.</i></p> <p><i>Mixing complementary colours makes greys and browns.</i></p>	<ul style="list-style-type: none"> • Op Art Hidden Shapes • Notan in Complementary Colours • Complementary Creature Prints • https://youtu.be/fGVdntklOMg • https://youtu.be/zbtddMHD0hU • https://youtu.be/M6AWIoTIGw4 • https://youtu.be/pgXXWvSWNIA 	<p>Observational:</p> <p><i>Analyze the use of colour in the student's artwork.</i></p>
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<p>Value</p> <ul style="list-style-type: none"> • Differentiate between the lightness and darkness of colours in art and nature. • Compare and contrast the range of hues • Produce work with a variety of tints and shades. • Use shading (value) to transform a two-dimensional shape into a three-dimensional form (e.g., circle to a sphere). • Use contrast (light and dark) expressively in an original work of art. 	<p>Recognize light and dark <i>Value tells us how <u>light</u> or <u>dark</u> a colour can be. Add white to a colour to make it light and add black to a colour to make it dark. When black is added to a colour it creates a SHADE. When white is added to a colour you create a TINT. White is the <u>lightest</u> value; black is the <u>darkest</u>. Value is important to drawing and painting, value changes are what creates contrast. Contrast helps us understand 2-D artworks.</i></p>	<ul style="list-style-type: none"> • Mix the secondary colours then darken each by adding black • Make 3 values of each primary colour, light, medium and dark • Paper collage different colour values together in fun shapes and designs • Tints and shades with a cherry on top • Use stamp pads to create value scales • Students examine similarities and differences in colour eg. Light blue, dark blue • Paint pictures using exclusively light or dark colours • Nature walk for leaves with different values of green • https://youtu.be/DMIVeGKSvrE • https://youtu.be/94UcPrlqIZs • https://youtu.be/nAbLCgt7ecM • https://youtu.be/5VMcrGtthds 	<p>Informal: <i>How did you produce a lighter and darker colour of blue, green etc?</i></p> <p>Observational: <i>Observe to see if students follow the procedure of mixing colours to create value.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<p>Pattern, Rhythm & Movement</p> <ul style="list-style-type: none"> • Recognize patterns around them • Describe a pattern • Examine how artists use patterns as a form of expression 	<p>Patterns <i>Patterns can be found everywhere in our daily lives, on tree leaves and trunks, waves, butterfly wings, sea shells and lots more. These are created by repeating lines, shapes and colours. The part that is repeated is called a</i></p>	<ul style="list-style-type: none"> • Patterned hands • Pattern landscapes • Nature walk for patterns • Look at work by the artist Piet Mondrian • Line patterns • Zentangle patterns • Dotted Pumpkins 	<p>Informal: <i>How does the artwork show rhythm and movement?</i></p> <p>Observational: <i>Observe students work to see how they use the</i></p>

<ul style="list-style-type: none"> • Experiment with lines, shapes and colours to produce patterns using a variety of media • Perceive and describe rhythm and movement in works of art and the environment. • Create a piece of art emphasizing rhythm and movement, using a chosen printing method. 	<p><i>motif. Patterns can be regular or irregular.</i></p> <p><u>Rhythm in Visual Arts</u> <i>Rhythm in art shows movement or action. We get a rhythm in art through repeating lines, shapes, colours, and more. Rhythm creates a mood like music or dancing. The best example of movement in art is Vincent van Gogh's <u>The Starry Night</u>, which takes your eyes on a rollercoaster ride around all the twists and swirls.</i></p> <p><u>Visual Rhythm</u> <i>This is a rhythm you get through your eyes rather than through your ears. Visual rhythm is created by repeated positive shapes separated by negative spaces. A good visual rhythm will lead your eye through the artwork.</i></p> <p><u>Regular Rhythm</u> <i>This happens when an artist repeats the spaces between lines, colour, shapes, forms and the other elements in their artwork using the same size and length.</i></p> <p><u>Flowing Rhythm</u> <i>Flowing rhythm describes an artwork that contains curved or circular elements that give the art movement. Some flowing rhythm examples include flowers, clouds, or waves.</i></p>	<ul style="list-style-type: none"> • Reproduce Starry Night by Van Gogh • Create a Repeat Pattern showing Rhythm and Movement • Create a Print showing Rhythm and Movement • https://youtu.be/gAh1J3Ljj-M • https://youtu.be/eYIPYEQil54 • https://youtu.be/jMsTvH6gTGk • https://youtu.be/-NdzJg3moRY • https://youtu.be/zIHJRrMaGZY • https://youtu.be/11pSHO8v2c4 • https://youtu.be/bnpe-xtanTY • https://youtu.be/bRPu13-Ki1U • https://youtu.be/pbi0g61pVdg • https://youtu.be/t-WBqggKo78 	<p><i>elements and principles of design to create patterns.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
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	<p><i>Flowing rhythm is when organic shapes are repeated in an artwork.</i></p> <p><u>Movement</u></p> <p><i>Visual movement is the way your eyes travel through an artwork. Artists create visual movement through implied lines, colour combinations emphasis and repetition.</i></p> <p><i>Our paints cannot physically move, but we can paint in a way that gives the illusion of movement. This means that an artist would arrange shapes in a way that would lead the viewer's eyes from one point to the next in their paintings, or use certain brush techniques to mimic the movement.</i></p>		
<p>Texture</p> <ul style="list-style-type: none"> • Explore how patterns can be used to create texture • Describe the look and feel of a variety of textures • Create textures using mixed media 	<p><u>Texture</u></p> <p><i>Everything has some type of texture. The way something feels when it is touched or the way something looks like it feels. Textures can be rough, smooth, and bumpy, fuzzy, silky. For example, a piece of wood feels rough. Artists create texture in their artwork to show how objects might feel</i></p>	<ul style="list-style-type: none"> • Texture rubbings with oil pastels and tissue paper • Mini Matisse: Tactile texture strips • Painting on Textures • Yarn painting • Texture monsters • Bubble wrap printing • Texture beads with homemade clay 	<p>Informal: <i>What materials can be used to create texture?</i></p> <p>Observational: <i>Analyze how students use various objects to create texture.</i></p> <p>Portfolio Assessment</p>

<ul style="list-style-type: none"> • Identify various textural qualities of surfaces such as sandpaper, wood, cloth, cloth • Practice using lines, shapes and dots to create textural illusions • Use texture in two-dimensional and three-dimensional works of art. • Use visual and actual texture in original works of art 	<p><i><u>Tactile Texture</u> can be touched and seen.</i></p> <p><i><u>Visual Texture</u> is a texture that can be seen in a picture rather than felt.</i></p>	<ul style="list-style-type: none"> • Create texture rubbings to show the texture of objects then draw them • Draw lines and dots to create texture in their drawings • Foil embossing • Textured monsters • Textured Squares Math Integrated • https://youtu.be/tDVS9XSqt90 • https://youtu.be/CjqRgqfYEhM • https://youtu.be/f8el126VAow 	<p><i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<p>Art Appreciation</p> <ul style="list-style-type: none"> • Examine and discuss Greek art and the lifestyle of the people • Analyze how line, shape, and colour are repeated in works of art; • Compare and contrast the works of art and describe them, using the appropriate vocabulary. 	<p><u>Greek Art</u></p> <p><i>"Ancient Greeks lived over 3000 years ago. Alexander the Great was the founder of the Ancient Greek Empire, which stretched into Europe, Egypt, and South-West Asia. The Greeks had some strange superstitions about food – some wouldn't eat beans as they thought they contained the souls of the dead! Did you know that the Ancient Greeks invented the theatre? They loved watching plays, and most cities had a theatre – some big enough to hold 15,000 people! Only men and boys were allowed to be actors, and</i></p>	<ul style="list-style-type: none"> • Papier Mache Ancient Greek Vases • Greek Vase Chalk Drawings • Black-Figure Vase Painting • Create a Greek Shield • Make a model of the Parthenon • Construct Columns from the Doric, Ionic and Corinthian • Greek Masks • https://youtu.be/vrAknxYo4K0 • https://youtu.be/IUZKg3KdtYo • https://youtu.be/cfTbHLXT6w • https://youtu.be/OkI9lbnTyg0 • https://youtu.be/5wIc6Y4cSr4 • https://youtu.be/eJcm8W5RZes 	<p>Informal: <i>What material did the Greek artists use to create their sculptures?</i></p> <p><i>What do you like or dislike about Greek Sculpture?</i></p> <p>Observational: <i>Observe students interpretation of Greek Art.</i></p>

<ul style="list-style-type: none"> • Reproduce a piece of work similar to Greek Art 	<p><i>they wore masks, which showed the audience whether their character was happy or sad. Some of the masks had two sides, so the actor could turn them around to change the mood for each scene.</i></p> <p><i>Most Ancient Greeks wore a chiton, which was a long T-shirt made from one large piece of cotton. The poor slaves, however, had to make do with a loincloth (a small strip of cloth wrapped around the waist)!" National Geographic Kids</i></p> <p><i>The Greeks believed in a large family of gods who were very much like humans; they did not worship animal gods. Each god ruled over a different part of human life. Zeus was recognized as the father of gods and humans, Nike was the goddess of Victory, Poseidon was God of the Sea, Demeter was the Greek goddess of agriculture and protected the trees, plants and grains.</i></p> <p><i>Hades was the brother of Zeus and Poseidon and the god of the Underworld. There were many Greek Gods.</i></p> <p><i>"The Greeks loved art and poetry and greatly admired skill in athletics. The city-states of Greece competed with each other not only in trade but in</i></p>	<ul style="list-style-type: none"> • https://youtu.be/G99aSAONk3s?list=PLfifZOW9mo2T34IW5NE8bXfj0MEi54Wd 	
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decorating their cities with the most beautiful statues and paintings, and in winning the most prizes at athletic meetings or games. The Olympic games originated in Greece in 766 BC."

Craft Whack

"Periods of Greek Art Archaic Period: The Greeks from the Archaic Period made sculptures of men called Kouroi and women called Korai. These statues had similar features and stood stiffly with their arms at their sides. Classical Period: During the Classical Period, Greek artists began to sculpt people in more relaxed postures and even in action scenes. The most famous works from this era include the statue of Zeus at Olympia and the statue of Athena at Parthenos.

Hellenistic Period: After Alexander the Great conquered much of Asia, the sculpture and artwork of the Greeks became influenced by the cultures and people they had conquered. This period is called the Hellenistic Period. This period saw new subjects including women, children, and common people appear in Greek art. Famous works from this era include the Venus de Milo, the Dying Gaul, and the Winged Victory of Samothrace."

Ducksters

<p>Space</p> <ul style="list-style-type: none"> • Identify objects in the environment that occupy space • Articulate the relationship between objects within a defined space • Examine space in nature and discuss the definition of perspective. • Identify positive and negative space in works of art • Create a composition demonstrating special awareness • Identify and describe how foreground, middle ground, and background are used to create the illusion of space. • Use size relationships to indicate distance 	<p><u>Space</u> Space is determined by where an object is situated; It can be created using colour, shapes and values.</p> <p><u>Positive</u> <i>This is the object being drawn like an apple or a car.</i></p> <p><u>Negative</u> <i>This is the space that is left empty. It is the space around and between objects.</i></p> <p><u>Horizon Line</u> <i>The horizon line is the horizontal line that separates the earth from the sky or the sky from the sea.</i></p> <p><u>Vanishing Point</u> <i>The point where parallel lines meet.</i></p> <p><u>Background</u> <i>The part of the picture that is furthest away from you. The objects here are very small and the colours are very dull.</i></p> <p><u>Middle Ground</u> <i>This is between the Background and foreground.</i></p> <p><u>Foreground</u> <i>This is the part of the picture that is closest to you or lower down on the picture plane. Objects in the foreground are largest, brightest and full of detail.</i></p> <p><u>Perspective</u></p>	<ul style="list-style-type: none"> • Draw x-ray pictures looking inside and outside of objects • Japanese paper cuts • Dyed paper with silhouettes • Negative space spray art • Printmaking using found objects • Create Environmental Boxes • Draw and Colour Landscapes and Seascapes showing the horizon • Reproduce Crows in The Wheatfield by Van Gogh • Storytime- Read about and discuss the Sky and the Land • Draw Trees in Perspective • Landscapes in Perspective • One Point Perspective Cities • https://youtu.be/6RVf8y-e6tc • https://www.youtube.com/watch?v=B-wYU1LJe00 • https://youtu.be/ZHAqT4hXnMw • https://youtu.be/aEK6PT7K80M • https://youtu.be/q75cDS-ZnbQ • https://youtu.be/euhh6sjdde4 • https://youtu.be/3BB3SwCLv70 • https://youtu.be/T0ELa3c001o • https://youtu.be/M4ms81HYRNo 	<p>Informal: <i>What line can be used to create the horizon?</i></p> <p><i>How did you emphasize the positive shape in the space?</i></p> <p>Observational: <i>How did the students show an understanding of perspective in their work?</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
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<ul style="list-style-type: none"> • Paint or draw a landscape, seascape, or cityscape that shows the illusion of space. 	<p><i>Making an object/something look 3-Dimensional or rounded on a 2-Dimensional flat surface.</i></p>		
<p>Balance</p> <ul style="list-style-type: none"> • Identify and use symmetrical and asymmetrical balance • Analyze how artists use the balance in their work • Produce artwork that shows symmetrical and asymmetrical balance • Identify twentieth-century artists who have used symmetry as a part of their work and then create a work of art, using symmetry. 	<p><u>Balance</u> <i>The way parts of a picture are arranged is called balance. Artists use balance in their artwork to give equal weight to both sides of their designs.</i> <i>Size. Larger objects have more visual weight than smaller objects.</i> <i>Colour. Bright colours are visually heavier than dull colours.</i> <u>Symmetrical Balance</u> <i>This means that both sides of an artwork or an object are identical.</i> <u>Asymmetrical Balance</u> <i>This means that both sides of artwork or any object are different or not the same. In Asymmetrical balance in art, each half is different but has equal visual weight. The artwork is still balanced even though each side is different.</i></p>	<ul style="list-style-type: none"> • Butterfly symmetry • Kaleidoscope Tiles Crafts • Reflective Symmetry name bugs • Pulled String Art • Types of Balance Cut Paper Collage • Asymmetrical Flower Vase Resist • Positive/Negative Asymmetrical Collage • Paint an asymmetrical still life • https://youtu.be/25JXJhixUtA • https://youtu.be/YFzktjNmnPU • https://youtu.be/vblCR5zsr84 • https://youtu.be/jCx-XoBj8Q0 	<p>Informal: <i>How did you show balance in your work?</i></p> <p>Observational: <i>Observe to see if students portrayed a sense of balance in their work.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<p>Art Appreciation</p> <ul style="list-style-type: none"> • Recognize the work of Pollock and O'Keefe; 	<p><u>Jackson Pollock</u> <i>"Jackson Pollock was an American artist. He is considered a master of modern art. Pollock is best known</i></p>	<ul style="list-style-type: none"> • Yoghurt Spin Art • Paint like Pollock • Action Painting 	<p>Informal: <i>Do you like or dislike the artwork? Explain your answer.</i></p>

<ul style="list-style-type: none"> • Describe the subject matter and elements of art used in the pieces of work; • Analyze how line, shape, and colour are repeated in works of art; • Identify the focal point in the artwork; • Compare and contrast the works of art and describe them, using the appropriate vocabulary. 	<p><i>for the “drip” technique he used to create his major paintings. Rather than using a brush, he poured or dripped paint onto canvases. The result was abstract paintings. They expressed emotions rather than presenting a recognizable image.</i></p> <p><u>Early Life</u> <i>Paul Jackson Pollock was born on January 28, 1912, in Cody, Wyoming. He grew up in Arizona and California. In 1928 he enrolled in art high school in Los Angeles, California. Pollock met a teacher there who trained him in drawing and painting and introduced him to trends of European modern art. In 1930 Pollock moved to New York City to study art. It was at this time that he dropped Paul as his first name and began using Jackson. Pollock enrolled at the Art Students League, where he studied for over two years. In 1935 Pollock received a job painting through the New Deal, a government program created to help end the Great Depression.</i></p> <p><u>Art Career</u> <i>Pollock received a contract with a famous art gallery in 1943. His first one-man show was held that year. His painting continued to evolve during the next few years. Pollock married</i></p>	<ul style="list-style-type: none"> • Water Pistol Painting • Funnel Painting • Pollock Guitars • https://youtu.be/aSYo-98f01Y • https://youtu.be/V1XHATsSZRU • https://youtu.be/BTGX3m3Y0fM • https://youtu.be/hpX1Ss9H4PI • Paint Georgia O’Keeffe Flowers • O’Keeffe Skulls • O’Keeffe inspired Tissue Paper Collages • https://youtu.be/vyRzUii-pSc • https://youtu.be/qX23bFVU4N8 • https://youtu.be/wNaf_y3Trps • https://youtu.be/KTe8LCob5Zw • https://youtu.be/hK5aXydZmcE 	<p><i>Why did O’Keeffe paint close-up views of nature? Explain your answer</i></p> <p>Observational: <i>Observe the student’s interpretation of the artist’s works.</i></p>
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Lee Krasner, also a painter, in 1945. He continued to have one-man shows of his paintings nearly every year into the early 1950s.

The Drip Technique

Pollock first used the process of pouring or dripping paint onto a flat canvas in 1947. These drips and pours formed complex patterns that expressed his feelings and personality. Pollock's style is also known as action painting.

Death and Legacy

Pollock died in an automobile accident on August 11, 1956. His work had an enormous influence on the art world during and after his life. Artists that came after Pollock looked to him as the model of a painter who successfully combined art and life."

Britannica Kids

Georgia O'Keeffe

Born in 1887, Georgia O'Keeffe was an American artist who painted nature in a way that showed how it made her feel. She is best known for her paintings of flowers and desert landscapes.

She played an important part in the development of modern art in America, becoming the first female painter to gain respect in New York's

	<p><i>art world in the 1920s. Her unique and new way of painting nature, simplifying its shapes and forms meant that she was called a pioneer. As well as the shapes of the landscape itself, O'Keeffe was fascinated by the bones and skulls she found in the desert landscapes near where she lived.</i></p> <p><i>Georgia knew from the age of 12 that she wanted to be an artist. She went to art school but what she was taught there didn't seem relevant to the way she wanted to paint. Georgia met other artists who, like her, were experimenting with abstract art. Art in the 1920s was exciting. Artists didn't just want to show how something looked but were using colours, shapes and brush-marks in unexpected ways to express meanings, ideas and feelings. This encouraged Georgia to develop her unique style - a combination of abstract and realistic." Tate Kids</i></p>		
<p>2-D/3-D Craft</p> <ul style="list-style-type: none"> • Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper 		<ul style="list-style-type: none"> • Create an imaginative clay sculpture based on an organic form. • Papier Mache Ice Cream Cones • Yarn Painting • Tree Weaving • Junkanoo Inspired Mask • String Art Wall Projects 	<p>Informal:</p> <p>Observational: <i>Observe students artwork to determine the application of skills used in the artwork</i></p>

<p>maché) to create form and texture in works of art.</p> <ul style="list-style-type: none"> • Use additive and subtractive processes in making simple sculptural forms. 		<ul style="list-style-type: none"> • Mobiles • Dream Catchers • Aluminum Foil Action figures • https://youtu.be/mYWXgh6O3eo • https://youtu.be/ixgBNYId9Ps • https://youtu.be/vtbndYx6RwI • https://youtu.be/dh8gUOYQMKM • https://youtu.be/uEI3clnsyyU • https://youtu.be/cTslqS_H7Jg • https://youtu.be/mlOabQ1_98I • https://youtu.be/nLLML5ade8o • https://youtu.be/5E1o92V_MU8 	<p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
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Grade Five

Term One	Term Two	Term 3
Line- The 5 Basic <ol style="list-style-type: none"> a. Horizontal b. Vertical c. Diagonal d. Zigzag e. Curved 	Pattern Rhythm & Movement <ol style="list-style-type: none"> a. Patterns in the environment b. Repeat patterns c. Recognize patterns in blocks, tiles, fabric d. Visual Rhythm e. Regular Rhythm f. Flowing Rhythms 	Art Appreciation <ul style="list-style-type: none"> • Marc Chagall • Edward Munch
Shape- 2 dimensional <ol style="list-style-type: none"> a. Square b. Rectangle c. Circle d. Triangle e. Oval 	Texture <ol style="list-style-type: none"> a. Natural textures b. Manmade textures 	2-D/3-D Craft
Form- 3 Dimensional <ol style="list-style-type: none"> a. Cube b. Cylinder c. Pyramid d. Sphere e. Cone 	Art Appreciation <ol style="list-style-type: none"> a. The Renaissance b. Leonardo da Vinci c. Michelangelo Buonarrotti 	
Colour <ol style="list-style-type: none"> a. Colour Schemes 	Space <ol style="list-style-type: none"> a. Horizon Line b. Vanishing Point c. Background, Middle ground and Foreground 	

Value <ul style="list-style-type: none">a. Light and dark;b. Tints and Shadesc. Shading, shadows and highlights	Observational Study <ul style="list-style-type: none">a. Natural and Man-made objectsb. Portrait Drawingc. Facial Featuresd. Facial Proportions	
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Objectives	Content	Recommended Activities	Assessment
<p>Lines</p> <ul style="list-style-type: none"> Recognize that various kinds of lines enable an artist to express ideas. Distinguish between an outline, a contour and a gesture Examine and use contour drawing and perspective drawing techniques to create art. Create gesture and contour observational drawings. Use one-point perspective to create the illusion of space. 	<p>Outline <i>An outline is the line or group of lines that define a shape or figure.</i></p> <p>Contour Lines <i>Contour lines describe the shape of an object and include interior detail.</i></p> <p>Gesture Lines <i>Gesture lines are drawn quickly and are used to lay in the structure of a form. It describes movement and direction.</i></p> <p><i>When an artist wants to show distance and depth he or she uses a technique called Linear Perspective. For example, in a picture of a road, the artist would use parallel lines that seem to meet or come close together in the distance.</i></p>	<ul style="list-style-type: none"> Discussions on Outlines and Contour Lines Contour line drawings of natural and manmade objects. Draw portraits of classmates or self-portraits Blind contour drawing Discussions on Human Proportions Gesture Drawings of Figures in Action Research Edgar Degas Draw a Road Scene showing Linear Perspective https://youtu.be/zKTZP2uj88M https://youtu.be/COTs2FB SWo https://youtu.be/RpZ1TwGaugM https://youtu.be/VqLFu5Jv59A https://youtu.be/K Y9mPn9F38 https://youtu.be/iX E9tdpo2s https://youtu.be/Zg—ieC5FbE https://youtu.be/rmT7gEgwexc?list=PLxhrknm6P0zyZrWR3DpnJrJ41zrOEe6lD https://youtu.be/BgXSvuA3omc https://youtu.be/JSBG69MlaQg https://youtu.be/2O9oJp-vhoM https://youtu.be/HaXTUjYKk A https://youtu.be/2IrLLz6zim8 	<p>Teachers are encouraged to select assessment methods to measure student's progress concerning curriculum objectives</p> <p>Informal: <i>How did you use contour lines to make your drawing?</i></p> <p>Observational: <i>How did students use techniques, media and tools to produce artwork?</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>

<p>Shape- 2 Dimensional</p> <ul style="list-style-type: none"> • Use basic shapes to create abstract objects in nature, landscapes and still lifes • Identify and describe characteristics of abstract art, both non-representational and representational • Create shapes with textures, colours, lines and shadows • Identify that shapes change when viewed from different angles 	<p>Shape <i>2-Dimensional means something is flat and doesn't have thickness.</i></p>	<ul style="list-style-type: none"> • Geometric Art Designs • Paper Spheres • Flexangles • Abstract Art Musical Compositions • Picasso Portraits • Abstract Scratch Art • Olympic Rings Abstract Art • Abstract Landscapes • Abstract Still Lives • https://youtu.be/FMbHtnt5AsM • https://youtu.be/ff0edZ1afho • https://youtu.be/OAWpSKkFZ8U • https://youtu.be/5CzSRBdSYQU • https://youtu.be/L1GevW-e0ok 	<p>Informal: <i>How did you use shapes to produce your abstract pictures?</i></p> <p>Observational: <i>How did the students arrange shapes to create an abstract piece of art?</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<p>Form 3- Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how flat shapes make rounded forms; • Identify and use the 5 basic forms; • Describe the basic forms; 	<p>3- Dimensional means something is fat, not flat. <i>"A <u>Cube</u> is like a dice you drop, a <u>cylinder</u> is like a can of pop, a <u>pyramid</u> is like a building tall, a <u>sphere</u> is like a bouncing ball, a <u>cone</u> is like a party hat"</i> Kindergardenworks.com</p>	<ul style="list-style-type: none"> • Sculpture made from 3-D Forms • Draw 3-dimensional Forms showing texture • Draw and shade 3-D forms • Draw a House starting with the Cube • Draw Animals starting with spheres • Draw Teacups starting with the Cylinder • Draw architectural forms seen in the community. • Make a foil or cardboard model of a building 	<p>Informal: <i>Describe the buildings in your community.</i></p> <p>Observational: <i>Observe the techniques, skills, and materials used in making building models.</i></p> <p>Portfolio Assessment</p>

<ul style="list-style-type: none"> • Identify the difference between a shape and a form; • Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art. • Create an abstract composition based on real objects • Identify that forms change when viewed from different viewpoints • 	<p>A cube is made of 3 Vertical lines, 3 diagonal lines and 3 horizontal lines. A cylinder is made of 2 vertical lines and 2 ovals. A pyramid is made of 4 diagonal lines and 1 vertical. A cone is made of 2 diagonal lines and an oval.</p>	<ul style="list-style-type: none"> • https://youtu.be/5Y4rFqIfx70 • https://youtu.be/IB6h-mfHp-M • https://youtu.be/Oaq2X-0FbGM • https://youtu.be/Vula1gSLqYk 	<p><i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<p>Colour</p> <ul style="list-style-type: none"> • Expand colour knowledge • Create works of art using primary, secondary, warm and cool colour, monochromatic and complementary hues • Examine colour as it is reflected on surfaces 	<p><u>Colour Schemes</u> <i>A colour scheme is the choice of colours used in various arts and designs.</i> <i>Artists use colours very carefully in their artwork. Artists may use the colour wheel to plan a colour scheme. For example primary colours or complementary colours. Artists choose colours that portray their moods or feelings.</i> <u>Aerial/Atmospheric Perspective</u></p>	<ul style="list-style-type: none"> • Discussions on Colour Schemes • Paint pictures using the Primary or Secondary Colour Schemes • Create collages using the Warm and Cool Colour Schemes • Paint Seascapes using Complementary Color Schemes • Portraits in Complementary Colours • Still Lives in Warm and Cool Colours • Paint Seascapes and Landscapes showing Aerial Perspective • https://youtu.be/qPY1e4RxxtY • https://youtu.be/rE7_NrrB2Pg 	<p>Informal: <i>What colour scheme did you use in your artwork?</i></p> <p>Observational: <i>Observe landscapes and seascapes for the use of colour schemes in them.</i></p>

<ul style="list-style-type: none"> • Create moods and atmosphere with colour 	<p><i>Using colour to show distance. Colours in the background are dull whereas colours in the foreground are bright.</i></p>	<ul style="list-style-type: none"> • https://youtu.be/NxcAhWfWhDA • https://youtu.be/t6-LSGKRg1I • https://youtu.be/8ldUZdfHmQ0 • https://youtu.be/M_HG8yn7KJ8 	
<p>Value</p> <ul style="list-style-type: none"> • Produce work with a variety of tints and shades. • Use shading (value) to transform a two-dimensional shape into a three-dimensional form (e.g., circle to a sphere). • Use contrast (light and dark) expressively in an original work of art. • Experiment with creating varying degrees of colour intensity • Use various colours to show how 	<p>Recognize light and dark</p> <p><i>Value tells us how <u>light</u> or <u>dark</u> a colour can be. Add white to a colour to make it light and add black to a colour to make it dark. When black is added to a colour it creates a SHADE. When white is added to a colour you create a TINT. White is the <u>lightest</u> value; black is the <u>darkest</u>. Value is important to drawing and painting, value changes are what creates contrast. Contrast helps us understand 2-D artworks.</i></p> <p>Shading, Shadows and Highlights</p> <p><i>Shading is adding light and dark values to a drawing. To get darker values with a pencil you press harder, to get lighter values with a pencil you press softer. Black is the darkest value and white is the lightest value.</i></p>	<ul style="list-style-type: none"> • Make a value scale and apply it to an object • Draw and paint pictures showing different values • Create shades and tints • Paint pictures showing tints and shades • Self Portraits using value • Tints and shades Mobile Sculptures • Bottle Cap Mosaics • Shade Still Lifes using the 3 basic shading techniques • Monochromatic Paintings • https://youtu.be/GE75z_wc1sI • https://youtu.be/t8bPpsSt4D0 • https://youtu.be/9DbwITm_UD0 • https://youtu.be/bsSveswnQik • https://youtu.be/iijhNQyF-gg • https://youtu.be/maejnk9tF5Y • https://youtu.be/NWxRRzVbg3I • https://youtu.be/fy7eoMef3e8 	<p>Informal:</p> <p><i>How did you use value in your artwork?</i></p> <p>Observational:</p> <p><i>Observe student's artwork to determine the techniques of using value in their work.</i></p>

<p>changes in light can create differences in shading</p>	<p><i>There are three basic shading techniques, <u>hatching, cross-hatching and stippling</u>. Shadows are created when an object comes between the light and the surface. <u>Shadows are always opposite the light</u>. A <u>highlight</u> is an area where the <u>light hits the object directly</u>. Highlights are the lightest value.</i></p>		
<p>Pattern, Rhythm & Movement</p> <ul style="list-style-type: none"> • Recognize patterns around them • Describe a pattern • Examine how artists use patterns as a form of expression • Experiment with lines, shapes and colours to produce patterns using a variety of media • Perceive and describe rhythm and movement in works of art and the environment. • Create a piece of art emphasizing rhythm and movement, 	<p><u>Patterns</u> <i>Patterns can be found everywhere in our daily lives, on tree leaves and trunks, waves, butterfly wings, seashells and lots more. These are created by repeating lines, shapes and colours. The part that is repeated is called a <u>motif</u>. Patterns can be regular or irregular.</i></p> <p><u>Rhythm in Visual Arts</u> <i>Rhythm in art shows movement or action. We get a rhythm in art through repeating lines, shapes, colours, and more. Rhythm creates a mood like music or dancing. The best example of movement in art is Vincent van Gogh's <u>The Starry Night</u>, which takes your eyes on a rollercoaster ride around all the twists and swirls.</i></p> <p><u>Visual Rhythm</u> <i>This is a rhythm you get through your eyes rather than through your ears.</i></p>	<ul style="list-style-type: none"> • Patterned hands • Pattern landscapes • Nature walk for patterns • Look at work by the artist Piet Mondrian • Line patterns • Zentangle patterns • Dotted Pumpkins • Make Tie and dye patterns • Reproduce Starry Night by Van Gogh • Create a Repeat Pattern showing Rhythm and Movement • Create a Print showing Rhythm and Movement • Use a computer to produce patterns • Compositions based on the theme Rhythm and Movement • https://youtu.be/gAh1J3Ljj-M • https://youtu.be/eYIPYEQil54 • https://youtu.be/jMsTvH6gTGk • https://youtu.be/-NdzJg3moRY • https://youtu.be/zIHJRRMaGZY • https://youtu.be/11pSH08v2c4 • https://youtu.be/bnpe-xtanTY 	<p>Informal: <i>What designs have you seen on a Junkanoo outfit?</i></p> <p>Observational: <i>Observe student's work to determine the application of skills, techniques and materials used.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>

<p>using a chosen printing method.</p> <ul style="list-style-type: none"> • Use patterns to create compositional effects • Research and analyze how decorative patterns are utilized in Bahamian and International cultures 	<p><i>Visual rhythm is created by repeated positive shapes separated by negative spaces.</i> <i>A good visual rhythm will lead your eye through the artwork.</i> <u>Regular Rhythm</u> <i>This happens when an artist repeats the spaces between lines, colour, shapes, forms and the other elements in their artwork using the same size and length.</i> <u>Flowing Rhythm</u> <i>Flowing rhythm describes an artwork that contains curved or circular elements that give the art movement. Some flowing rhythm examples include flowers, clouds, or waves. Flowing rhythm is when organic shapes are repeated in an artwork.</i> <u>Movement</u> <i>Visual movement is the way your eyes travel through an artwork. Artists create visual movement through implied lines, colour combinations emphasis and repetition.</i> <i>Our paints cannot physically move, but we can paint in a way that gives the illusion of movement. This means that an artist would arrange shapes in a way that would lead the viewer's eyes from one point to the next in</i></p>	<ul style="list-style-type: none"> • https://youtu.be/bRPu13-Ki1U • https://youtu.be/pbi0g61pVdg • https://youtu.be/t-WbqggKo78 	
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	<i>their paintings, or use certain brush techniques to mimic the movement.</i>		
<p>Texture</p> <ul style="list-style-type: none"> • Explore how patterns can be used to create texture • Describe the look and feel of a variety of textures • Create textures using mixed media • Use texture in two-dimensional and three-dimensional works of art. • Use visual and actual texture in original works of art • Use art media and techniques to create both visual and tactile textures in works of art. • Utilize found and constructed textures in expressive and analytical work and design • Compare and contrast textural 	<p>Texture</p> <p><i>Everything has some type of texture. The way something feels when it is touched or the way something looks like it feels. Textures can be rough, smooth, and bumpy, fuzzy, silky. For example, a piece of wood feels rough. Artists create texture in their artwork to show how objects might feel</i></p> <p><u>Tactile Texture</u> can be touched and seen.</p> <p><u>Visual Texture</u> is a texture that can be seen in a picture rather than felt.</p>	<ul style="list-style-type: none"> • Texture rubbings with oil pastels and tissue paper • Mini Matisse: Tactile texture strips • Painting on Textures • Yarn painting • Texture monsters • Bubble wrap printing • Texture beads with homemade clay • Create texture rubbings to show the texture of objects then draw them • Draw lines and dots to create texture in their drawings • Foil embossing • Textured monsters • Textured Squares Math Integrated • Create an Impasto Painting • Paint with watercolours showing texture • Salt texture watercolours • Cotton ball Sheep in a Field • https://youtu.be/tDVS9XSqt90 • https://youtu.be/CjqRgqfYEhM • https://youtu.be/f8el126Vaow 	<p>Informal: <i>What materials did you use to create texture? Explain your choice.</i></p> <p>Observational: <i>Observe students artwork to determine the application of skills and materials to show texture.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>

qualities in a work of art			
<p>Art Appreciation</p> <ul style="list-style-type: none"> • Examine and discuss Renaissance art and the lifestyle of the people in Italy • Analyze how line, shape, and colour are repeated in works of art; • Compare and contrast the works of art and describe them, using the appropriate vocabulary. • Identify and compare works of art from Greek and Renaissance Art 	<p><u>The Renaissance</u> <i>The Renaissance was a cultural movement that began in Italy in the 1300s. The Renaissance increased trade between European countries which led to increased wealth and power. This increased wealth allowed merchants and businessmen to support artists. Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration. During the Renaissance books were invented, Galileo experimented with astronomy, Christopher Columbus discovered the new world and Martin Luther broke away from the Catholic church to form the Lutheran. Renaissance artists made their paintings look realistic, they experimented with perspective. Artists now began to focus on paintings of humans and not Gods or biblical themes. Four famous Renaissance artists were Leonardo, Michelangelo, Raphael and Donatello.</i> <u>Leonardo da Vinci</u> <i>“Leonardo da Vinci (15 April 1452 – 2 May 1519) was an Italian man who lived in the time of the Renaissance.</i></p>	<ul style="list-style-type: none"> • Fresco Painting • Create a Mona Lisa Puzzle • Last Supper Crafts • Da Vinci Inspired Glider • Build a Sistine Chapel • Sistine Chapel Painting • Create a Modern Mona Lisa • Constellation Crafts • Mona Lisa Collages • https://youtu.be/GOjBbkGiwq0 • https://youtu.be/v1zeIrO50mY • https://youtu.be/C2t-uHe7sKU • https://youtu.be/9bpwmgdZbJw • https://youtu.be/tSG4oleq_us • https://youtu.be/eEy0njL4DDI • https://youtu.be/FovGBBodwlo • https://youtu.be/abW2kZ5_Eww 	<p>Informal: <i>Describe the Mona Lisa. What technique did Michelangelo use on the ceiling of the Sistine Chapel?</i></p> <p>Observational: <i>Observe student’s reproductions to determine the application of media and tools used.</i></p>

	<p><i>He is famous for his paintings, but he was also a scientist, mathematician, engineer, inventor, anatomist, sculptor, architect, botanist, musician, and writer. Leonardo wanted to know everything about nature. He wanted to know how everything worked. He was very good at studying, designing and making all sorts of interesting things."Kpedia</i></p> <p><u>Michelangelo Buonarroti</u> <i>"Michelangelo di Lodovico Buonarroti Simoni (6 March 1475 – 18 February 1564), known as Michelangelo, was an Italian Renaissance painter, sculptor, architect, poet, and engineer. Along with Leonardo da Vinci, he is often called a "Renaissance man" which means that he had great talent in many areas." Kpedia</i></p>		
<p>Space</p> <ul style="list-style-type: none"> • Identify objects in the environment that occupy space • Articulate the relationship between objects within a defined space • Examine space in nature and discuss 	<p><u>Space</u> Space is determined by where an object is situated; It can be created using colour, shapes and values.</p> <p><u>Positive</u> <i>This is the object being drawn like an apple or a car.</i></p> <p><u>Negative</u> <i>This is the space that is left empty. It is the space around and between objects.</i></p>	<ul style="list-style-type: none"> • Draw x-ray pictures looking inside and outside of objects • Japanese paper cuts • Dyed paper with silhouettes • Negative space spray art • Printmaking using found objects • Create Environmental Boxes • Draw and Colour Landscapes and Seascapes showing the horizon • Reproduce Crows in The Wheatfield by Van Gogh 	<p>Informal: <i>How did you show overlapping in your space?</i></p> <p>Observational: <i>Observe student's work to determine the use of space in their artwork.</i></p> <p>Portfolio Assessment</p>

<p>the definition of perspective.</p> <ul style="list-style-type: none"> • Identify positive and negative space in works of art • Identify and describe how foreground, middle ground, and background are used to create the illusion of space. • Use size relationships to indicate distance • Paint or draw a landscape, seascape, or cityscape that shows the illusion of space. • Create the illusion of depth on a 2-dimensional surface using overlapping, placement and size variation of items • Experiment with the horizon line, vanishing point and centre of interest to 	<p><u>Horizon Line</u> <i>The horizon line is the horizontal line that separates the earth from the sky or the sky from the sea.</i></p> <p><u>Vanishing Point</u> <i>The point where parallel lines meet.</i></p> <p><u>Background</u> <i>The part of the picture that is furthest away from you. The objects here are very small and the colours are very dull.</i></p> <p><u>Middle Ground</u> <i>This is between the Background and foreground.</i></p> <p><u>Foreground</u> <i>This is the part of the picture that is closest to you or lower down on the picture plane. Objects in the foreground are largest, brightest and full of detail.</i></p> <p><u>Perspective</u> <i>Making an object/something look 3-Dimensional or rounded on a 2-Dimensional flat surface.</i></p>	<ul style="list-style-type: none"> • Storytime- Read about and discuss the Sky and the Land • Draw Trees in Perspective • Landscapes in Perspective • One Point Perspective Cities • Paint pictures creating the illusion of depth in their artwork • https://youtu.be/6RVf8y-e6tc • https://www.youtube.com/watch?v=B-wYU1LJe00 • https://youtu.be/ZHAqT4hXnMw • https://youtu.be/aEK6PT7K80M • https://youtu.be/q75cDS-ZnbQ • https://youtu.be/euhh6sjdde4 • https://youtu.be/3BB3SwCLv70 • https://youtu.be/T0ELa3c001o • https://youtu.be/M4ms81HYRNo 	<p><i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
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<p>create the illusion of depth</p>			
<p>Observational Study</p> <ul style="list-style-type: none"> • Emphasize spatial relationships, diminishing size, and detail in works of art • Identify that the shapes of objects change when the viewpoint changes • Record observations of natural, man-made objects as well as the human face. 	<p><u>Observational study</u> <i>Observational art is to draw or paint a subject as accurately as possible. The subject may be a still life, figure model, portrait or landscape and the image must be created from real life rather than a photograph or the artist's imagination.</i> <i>Draw what you see and not what you know.</i> <u>Natural and Man-Made Objects</u> <i>Fruits and vegetables, flowers, seashells, shoes, teapots, soda cans.</i> <u>Portrait drawing</u> <i>A portrait is a drawing of the face only with a neck and shoulders. it can be a human face or an animal face.</i> <u>Facial features</u> <i>facial features are the distinguishing elements of the face, there are 8 and they include the face, eyes, nose, ears, mouth, teeth, chin and hair.</i> <u>Facial Proportions</u> <i>The eyes are halfway down the head. The edges of the nostrils line up with the tear ducts of the eyes. The space between the eyes is approximately the width of an eye. The head is about five eyes wide.</i></p>	<ul style="list-style-type: none"> • Observe and draw objects looking through a magnifying glass • Observe objects then draw from memory • Observe and draw real objects • Make enlargements of tiny objects • Make observational drawings starting with the basic shapes • Students bring in different flowers and leaves and record their observations through illustrations • Blindfold a student and let them observe objects through the 5 senses. Use objects such as potatoes, leaves, pencils, rubber bands • Seed Germination Observation • Observe and draw facial features of different people • Portraits of friends, favourite pets • Self Portraits • https://youtu.be/vxpOfqT6Mnw • https://youtu.be/DuMwRO9vQuU • https://youtu.be/ttJcIPX-3qw • https://youtu.be/8egu9J4n1s • https://youtu.be/nz05ViO_y8Y • https://youtu.be/yi0hwFDQTSQ • https://youtu.be/0Z-7CEMFag0 • https://youtu.be/uXlO6ocidiY • https://youtu.be/fa1SvGGKD3M 	<p>Informal: <i>How can a portrait of a person tell about their lifestyle?</i></p> <p>Observational: <i>Observe student's work to determine how students used skills, techniques and tools in their portraits.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>

	<p><i>The corners of the mouth line up with the pupils of the eyes. The ears are placed between the eyebrows and the bottom of the nose.</i></p>		
<p>Art Appreciation</p> <ul style="list-style-type: none"> • Recognize the work of Chagall and Munch • Describe the subject matter and elements of art used in the pieces of work; • Analyze how line, shape, and colour are repeated in works of art; • Identify the focal point in the artwork; • Compare and contrast the works of art and describe them, using the appropriate vocabulary. 	<p><u>Marc Chagall</u> <i>Chagall was born in Russia. He was the oldest of 9 children of a poor Jewish family. His father was a Herring fish merchant and his mom kept a shop in the front room. He painted at a very young age and went to art school for free because of his talent. Because he was poor he would paint on old curtains or shirts.</i></p> <p><u>Edvard Munch</u> <i>“Edvard Munch was born on the 12th of December 1863. Munch, a Norwegian, had four brothers and sisters. He had followed his mother and sister by being the best artists in their family. While Munch was still young, his parents, a brother and Munch's favourite sister died. This probably explains the bleakness and pessimism of much of Munch's work. It was when he was thirteen that he came to like art. The first paintings Munch did were simple objects like medicine bottles and other objects. Later on, he drew oil paintings. He went to a technical college in 1879 where he learnt how to draw</i></p>	<ul style="list-style-type: none"> • Peace Window Collage • I and The Village Reproductions • Story Time-“Papa Chagall Tell Us A Story” • Make Stained Glass like Chagall-Collage • Draw Like Chagall • Mixed Media” Window Painting” Self Portrait Collage • Create a piece of artwork based on the theme “Things that make us want to scream” • Yarn Painting of The Scream • Self Portraits based on The Scream • Make a mask that looks like the face in The Scream • https://youtu.be/pa8_B1xIbyg • https://youtu.be/otess9ikJik • https://youtu.be/bTL6ASvAUXQ • https://youtu.be/prc-e9wucYo • https://youtu.be/NBSA-PzCuyQ • https://youtu.be/VTqUUN5XKfY • https://youtu.be/aVfkHZMnnDI • https://youtu.be/VrZXW8hYeMw • https://youtu.be/6iUnDNMvyeQ • https://youtu.be/B2XoTHhG3Eg 	<p>Informal: <i>What feelings do you experience when looking at the artist's work?</i></p> <p><i>Describe the work of the artist.</i></p> <p>Observational: <i>Observe student's reproductions of the artist's work to determine the application of media and tools used.</i></p>

	<p><i>paintings with perspective. In 1880, the following year, he left the school to become a painter.”</i> <i>Kpedia</i></p>		
<p>2-D/3-D Craft</p> <ul style="list-style-type: none"> • Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art. • Use additive and subtractive processes in making simple sculptural forms. • Assess their works of art, and describe what changes they would make for improvement. 		<ul style="list-style-type: none"> • Create an imaginative clay sculpture based on an organic form. • Papier Mache Ice Cream Cones • Yarn Painting • Tree Weaving • Junkanoo Inspired Mask • String Art Wall Projects • Mobiles • Dream Catchers • Aluminum Foil Action figures • Found Object Sculptures • Mixed Media 2- Dimensional Compositions based on the theme Rhythm • Create a work of art in clay using the coil building • Produce Fiber Art • https://youtu.be/mYWXgh6O3eo • https://youtu.be/ixgBNYId9Ps • https://youtu.be/vtbndYx6RwI • https://youtu.be/dh8gUOYQMKM • https://youtu.be/uEI3clnsyyU • https://youtu.be/cTslqS_H7Ig • https://youtu.be/mlOabQ1_98I • https://youtu.be/nLLML5ade8o • https://youtu.be/5E1o92V_MU8 	<p>Informal:</p> <p>Observational: <i>Observe students artwork to determine the application of skills used in the artwork</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>

Grade Six

Term One	Term Two	Term 3
Line- The 5 Basic f. Horizontal g. Vertical h. Diagonal i. Zigzag j. Curved	Pattern Rhythm & Movement g. Patterns in the environment h. Repeat patterns i. Recognize patterns in blocks, tiles, fabric j. Visual Rhythm k. Regular Rhythm l. Flowing Rhythms	Art Appreciation <ul style="list-style-type: none"> • Frida Kahlo • Auguste Rodin
Shape- 2 dimensional f. Square g. Rectangle h. Circle i. Triangle j. Oval	Texture c. Natural textures d. Manmade textures	2-D/3-D Craft
Form- 3 Dimensional f. Cube g. Cylinder h. Pyramid i. Sphere j. Cone	Art Appreciation <ul style="list-style-type: none"> • Mannerism 	
Colour b. Colour Schemes	Space d. Horizon Line e. Vanishing Point f. Background, Middle ground and Foreground	

<p>Value</p> <ul style="list-style-type: none">a. Light and dark;b. Tints and Shadesc. Shading, shadows and highlights	<p>Observational Study</p> <ul style="list-style-type: none">e. Natural and Man-made objectsf. Portrait Drawingg. Facial Featuresh. Facial Proportions	
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Objectives	Content	Recommended Activities	Assessment
<p>Lines</p> <ul style="list-style-type: none"> • Recognize that various kinds of lines enable an artist to express ideas. • Distinguish between an outline, a contour and a gesture • Examine and use contour drawing and perspective drawing techniques to create art. • Create gesture and contour observational drawings. • Use one-point perspective to create the illusion of space. • Identify line as creating movement in art • Produce a portfolio of artwork on Lines 	<p>Outline <i>An outline is the line or group of lines that define a shape or figure.</i></p> <p>Contour Lines <i>Contour lines describe the shape of an object and include interior detail.</i></p> <p>Gesture Lines <i>Gesture lines are drawn quickly and are used to lay in the structure of a form. It describes movement and direction.</i></p> <p><i>When an artist wants to show distance and depth he or she uses a technique called Linear Perspective. For example, in a picture of a road, the artist would use parallel lines that seem to meet or come close together in the distance.</i></p>	<ul style="list-style-type: none"> • Describe the characteristics of lines in a drawing, painting or sculpture • Discussions on Outlines and Contour Lines • Contour line drawings of natural and manmade objects. • Draw portraits of classmates or self-portraits • Blind contour drawing • Create original works of art using a computer-based on lines • Invent an image with a variety of lines, show movement and gestures • Discussions on Human Proportions • Gesture Drawings of Figures in Action • Research Edgar Degas • Draw a Road Scene showing Linear Perspective • Make a 3-Dimensional artwork using expressive lines • https://youtu.be/zKTZP2uj88M • https://youtu.be/COTs2FB_SWo • https://youtu.be/RpZ1TwGaugM • https://youtu.be/VqLFu5Jv59A • https://youtu.be/K_Y9mPn9F38 • https://youtu.be/iX_E9tdpo2s • https://youtu.be/Zg—ieC5FbE • https://youtu.be/rmT7gEgwexc?list=PLxhrknm6P0zyZrWR3DpnJrj41zrOEe6lD • https://youtu.be/BgXSvuA3omc • https://youtu.be/JSBG69MlaOg • https://youtu.be/2O9oJp-vhoM 	<p>Teachers are encouraged to select assessment methods to measure student's progress concerning curriculum objectives</p> <p>Informal: <i>How did the artist use lines to show movement and gesture?</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p> <p>Observational: <i>Observe student's artwork to determine the application of skills used in the artwork.</i></p>

		<ul style="list-style-type: none"> • https://youtu.be/HaXTUjYKk_A • https://youtu.be/2IrLLz6zim8 	
<p>Shape- 2 Dimensional</p> <ul style="list-style-type: none"> • Design and create a geometric or abstract composition • Identify and describe characteristics of abstract art, both non-representational and representational • Identify that shapes change when viewed from different angles • Use a computer to create a piece of artwork with shapes • Identify shapes in nonobjective artwork 	<p><u>Shape- 2 Dimensional</u> <i>2-Dimensional means something is flat and doesn't have thickness. 2-Dimensional objects have length and width only.</i></p> <p><u>Abstract Art</u> <i>Abstract art is not about realism, it's about shapes, colours and feelings. Abstract art shows what an artist feels and thinks, and not what he or she sees. An abstract artist uses colours and shapes to express his or her emotions and ideas.</i></p>	<ul style="list-style-type: none"> • Geometric Art Designs • Paper Spheres • Flexangles • Abstract Art Musical Compositions • Picasso Portraits • Abstract Scratch Art • Olympic Rings Abstract Art • Abstract Landscapes • Abstract Still Lifes • Draw still life's and portraits with the geometric shapes • Create Abstract art using a computer. • Compose a piece of artwork on shapes using a computer • https://youtu.be/FMbHtnt5AsM • https://youtu.be/ff0edZ1afho • https://youtu.be/OAWpSKkFZ8U • https://youtu.be/5CzSRBdSYQU • https://youtu.be/L1GevW-e0ok • http://www.tate.org.uk/kids • http://bomomo.com/ 	<p>Informal: <i>How would you compare and contrast the shapes in the artist's work?</i></p> <p>Observational: <i>Observe student's work to determine the application of skills used.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<p>Form 3- Dimensional</p> <ul style="list-style-type: none"> • Demonstrate how flat shapes make rounded forms; 	<p>3- Dimensional means something is fat, not flat. <i>"A <u>Cube</u> is like a dice you drop, a <u>cylinder</u> is like a can of pop, a <u>pyramid</u> is like a building tall, a <u>sphere</u> is like a</i></p>	<ul style="list-style-type: none"> • Sculpture made from 3-D Forms • Draw 3-dimensional Forms showing texture • Draw and shade 3-D forms • Draw a House starting with the Cube 	<p>Informal: <i>Describe the buildings in your community.</i></p> <p>Observational:</p>

<ul style="list-style-type: none"> • Identify the 5 basic forms; • Describe the basic forms; • Identify the difference between a shape and a form; • Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art. • Create an abstract composition based on real objects • Identify that forms change when viewed from different viewpoints 	<p><i>bouncing ball, a <u>cone</u> is like a party hat” Kindergardenworks.com</i></p> <p>A <u>cube</u> is made of 3 Vertical lines, 3 diagonal lines and 3 horizontal lines.</p> <p>A <u>cylinder</u> is made of 2 vertical lines and 2 ovals.</p> <p>A <u>pyramid</u> is made of 4diagonal lines and 1 vertical.</p> <p>A <u>cone</u> is made of 2 diagonal lines and an oval.</p>	<ul style="list-style-type: none"> • Draw Animals starting with spheres • Draw Teacups starting with the Cylinder • Draw still life’s staring with the 5 basic forms • Draw figures using the basic forms • Draw forms using a computer • Create a piece of artwork on a computer-based on form • https://youtu.be/5Y4rFqIfx70 • https://youtu.be/IB6h-mfHp-M • https://youtu.be/Oaq2X-0FbGM • https://youtu.be/Vula1gSLqYk • https://youtu.be/gYlsluVZA6c 	<p><i>Observe the techniques, skills, and materials used in making building models.</i></p> <p>Portfolio Assessment <i>Observe student’s portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<p>Colour</p> <ul style="list-style-type: none"> • Expand colour knowledge • Identify different colour schemes in artworks • Compare and contrast ways colour is used in artworks 	<p><u>Colour</u> <i>Artists use colours very carefully in their artwork. Artists may use the colour wheel to plan a colour scheme. For example primary colours or complementary colours. Artists choose colours that portray their moods or feelings.</i></p> <p><u>Aerial/Atmospheric Perspective</u></p>	<ul style="list-style-type: none"> • Discussions on Colour Schemes • Paint pictures using the Primary or Secondary Colour Schemes • Create collages using the Warm and Cool Colour Schemes • Paint Seascapes using Complementary Color Schemes • Portraits in Complementary Colours • Still Lifes in Warm and Cool Colours 	<p>Informal: <i>What colour scheme would you use to depict a happy mood?</i></p> <p>Observational: <i>Observe student’s work to determine the application of skills used.</i></p>

<ul style="list-style-type: none"> • Create works of art using primary, secondary, warm and cool colour, monochromatic and complementary hues • Examine colour as it is reflected on surfaces • Create moods and atmosphere with colour • Produce still life's using different colour schemes • Produce a 3-dimensional piece of work • based on colour schemes • Use technology to create original works of art. 	<p><i>Using colour to show distance. Colours in the background are dull whereas colours in the foreground are bright.</i></p>	<ul style="list-style-type: none"> • Paint Seascapes and Landscapes showing Aerial Perspective • https://youtu.be/qPY1e4RxxtY • https://youtu.be/rE7_NrrB2Pg • https://youtu.be/NxcAhWfWhDA • https://youtu.be/t6-LSGKRg1I • https://youtu.be/8ldUZdfHmQ0 • https://youtu.be/M_HG8yn7KJ8 	
<p><u>Value</u></p> <ul style="list-style-type: none"> • Produce work with a variety of tints and shades. • Use shading (value) to transform a two-dimensional shape 	<p><u>Recognize light and dark</u> <i>Value tells us how <u>light</u> or <u>dark</u> a colour can be. Add white to a colour to make it light and add black to a colour to make it dark. When black is added to a colour it creates a SHADE. When white is added to a colour you create a</i></p>	<ul style="list-style-type: none"> • Make a value scale and apply it to an object • Draw and paint pictures showing different values • Create shades and tints • Paint pictures showing tints and shades • Self Portraits using value • Tints and shades Mobile Sculptures • Bottle Cap Mosaics 	<p>Informal: <i>How did you experiment with colour to produce value?</i></p> <p>Observational:</p>

<p>into a three-dimensional form (e.g., circle to a sphere).</p> <ul style="list-style-type: none"> • Use contrast (light and dark) expressively in an original work of art. • Experiment with creating varying degrees of colour intensity • Use various colours to show how changes in light can create differences in shading • Experiment with how the change of light direction determines the value and the appearance of objects • Create still life's showing shading, shadows and highlights to depict the idea of the 3rd dimension on a 2-Dimensional flat surface. 	<p>TINT. White is the <u>lightest</u> value; black is the <u>darkest</u>. Value is important to drawing and painting, value changes are what creates contrast. Contrast helps us understand 2-D artworks. Shading, Shadows and Highlights Shading is adding light and dark values to a drawing. To get darker values with a pencil you press harder, to get lighter values with a pencil you press softer. Black is the darkest value and white is the lightest value. There are three basic shading techniques, <u>hatching, cross-hatching and stippling</u>. Shadows are created when an object comes between the light and the surface the object sits on. <u>Shadows are always opposite the light</u>. A <u>highlight</u> is an area where the <u>light hits the object directly</u>. Highlights are the lightest value. Monochromatic A monochromatic piece of art shows one colour with black or white added to it. <u>Mono</u> means one.</p>	<ul style="list-style-type: none"> • Shade Still Lifes using the 3 basic shading techniques • Monochromatic Paintings • https://youtu.be/GE75z_wc1sI • https://youtu.be/t8bPpsSt4D0 • https://youtu.be/9DbwITm_UD0 • https://youtu.be/bsSveswnQik • https://youtu.be/ijjhNQyF-gg • https://youtu.be/maejnk9tF5Y • https://youtu.be/NWxRRzVbg3I • https://youtu.be/fy7eoMef3e8 	<p><i>Observe student's work to determine the application of skills used.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
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<ul style="list-style-type: none"> • Create a drawing, using varying tints, shades, and intensities. 			
<p>Pattern, Rhythm & Movement</p> <ul style="list-style-type: none"> • Recognize patterns around them • Describe a pattern • Examine how artists use patterns as a form of expression • Compare and contrast lines, shapes and colours used by artists to create artwork. • Experiment with lines, shapes and colours to produce patterns using a variety of media • Perceive and describe rhythm and movement in works of art and the environment. • Create a piece of art emphasizing rhythm and movement, 	<p><u>Patterns</u> <i>Patterns can be found everywhere in our daily lives, on tree leaves and trunks, waves, butterfly wings, seashells and lots more.</i> <i>These are created by repeating lines, shapes and colours. The part that is repeated is called a <u>motif</u>. Patterns can be regular or irregular.</i></p> <p><u>Rhythm in Visual Arts</u> <i>Rhythm in art shows movement or action. We get a rhythm in art through repeating lines, shapes, colours, and more. Rhythm creates a mood like music or dancing. The best example of movement in art is Vincent van Gogh's <u>The Starry Night</u>, which takes your eyes on a rollercoaster ride around all the twists and swirls.</i></p> <p><u>Visual Rhythm</u> <i>This is a rhythm you get through your eyes rather than through your ears. Visual rhythm is created by repeated positive shapes separated by negative spaces.</i> <i>A good visual rhythm will lead your eye through the artwork.</i></p>	<ul style="list-style-type: none"> • Patterned hands • Pattern landscapes • Nature walk for patterns • Look at work by the artist Piet Mondrian • Line patterns • Zentangle patterns • Dotted Pumpkins • Make Tie and dye patterns • Reproduce Starry Night by Van Gogh • Create a Repeat Pattern showing Rhythm and Movement • Create a Print showing Rhythm and Movement • Use a computer to produce patterns • Compositions based on the theme Rhythm and Movement • https://youtu.be/gAh1J3Ljj-M • https://youtu.be/eYlPYEQil54 • https://youtu.be/jMsTvH6gTGk • https://youtu.be/-NdzJg3moRY • https://youtu.be/zIHJRrMaGZY • https://youtu.be/11pSH08v2c4 • https://youtu.be/bnpe-xtanTY • https://youtu.be/bRPu13-Ki1U • https://youtu.be/pbi0g61pVdg • https://youtu.be/t-WbqggKo78 	<p>Informal: <i>Describe the pattern used in the artwork.</i></p> <p>Observational: <i>Observe student's artwork to determine the application of skills used.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>

<p>using a chosen printing method.</p> <ul style="list-style-type: none"> • Use patterns to create compositional effects • Research and analyze how decorative patterns are utilized in Bahamian and International Cultures • Use technology to create original works of art. 	<p><u>Regular Rhythm</u> <i>This happens when an artist repeats the spaces between lines, colour, shapes, forms and the other elements in their artwork using the same size and length.</i></p> <p><u>Flowing Rhythm</u> <i>Flowing rhythm describes an artwork that contains curved or circular elements that give the art movement. Some flowing rhythm examples include flowers, clouds, or waves. Flowing rhythm is when organic shapes are repeated in an artwork.</i></p> <p><u>Movement</u> <i>Visual movement is the way your eyes travel through an artwork. Artists create visual movement through implied lines, colour combinations emphasis and repetition. Our paints cannot physically move, but we can paint in a way that gives the illusion of movement. This means that an artist would arrange shapes in a way that would lead the viewer's eyes from one point to the next in their paintings, or use certain brush techniques to mimic the movement.</i></p>		
<p>Texture</p>	<p><u>Texture</u> <i>Everything has some type of texture.</i></p>	<ul style="list-style-type: none"> • Texture rubbings with oil pastels and tissue paper • Mini Matisse: Tactile texture strips • Painting on Textures 	<p>Informal:</p>

<ul style="list-style-type: none"> • Explore how patterns can be used to create texture • Describe the look and feel of a variety of textures • Create textures using mixed media • Use texture in two-dimensional and three-dimensional works of art. • Use visual and actual texture in original works of art • Use art media to create both visual and tactile textures in works of art. • Utilize found and constructed textures in expressive and analytical work and design • Compare and contrast textural qualities in a work of art • Use technology to create original works of art. 	<p><i>The way something feels when it is touched or the way something looks like it feels. Textures can be rough, smooth, and bumpy, fuzzy, silky. For example, a piece of wood feels rough. Artists create texture in their artwork to show how objects might feel</i></p> <p><u>Tactile Texture</u> can be touched and seen.</p> <p><u>Visual Texture</u> is a texture that can be seen in a picture rather than felt. Drawing tools and painting tools can affect how the texture is represented.</p>	<ul style="list-style-type: none"> • Yarn painting • Texture monsters • Bubble wrap printing • Texture beads with homemade clay • Create texture rubbings to show the texture of objects then draw them • Draw lines and dots to create texture in their drawings • Foil embossing • Textured monsters • Textured Squares Math Integrated • Create an Impasto Painting • Paint with watercolours showing texture • Draw pictures with different tools to show texture. • Make a 3-Dimensional sculpture showing visual and textile sculpture • https://youtu.be/tDVS9XSqt90 • https://youtu.be/CjqRgqfYEhM • https://youtu.be/f8el126Vaow 	<p><i>What materials were used to create texture in the artwork?</i></p> <p>Observational: <i>Observe student's artwork to determine the application of skills used.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
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<p>Art Appreciation</p> <ul style="list-style-type: none"> • Examine and discuss Mannerist art • Analyze how line, shape, and colour are repeated in works of art; • Identify and describe all the elements of art found in selected works of art (e.g., colour, shape/form, line, texture, space, value). • Compare and contrast the works of art and describe them, using the appropriate vocabulary. • Identify and compare works of art from The Renaissance and Mannerist Art • Create a piece of artwork applying the characteristics of Mannerism 	<p><u>Mannerism</u> <i>"Mannerism is a style of art that was created in the Late Renaissance period, from about 1520 until about 1600. The Mannerist style of painting or sculpture often shows figures that are "elongated" (made longer) and "distorted" (made into strange shapes)". The aim of the Mannerist artist was usually to make art that looked "elegant". The Mannerist style began in Italy, where the artists were influenced by the figures that Michelangelo painted on the ceiling and in the "Last Judgement" in the Sistine Chapel. During the Renaissance, artists like Leonardo da Vinci and Raphael had tried very hard to learn from nature and to paint things in a very realistic way. These two famous painters both died around 1520. Many artists then decided that they were going to use the art of painting to "express themselves". They were not going to follow the rules of anatomy and perspective in the way that Leonardo and Raphael did. Mannerist paintings are often full of figures that seem to be twisting, writhing or fighting. The faces of the figures often show strong emotions</i></p>	<ul style="list-style-type: none"> • Paint like a Mannerist • El Greco style stretched figures, animals, objects. • El Greco: Drawing Tall People • Critically analyze paintings from the Mannerist era. • Reproduce View of Toledo • https://youtu.be/t6Tvfyl9vHc • https://youtu.be/iOptWm2KjXw • https://youtu.be/icpI65RBsNs • https://www.weinerelementary.org/el-greco.html • http://danidoodle.blogspot.com/2013/02/paint-like-master-el-greco.html • http://www.lessonthis.com/art/el-greco-drawing-tall-people/ • https://art.pppst.com/el-greco.html • https://www.metmuseum.org/art/online-features/metkids/explore/436575 • https://youtu.be/XKE9Zmgh8fU 	<p>Informal: <i>Do you like El Greco's work? Explain.</i></p> <p>Observational: <i>Observe student's artwork to determine the application of skills used.</i></p>
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such as sadness, fear or hatred.”

Kpedia

El Greco - “The Greek”

“Paintings by El Greco are known for their brilliant colours and strong contrasts of light and shadow. El Greco also stretched out the figures in his paintings. Their bodies and limbs are unusually long, thin, and muscular. Although El Greco was Greek, he lived much of his life in Spain, where he became the first great master of Spanish painting.

El Greco was born in 1541 in Candia (now Iráklion), on Crete, an island south of Greece. His original name was Doménikos Theotokópoulos. Not much is known about his early life. In the 1560s he travelled to Italy, where he studied the painting style of Italian artists of the period. While in Italy he acquired the nickname El Greco, which means “The Greek.”

El Greco left Italy for Spain in the late 1570s. He settled in Toledo, Spain, which was then a religious and cultural centre. He created many religious paintings for the city’s Roman Catholic churches and monasteries as well as for private clients. The Burial of the Count of Orgaz, completed in 1588, is

	<p><i>considered his masterpiece. It shows saints in heaven watching the funeral of an important man. El Greco also painted several portraits.</i></p> <p><i>El Greco died in Toledo on April 7, 1614. He remains one of the world's most admired painters." Britannica Kids</i></p>		
<p>Space</p> <ul style="list-style-type: none"> • Identify objects in the environment that occupy space • Articulate the relationship between objects within a defined space • Examine space in nature and discuss the definition of perspective. • Identify positive and negative space in works of art • Identify and describe how foreground, middle ground, and background are 	<p><u>Space</u> Space is determined by where an object is situated; It can be created using colour, shapes and values.</p> <p><u>Positive</u> <i>This is the object being drawn like an apple or a car.</i></p> <p><u>Negative</u> <i>This is the space that is left empty. It is the space around and between objects.</i></p> <p><u>Horizon Line</u> <i>The horizon line is the horizontal line that separates the earth from the sky or the sky from the sea.</i></p> <p><u>Vanishing Point</u> <i>The point where parallel lines meet.</i></p> <p><u>Background</u> <i>The part of the picture that is furthest away from you. The objects here are very small and the colours are very dull.</i></p> <p><u>Middle Ground</u></p>	<ul style="list-style-type: none"> • Draw x-ray pictures looking inside and outside of objects • Japanese paper cuts • Dyed paper with silhouettes • Negative space spray art • Printmaking using found objects • Create Environmental Boxes • Draw and Colour Landscapes and Seascapes showing the horizon • Reproduce Crows in The Wheatfield by Van Gogh • Storytime- Read about and discuss the Sky and the Land • Draw Trees in Perspective • Landscapes in Perspective • One Point Perspective Cities • Paint pictures creating the illusion of depth in their artwork • https://youtu.be/6RVf8y-e6tc • https://www.youtube.com/watch?v=B-wYU1LJe00 • https://youtu.be/ZHAqT4hXnMw • https://youtu.be/aEK6PT7K8OM 	<p>Informal: <i>How did you use objects in space to show depth and distance?</i></p> <p>Observational: <i>Observe student's artwork to determine the application of skills used.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>

<p>used to create the illusion of space.</p> <ul style="list-style-type: none"> • Use size relationships to indicate distance • Paint or draw a landscape, seascape, or cityscape that shows the illusion of space. • Create the illusion of depth on a 2-dimensional surface using overlapping, placement and size variation of items • Experiment with the horizon line, vanishing point and centre of interest to create the illusion of depth 	<p><i>This is between the Background and foreground.</i></p> <p><u>Foreground</u> <i>This is the part of the picture that is closest to you or lower down on the picture plane. Objects in the foreground are largest, brightest and full of detail.</i></p> <p><u>Perspective</u> <i>Making an object/something look 3-Dimensional or rounded on a 2-Dimensional flat surface.</i></p>	<ul style="list-style-type: none"> • https://youtu.be/q75cDS-ZnbQ • https://youtu.be/euhh6sjdde4 • https://youtu.be/3BB3SwCLv70 • https://youtu.be/T0ELa3c001o • https://youtu.be/M4ms81HYRNo 	
<p>Observational Study</p> <ul style="list-style-type: none"> • Emphasize spatial relationships, diminishing size, and detail in works of art • Identify that the shapes of objects 	<p><u>Observational study</u> <i>Observational art is to draw or paint a subject as accurately as possible. The subject may be a still life, figure model, portrait or landscape and the image must be created from real life rather than a photograph or the artist's imagination.</i> <i>Draw what you see and not what you know.</i></p>	<ul style="list-style-type: none"> • Observe and draw objects looking through a magnifying glass • Observe objects then draw from memory • Observe and draw real objects • Make enlargements of tiny objects • Make observational drawings starting with the basic shapes • Students bring in different flowers and leaves and record their observations through illustrations 	<p>Informal: <i>How can a portrait of a person tell about their lifestyle?</i></p> <p>Observational: <i>Observe student's work to determine how students used skills, techniques</i></p>

<p>change when the viewpoint changes</p> <ul style="list-style-type: none"> Record observations of natural, man-made objects as well as the human face. Use various observational drawing skills to depict a variety of subject matter 	<p><u>Natural and Man-Made Objects</u> <i>Fruits and vegetables, flowers, seashells, shoes, teapots, soda cans.</i></p> <p><u>Portrait drawing</u> <i>A portrait is a drawing of the face only with a neck and shoulders. it can be a human face or an animal face.</i></p> <p><u>Facial features</u> <i>facial features are the distinguishing elements of the face, there are 8 and they include the face, eyes, nose, ears, mouth, teeth, chin and hair.</i></p> <p><u>Facial Proportions</u> <i>The eyes are halfway down the head. The edges of the nostrils line up with the tear ducts of the eyes. The space between the eyes is approximately the width of an eye. The head is about five eyes wide. The corners of the mouth line up with the pupils of the eyes. The ears are placed between the eyebrows and the bottom of the nose.</i></p>	<ul style="list-style-type: none"> Blindfold a student and let them observe objects through the 5 senses. Use objects such as potatoes, leaves, pencils, rubber bands Seed Germination Observation Observe and draw facial features of different people Portraits of friends, favourite pets Self Portraits https://youtu.be/vxpOfqT6Mnw https://youtu.be/DuMwR09vQuU https://youtu.be/ttjCiPX-3qw https://youtu.be/8egu9J4n1s https://youtu.be/nz05ViO_v8Y https://youtu.be/yi0hwFDQTSQ https://youtu.be/0Z-7CEMFag0 https://youtu.be/uXlO6ocidiY https://youtu.be/fa1SvGGKD3M 	<p><i>and tools in their portraits.</i></p> <p>Portfolio Assessment <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<p>Art Appreciation</p> <ul style="list-style-type: none"> Recognize the work of Kahlo and Rodin Describe the subject matter and elements of art used in the pieces of work; Analyze how line, shape, and colour 	<p><u>Frida Kahlo</u> <i>"Frida Kahlo de Rivera was a Mexican artist best known for her self-portraits. Her paintings are strongly influenced by Mexican folk culture, and use lots of bright colours and dramatic symbolism.</i></p>	<ul style="list-style-type: none"> Frida Kahlo Mini Pinatas- Artcampla Frida Kahlo Peg Dolls-Artcampla Frida Kahlo Paper Dolls-Artcampla Papier Mache Frida Kahlo Flower Pot Portraits of Frida Kahlo Frida Kahlo Masks Foil Paper Sculptures of The Thinker or The Kiss Design setting for a sculpture 	<p>Informal: <i>What similarities and differences do you observe in each artist work?</i></p> <p>Observational:</p>

<p>are repeated in works of art;</p> <ul style="list-style-type: none"> • Identify the focal point in the artwork; • Reproduce works of art by Kahlo and Rodin. • Construct and describe interpretations of what they see in works of art. • Critique works of art 	<p><i>Frida Kahlo grew up in a house called La Casa Azul with her parents and six sisters. That house is now the Frida Kahlo museum. As a child, Frida loved to draw. At age 6, she caught a disease called polio which damaged her right leg. Initially studying medicine, Kahlo changed her career path following a serious accident. As part of her recovery, Kahlo underwent thirty-five operations but she kept painting. Her mother had a special easel made for her so she could paint in bed, and her father lent her his box of oil paints and some brushes.</i></p> <p><i>Frida often painted portraits of herself. She wanted to show people about her suffering, her inability to have children, and also the people in her life. She created one hundred and forty-three paintings, and of these, fifty-five are self-portraits.”</i> Sofia Harkin</p> <p><u>Auguste Rodin</u></p> <p><i>“François-Auguste-René Rodin was born in a poor section of Paris, France, on November 12, 1840. He was the second son of Jean-Baptiste Rodin and Marie Cheffer. His father was employed as a clerk at the police department. He had one sister, Maria,</i></p>	<ul style="list-style-type: none"> • Write a story based on the theme “What If the Sculptures Came to Life?- • Clay sculptures of student’s hands • https://youtu.be/06QBM4SSiZc • https://youtu.be/CeCcfDAB5Gs • https://youtu.be/tb8cU9MmlI8 • https://youtu.be/Nt0_gHrd2rU • https://youtu.be/synZ9uxCET0 • https://youtu.be/h7sPs7xslS4 • https://youtu.be/Ln79jXoIV80 • https://youtu.be/Z4AEXRtDEEY • http://kidsartlessons.blogspot.com/2010/03/auguste-rodin-sculpting-art-lesson-for.html 	<p><i>Observe student’s work to determine how students used skills, techniques.</i></p>
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	<p><i>who was two years older. Because of his nearsightedness, Auguste struggled in school but seemed to find contentment while drawing. Largely self-taught up to the age of 13, he began his formal schooling at the age of 14 at Ecole Imperiale Speciale de Dessin et de Mathematiques, where he studied painting and drawing. For the next four years, he learned the basic skills of an artist.” Making Art Fun</i></p>		
<p>2-D/3-D Craft</p> <ul style="list-style-type: none"> • Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art. • Use additive and subtractive processes in making simple sculptural forms. • Assess their works of art, and describe what changes they would make for improvement. 		<ul style="list-style-type: none"> • Create an imaginative clay sculpture based on the theme “Happiness” • Tea Cups from clay using the coil building technique • Papier Mache sculptures • Yarn Painting • Weaving • African Inspired Mask • String Art Wall Projects • Mobiles • Paper Sculpture • Dream Catchers • Aluminum Foil Action figures • Found Object Sculptures • Mixed Media 2- Dimensional Compositions based on the theme “Ring Play” • Batik • https://youtu.be/mYWXgh6O3eo • https://youtu.be/ixgBNYId9Ps 	<p>Informal:</p> <p>Observational: <i>Observe students artwork to determine the application of skills used in the artwork</i></p> <p>Sketchbook Assessment <i>Observe sketchbooks for the process used and the development of the students.</i></p>

		<ul style="list-style-type: none">• https://youtu.be/vtbndYx6RwI• https://youtu.be/dh8gUOYQMKM• https://youtu.be/uEI3clnsyyU• https://youtu.be/cTslqS_H7Jg• https://youtu.be/mlOabQ1_98I• https://youtu.be/nLML5ade8o• https://youtu.be/5E1o92V_MU8	
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