

**Ministry of Education**  
**Visual Arts**  
**Pacing Guideline**  
**Grades 1-6**



**August 2021 to June 2022**

## Grade One

Time	Objectives	Topic	Curriculum Link	Assessment
Week 1-3	<b>Introduction to Art</b> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Recognize and describe how art is an important part of one's culture;</li> <li>• Listen carefully to what others say about art</li> <li>• Listen to old Bahamian stories to make the connection between art and culture;</li> </ul>	<b>Introduction to Art</b> <ol style="list-style-type: none"> <li>a. Materials used in art</li> <li>b. Art and culture</li> </ol>	Page 8	Teachers are encouraged to select assessment methods to measure student's progress with respect to curriculum objectives  <b>Informal:</b> <i>How did looking at a piece of artwork make you feel?</i>
Week 4-7	<b>Lines</b> <ul style="list-style-type: none"> <li>• Identify the 5 basic lines</li> <li>• Recognize that everything starts from a line.</li> <li>• Recognize that various kinds of lines enable an artist to express ideas.</li> <li>• Describe the 5 basic lines;</li> </ul>	<b>Line- The 5 Basic</b> <ol style="list-style-type: none"> <li>a. Horizontal</li> <li>b. Vertical</li> <li>c. Diagonal</li> <li>d. Zigzag</li> <li>e. curved</li> </ol>	Page 8 & 9	<b>Informal:</b> <i>How did you use lines in your artwork?</i> <b>Observational:</b> <i>Observe student's work to determine the application of skills, techniques, media and tools.</i>
Week 8-10	<b>Shape- 2 Dimensional</b> <ul style="list-style-type: none"> <li>• Demonstrate how lines make shapes;</li> <li>• Identify the 5 basic geometric shapes;</li> <li>• Describe the 5 basic geometric shapes;</li> <li>• Identify the difference between shapes;</li> <li>• Identify shapes in nature and a man-made environment;</li> </ul>	<b>Shape- 2 dimensional</b> <ol style="list-style-type: none"> <li>a. square</li> <li>b. rectangle</li> <li>c. circle</li> <li>d. triangle</li> <li>e. oval</li> </ol>	Page 10	<b>Informal:</b> <i>How did you use shapes to create your pictures?</i> <b>Observational:</b> <i>Observe students work to determine their use of the skills, techniques, media and tools.</i>

Week 11-13	<b>Form 3- Dimensional</b> <ul style="list-style-type: none"> <li>• Demonstrate how flat shapes make rounded forms;</li> <li>• Identify the 5 basic forms;</li> <li>• Describe the basic forms;</li> <li>• Identify the difference between a shape and a form;</li> </ul>	<b>Form- 3 Dimensional</b> <ol style="list-style-type: none"> <li>a. cube</li> <li>b. cylinder</li> <li>c. pyramid</li> <li>d. sphere</li> <li>e. cone</li> </ol>	Page 10 &11	<b>Informal:</b> <i>How did you use 3-D shapes to create your pictures?</i> <b>Observational:</b> <i>Observe students work to determine their use of the skills, techniques, media and tools.</i>
Week 13-16	<b>Art Appreciation</b> <ul style="list-style-type: none"> <li>• Identify major Bahamian and international artists and works of art;</li> <li>• Describe works of art as they apply to the period and culture;</li> <li>• Describe and interpret an artwork;</li> <li>• Create work in Amos Ferguson's style</li> </ul>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>a. Become acquainted with the names of artists and their work;</li> <li>b. Brent Malone</li> <li>c. Amos Ferguson</li> <li>d. Leonardo da Vinci</li> </ol>	Page 11	<b>Informal:</b> <i>Why do you think the artist placed the people under the tree?</i>  <b>Observational:</b> <i>How did the students show their art in a new way?</i>
Week 17	<b>Value</b> <ul style="list-style-type: none"> <li>• Differentiate between the lightness and darkness of colours in art and in nature.</li> </ul>	<b>Value</b> <ol style="list-style-type: none"> <li>a. Recognize light and dark;</li> </ol>	Page 11 & 12	<b>Informal:</b> <i>How can you make a colour lighter?</i>  <b>Observational:</b> <i>How did the students apply skills, techniques, media and tools to complete the assignment?</i>
18-20	<b>Colour</b> <ul style="list-style-type: none"> <li>• Name and use primary colors;</li> <li>• Demonstrate how to mix primary colors;</li> </ul>	<b>Color</b> <ol style="list-style-type: none"> <li>a. Primary colours</li> <li>b. Secondary colours</li> </ol>	Page 12	<b>Informal:</b> <i>How did you produce secondary colours?</i>  <b>Observational:</b>

				<i>How did the students apply skills, techniques, media and tools to complete the assignment?</i>
Week 21-24	<b>Art Appreciation</b> <ul style="list-style-type: none"> <li>• Recognize the work of Monet and Van Gogh;</li> <li>• Describe the subject matter and elements of art used in the pieces of work;</li> <li>• Analyze how line, shape, and color are repeated in works of art;</li> <li>• Identify the focal point in the artwork;</li> </ul>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>Claude Monet</li> <li>Vincent Van Gogh</li> </ol>	Page 12&13	<b>Informal:</b> <i>Why did Van Gogh use lots of yellow in his paintings?</i>  <b>Observational</b> <i>How did the student's handle the media used to reproduce pieces by Monet and Van Gogh?</i>
Week 25-26	<b>Space</b> <ul style="list-style-type: none"> <li>• Identify the spatial relation of objects in the environment and in art compositions; left, right, top, bottom, side, center, front, back, over and under;</li> </ul>	<b>Space</b> <ol style="list-style-type: none"> <li>Positive</li> <li>Negative</li> </ol>	Page 13	<b>Informal:</b> <b>Observational:</b>
Week 27-28	<b>Texture</b> <ul style="list-style-type: none"> <li>• Identify natural and manufactured texture</li> <li>• Create works of art using texture</li> <li>• Use texture in two-dimensional and three-dimensional works of art.</li> </ul>	<b>Texture</b> <ol style="list-style-type: none"> <li>Natural textures</li> <li>Manmade textures</li> </ol>	Page 14	<b>Informal:</b> <i>What tools and media did you use to create texture?</i>  <b>Observation:</b> <i>How did the students apply the media and tools to create texture?</i>
Week 29-31	<b>Pattern</b>	<b>Patterns</b> <ol style="list-style-type: none"> <li>Patterns in the environment</li> <li>Repeat patterns</li> </ol>	Page 14	<b>Informal:</b>

	<ul style="list-style-type: none"> <li>• Identify patterns in the environment. E.g. trees, animals, houses</li> <li>• Recognize the use of patterns such as blocks in a wall, tiles on a floor</li> </ul>	c. Recognize patterns in blocks, tiles, fabric		<p><i>What shapes, lines and colours did you use to create a pattern?</i></p> <p><b>Observation:</b> <i>How did the students apply knowledge of patterns to their artwork?</i></p>
Week 32-34	<b>Art Appreciation</b> <ul style="list-style-type: none"> <li>• Recognize the work of Picasso and Dali;</li> <li>• Describe the subject matter and elements of art used in the pieces of work;</li> <li>• Analyze how line, shape, and color are repeated in works of art;</li> <li>• Identify the focal point in the artwork;</li> </ul>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>Pablo Picasso</li> <li>Salvador Dali</li> </ol>	Page 14&15	<p><b>Informal:</b> <i>How did information about the artist help you in developing your artwork?</i></p> <p><i>How does the painting make you feel?</i></p>
Week 35-36	<b>Balance</b> <ul style="list-style-type: none"> <li>• Identify what balance is</li> <li>• Examine and explore balance in art</li> </ul>	<b>Balance</b> <ol style="list-style-type: none"> <li>Symmetrical</li> <li>Asymmetrical</li> </ol>	Page 15	<p><b>Informal:</b> <i>How did the artist show balance in the artwork?</i></p> <p><b>Observational:</b> <i>How did the student's apply knowledge of balance in their artwork?</i></p>
Week 37	<b>Contrast</b> <ul style="list-style-type: none"> <li>• Discuss contrast in lines, shapes, textures, colour and size</li> </ul>	<b>Contrast</b> <ol style="list-style-type: none"> <li>Light versus dark</li> <li>Rough versus smooth</li> <li>Large versus small</li> </ol>	Page 15&16	<p><b>Informal:</b> <b>Observational:</b></p>
Week 38	<b>Dominance</b>	<b>Dominance</b>	Page 15	<p><b>Informal:</b> <b>Observational:</b></p>

	<ul style="list-style-type: none"><li>• <b>Identify dominance or point of interest in a work of art and say what makes it so</b></li></ul>	a. Identify dominance or point of interest in a work of art and say what makes it so.		
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## Grade Two

Time	Objectives	Topic	Curriculum Link	Assessment
Week 1-2	<b>Lines</b> <ol style="list-style-type: none"> <li>a. Identify the 5 basic lines</li> <li>b. Recognize that everything starts from a line.</li> <li>c. Recognize that various kinds of lines enable an artist to express ideas.</li> <li>d. Describe the 5 basic lines;</li> </ol>	<b>Line- The 5 Basic</b> <ol style="list-style-type: none"> <li>a. Horizontal</li> <li>b. Vertical</li> <li>c. Diagonal</li> <li>d. Zigzag</li> <li>e. curved</li> </ol>	Page18&19	<p>Teachers are encouraged to select assessment methods to measure student's progress with respect to curriculum objectives</p> <p><b>Informal:</b> <i>How did you experiment with lines to make your picture?</i></p> <p><b>Observational:</b> <i>How did the students apply knowledge of lines to create their artwork?</i></p>
Week 3-5	<b>Shape- 2 Dimensional</b> <ol style="list-style-type: none"> <li>a. Demonstrate how lines make shapes;</li> <li>b. Identify the 5 basic geometric shapes;</li> <li>c. Describe the 5 basic geometric shapes;</li> <li>d. Identify the difference between shapes;</li> <li>e. Identify shapes in nature and a man-made environment;</li> </ol>	<b>Shape- 2 dimensional</b> <ol style="list-style-type: none"> <li>a. square</li> <li>b. rectangle</li> <li>c. circle</li> <li>d. triangle</li> <li>e. oval</li> </ol>	Page 19&20	<p><b>Informal:</b> <i>What shapes did you use to make your picture?</i></p> <p><b>Observational:</b> <i>How did the students combine shapes to make their picture?</i></p>
Week 6-8	<b>Form 3- Dimensional</b> <ol style="list-style-type: none"> <li>a. Demonstrate how flat shapes make rounded forms;</li> </ol>	<b>Form- 3 Dimensional</b> <ol style="list-style-type: none"> <li>a. cube</li> <li>b. cylinder</li> </ol>	Page 20	<p><b>Informal:</b> <i>What forms did you use to draw your picture?</i></p>

	<ul style="list-style-type: none"> <li>b. Identify the 5 basic forms;</li> <li>c. Describe the basic forms;</li> <li>d. Identify the difference between a shape and a form;</li> </ul>	<ul style="list-style-type: none"> <li>c. pyramid</li> <li>d. sphere</li> <li>e. cone</li> </ul>		<p><b>Observational:</b> <i>How did the students use the forms to draw their pictures?</i></p>
Week 9-12	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>a. Name and use primary colours;</li> <li>b. Demonstrate how to mix primary colours and explain the process</li> <li>c. Name and use secondary colours</li> <li>d. Produce a colour wheel by mixing primary colours to create secondary colours</li> <li>e. Explore how artists use colour in their work</li> <li>f. Compare and contrast how colours can convey mood</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>a. Primary colours</li> <li>b. Secondary colours</li> </ul>	Page 20&21	<p><b>Informal:</b> <i>How does knowing about mixing colours help you create your artwork?</i></p> <p><b>Observational:</b> <i>How did the students use the skills of mixing colours to produce their artwork?</i></p>
Week 13	<p><b><u>Value</u></b></p> <ul style="list-style-type: none"> <li>a. Differentiate between the lightness and darkness of colours in art and nature.</li> <li>b. Compare and contrast the range of hues</li> <li>c. Produce work with a variety of tints and shades.</li> </ul>	<p><b>Value</b></p> <ul style="list-style-type: none"> <li>a. Recognize light and dark;</li> </ul>	Page 21&22	<p><b>Informal:</b> <i>Tell how you show value in your artwork. Which part has more white in the colour? Which part is darker?</i></p> <p><b>Observational:</b> <i>Observe artwork to see how students show an understanding of the use of value.</i></p>
Week 14-16	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>a. Recognize patterns around them</li> <li>b. Describe a pattern</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>a. Patterns in the environment</li> <li>b. Repeat patterns</li> </ul>	Page 22	<p><b>Informal:</b> <i>Describe the patterns made in the artwork.</i></p>



	<p>c. Examine how artists use patterns as a form of expression</p> <p>d. Experiment with lines, shapes and colours to produce patterns using a variety of media</p>	<p>c. Recognize patterns in blocks, tiles, fabric</p>		<p><i>What elements of art are repeated to create the pattern?</i></p> <p><b>Observational:</b> <i>Observe the use of pattern making in the student's work.</i></p>
Week 17-18	<p>a. Texture</p> <p>b. Explore how patterns can be used to create texture</p> <p>c. Describe the look and feel of a variety of textures</p> <p>d. Create textures using mixed media</p> <p>e. Use texture in two-dimensional and three-dimensional works of art.</p> <p>f. Use visual and actual texture in original works of art</p>	<p><b>Texture</b></p> <p>a. Natural textures</p> <p>b. Manmade textures</p>	Page 22 &23	<p><b>Informal:</b> <i>How would you describe the texture in the artwork?</i></p> <p><b>Observational:</b> <i>How did the students show texture in their work? Did the students achieve visual and tactile texture?</i></p>
Week 19-21	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>• Examine and discuss prehistoric art and the lifestyle of the cave people</li> <li>• Reproduce a piece of work similar to cave art</li> </ul>	<p><b>Art Appreciation</b></p> <p>a. Cave Art</p>	Page 23&24	<p><b>Informal:</b> <i>What did the cave paintings tell you about the lives of the cavemen?</i></p> <p><b>Observational:</b> <i>How did the students apply knowledge of cave art to their artwork?</i></p>
Week 22	<p><b>Space</b></p> <p>a. Identify objects in the environment that occupy space</p>	<p><b>Space</b></p> <p>a. Positive</p> <p>b. Negative</p>	Page 24	<p><b>Informal:</b> <i>How are the objects in the space different?</i></p>

	<ul style="list-style-type: none"> <li>b. Articulate the relationship between objects within a defined space</li> <li>c. Create a composition demonstrating special awareness</li> </ul>			<p><b>Observational:</b> <i>How did the students show objects near and far?</i></p>
Week 23-25	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>a. Recognize the work of Matisse and Warhol;</li> <li>b. Describe the subject matter and elements of art used in the pieces of work;</li> <li>c. Analyze how line, shape, and colour are repeated in works of art;</li> <li>d. Identify the focal point in the artwork;</li> <li>e. Compare and contrast the works of art and describe them, using the appropriate vocabulary.</li> </ul>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>a. Henri Matisse</li> <li>b. Andy Warhol</li> </ul>	Page 25 & 26	<p><b>Informal:</b> <i>What was /were the artist's favourite subjects to paint?</i></p> <p><b>Observational:</b> <i>How did the students apply knowledge of the artists work to their artwork?</i></p>
Week 26	<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>a. Identify and use symmetrical balance</li> <li>b. Analyze how artists use the balance in their work</li> </ul>	<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>a. Symmetrical</li> <li>b. Asymmetrical</li> </ul>	Page 26	<p><b>Informal:</b> <i>How did the artist show balance in the artwork?</i></p> <p><b>Observational:</b> <i>How did the students apply knowledge of balance in their artwork?</i></p>
Week 27-30	<p><b>2-D/3-D Craft</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate beginning skill in the manipulation and use of sculptural materials</li> <li>b. (clay, paper, and papier maché) to create form and texture in works of art.</li> </ul>	2-D/3-D Craft	Page 26	<p><b>Informal:</b> <i>What is the difference between two and three-dimensional artwork?</i></p> <p><b>Observational:</b> <i>How did the students apply their knowledge of two</i></p>

				<i>dimensional and three dimensional to their artwork?</i>
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### Grade Three

Time	Objectives	Topic	Curriculum Link	Assessment
Week 1-2	<b>Lines</b> <ol style="list-style-type: none"> <li>a. Identify the 5 basic lines</li> <li>b. Recognize that everything starts from a line.</li> <li>c. Recognize that various kinds of lines enable an artist to express ideas.</li> <li>d. Describe the 5 basic lines;</li> <li>e. Use lines to express ideas, images and emotions</li> <li>f. Utilize computer software to generate graphic designs, incorporating a variety of lines.</li> </ol>	<b>Line- The 5 Basic</b> <ol style="list-style-type: none"> <li>f. Horizontal</li> <li>g. Vertical</li> <li>h. Diagonal</li> <li>i. Zigzag</li> <li>j. curved</li> </ol>	Page 29&30	Teachers are encouraged to select assessment methods to measure student's progress with respect to curriculum objectives <b>Informal:</b> <i>How can using different thicknesses of lines show feelings?</i>  <b>Observational:</b> <i>How did the students illustrate their knowledge of expressive lines?</i>
Week 3-5	<b>Shape- 2 Dimensional</b> <ol style="list-style-type: none"> <li>a. Demonstrate how lines make shapes;</li> <li>b. Identify the 5 basic geometric shapes;</li> <li>c. Describe the 5 basic geometric shapes;</li> <li>d. Identify the difference between shapes;</li> <li>e. Identify shapes in nature and a man-made environment;</li> </ol>	<b>Shape- 2 dimensional</b> <ol style="list-style-type: none"> <li>f. square</li> <li>g. rectangle</li> <li>h. circle</li> <li>i. triangle</li> <li>j. oval</li> </ol>	Page 30&31	<b>Informal:</b> <i>What did you learn from shapes artists use in their work that you can use in your drawing?</i>  <b>Observational:</b> <i>Analyze how students use shapes in their drawings.</i>
Week 6-8	<b>Form 3- Dimensional</b> <ol style="list-style-type: none"> <li>a. Demonstrate how flat shapes make rounded forms;</li> </ol>	<b>Form- 3 Dimensional</b> <ol style="list-style-type: none"> <li>f. cube</li> <li>g. cylinder</li> </ol>	Page 31	<b>Informal:</b> <i>How did you use your materials to create a form?</i>

	<ul style="list-style-type: none"> <li><b>b. Identify the 5 basic forms;</b></li> <li><b>c. Describe the basic forms;</b></li> <li><b>d. Identify the difference between a shape and a form;</b></li> </ul>	<ul style="list-style-type: none"> <li>h. pyramid</li> <li>i. sphere</li> <li>j. cone</li> </ul>		<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><b>Observational:</b> <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>
Week 8-10	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li><b>a. Name and use warm and cool colours;</b></li> <li><b>b. Practice mixing shades and tints;</b></li> <li><b>c. Explore how artists use colour in their work</b></li> <li><b>d. Analyze how colour influences moods and feelings</b></li> <li><b>e. Compare and contrast how colours can convey mood</b></li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>a. Warm colours</li> <li>b. Cool colours</li> </ul>	Page 31&32	<p><b>Informal:</b> <i>What colours make you feel hot and why?</i></p> <p><b>Observational:</b> <i>Students use their information of colour and mood to create an artwork.</i></p>
Week 11-12	<p><b>Value</b></p> <ul style="list-style-type: none"> <li><b>a. Differentiate between the lightness and darkness of colours in art and nature.</b></li> <li><b>b. Compare and contrast the range of hues</b></li> <li><b>c. Produce work with a variety of tints and shades.</b></li> </ul>	<p><b>Value</b></p> <ul style="list-style-type: none"> <li>b. Recognize light and dark;</li> </ul>	Page 32	<p><b>Informal:</b> <i>How did you produce a lighter and darker colour?</i></p> <p><b>Observational:</b></p>

				<i>Observe to see if students follow the procedure of mixing colours to create value.</i>
<b>Week 13-15</b>	<b>Pattern, Rhythm &amp; Movement</b> <ol style="list-style-type: none"> <li>Recognize patterns around them</li> <li>Describe a pattern</li> <li>Examine how artists use patterns as a form of expression</li> <li>Experiment with lines, shapes and colours to produce patterns using a variety of media</li> <li>Perceive and describe rhythm and movement in works of art and the environment.</li> <li>Create a piece of art emphasizing rhythm and movement, using a chosen printing method.</li> </ol>	<b>Patterns</b> <b>Pattern Rhythm &amp; Movement</b> <ol style="list-style-type: none"> <li>Patterns in the environment</li> <li>Repeat patterns</li> <li>Recognize patterns in blocks, tiles, fabric</li> <li>Visual Rhythm</li> <li>Regular Rhythm</li> <li>Flowing Rhythms</li> </ol>	<b>Page 33&amp;34</b>	<b>Informal:</b> <i>What elements of art did you use to create your pattern? Explain your choice.</i>  <b>Observational:</b> <i>Observe artwork to determine if the students apply knowledge of creating patterns.</i>
<b>Week 16-18</b>	<b>Texture</b> <ol style="list-style-type: none"> <li>Explore how patterns can be used to create texture</li> <li>Describe the look and feel of a variety of textures</li> <li>Create textures using mixed media</li> <li>Identify various textural qualities of surfaces such as sandpaper, wood, cloth, cloth</li> <li>Practice using lines, shapes and dots to create textural illusions</li> <li>Use texture in two-dimensional and three-dimensional works of art.</li> <li>Use visual and actual texture in original works of art</li> </ol>	<b>Texture</b> <ol style="list-style-type: none"> <li>Natural textures</li> <li>Manmade textures</li> <li>Tactile Texture</li> <li>Visual Texture</li> </ol>	<b>Page 34&amp;35</b>	<b>Informal:</b> <i>How is texture in your artwork similar or different from the actual objects?</i>  <b>Observational:</b> <i>How did the students use actual objects to create their artwork?</i>
<b>Week 19-21</b>	<b>Art Appreciation</b>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>Egyptian Art</li> </ol>	<b>Page35&amp;36</b>	<b>Informal:</b>

	<ul style="list-style-type: none"> <li>a. Examine and discuss Egyptian art and the lifestyle of the Egyptian people</li> <li>b. Reproduce a piece of work similar to the Egyptian Tomb Art</li> </ul>			<p><i>What did the Egyptians paint on their pyramid/tomb walls?</i></p> <p><b>Observational:</b> <i>How did the students apply knowledge of Egyptian artwork to their work?</i></p>
Week 22-24	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>a. Identify objects in the environment that occupy space</li> <li>b. Articulate the relationship between objects within a defined space</li> <li>c. Create a composition demonstrating special awareness</li> <li>d. Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</li> <li>e. Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</li> </ul>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>a. Horizon Line</li> <li>b. Vanishing Point</li> <li>c. Background, Middle ground and Foreground</li> </ul>	Page 36&37	<p><b>Informal:</b> <i>How did you show distance in your artwork?</i></p> <p><b>Observational:</b> <i>How did the students show the perception of depth and distance in their work?</i></p>
Week 25-27	<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>a. Identify and use symmetrical and asymmetrical balance</li> <li>b. Analyze how artists use the balance in their work</li> <li>c. Produce artwork that shows symmetrical and asymmetrical balance</li> </ul>	<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>a. Symmetrical</li> <li>b. Asymmetrical</li> </ul>	Page 37&38	<p><b>Informal:</b> <i>How did you show balance in your artwork? Did you have problems creating balance? How did you solve the problem?</i></p> <p><b>Observational:</b> <i>How did the students apply knowledge of balance in their artwork?</i></p>

Week 28-30	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>a. Recognize the work of Seurat and Rousseau;</li> <li>b. Describe the subject matter and elements of art used in the pieces of work;</li> <li>c. Analyze how line, shape, and colour are repeated in works of art;</li> <li>d. Identify the focal point in the artwork;</li> <li>e. Compare and contrast the works of art and describe them, using the appropriate vocabulary.</li> </ol>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>a. Georges Seurat</li> <li>b. Henri Rousseau</li> </ol>	Page 38&39	<b>Informal:</b> <i>What do you like or dislike about the artist's work? Explain your answer.</i>  <b>Observational:</b> <i>Did the students incorporate ideas from the artist into their artwork?</i>
Week 31-34	<b>2-D/3-D Craft</b> <ol style="list-style-type: none"> <li>a. 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.</li> </ol>	2-D/3-D Craft	Page 39&40	<b>Informal:</b>  <b>Observational:</b> <i>Observe students artwork to determine the application of skills used in the artwork</i>



## Grade Four

Time	Objectives	Topic	Curriculum Link	Assessment
Week 1	<p><b>Lines</b></p> <ol style="list-style-type: none"> <li>a. Identify the 5 basic lines</li> <li>b. Recognize that everything starts from a line.</li> <li>c. Recognize that various kinds of lines enable an artist to express ideas.</li> <li>d. Describe the 5 basic lines;</li> </ol>	<p><b>Line- The 5 Basic</b></p> <ol style="list-style-type: none"> <li>a. Horizontal</li> <li>b. Vertical</li> <li>c. Diagonal</li> <li>d. Zigzag</li> <li>e. curved</li> </ol>	Page 43&44	<p>Teachers are encouraged to select assessment methods to measure student's progress with respect to curriculum objectives</p> <p><b>Informal:</b>  <i>What lines did you use to show movement?            Explain why the lines were used?</i></p> <p><b>Observational:</b>  <i>How did the students use lines to create their artwork?</i></p> <p><b>Portfolio Assessment</b>  <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b>  <i>Observe sketchbooks for the process used and the development of the students.</i></p>

Week 2-3	<b>Shape- 2 Dimensional</b> <ol style="list-style-type: none"> <li>Demonstrate how lines make shapes;</li> <li>Identify the 5 basic geometric shapes;</li> <li>Describe the 5 basic geometric shapes;</li> <li>Identify the difference between shapes;</li> <li>Identify shapes in nature and a man-made environment;</li> </ol>	<b>Shape- 2 dimensional</b> <ol style="list-style-type: none"> <li>square</li> <li>rectangle</li> <li>circle</li> <li>triangle</li> <li>oval</li> </ol>	Page 44&45	<b>Informal:</b> <i>How did you show a variety of shapes in your artwork?</i>  <b>Observational:</b> <i>Analyze how students use shapes in their artwork.</i>  <b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i>  <b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i>
Week 4-5	<b>Form 3- Dimensional</b> <ol style="list-style-type: none"> <li>Demonstrate how flat shapes make rounded forms;</li> <li>Identify the 5 basic forms;</li> <li>Describe the basic forms;</li> <li>Identify the difference between a shape and a form;</li> <li>Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.</li> </ol>	<b>Form- 3 Dimensional</b> <ol style="list-style-type: none"> <li>cube</li> <li>cylinder</li> <li>pyramid</li> <li>sphere</li> <li>cone</li> </ol>	Page 45	<b>Informal:</b> <i>How did you use your material to create a form?</i>  <b>Observational:</b> <i>How did the students use the techniques and skills to create three-dimensional artwork?</i>  <b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the</i>

				<p><i>process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b>  <i>Observe sketchbooks for the process used and the development of the students.</i></p>
Week 6-7	<p><b>Colour</b></p> <ol style="list-style-type: none"> <li>Name and use the complementary colours;</li> <li>Practice mixing the complementary colours and their shades and tints;</li> <li>Explore how artists use colour in their work;</li> <li>Analyze how colour influences moods and feelings;</li> <li>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.</li> <li>Use complementary colours in an original composition to show contrast and emphasis.</li> </ol>	<p><b>Colour</b></p> <ol style="list-style-type: none"> <li>Complementary colours</li> </ol>	Page 45&46	<p><b>Informal:</b>  <i>Name the pairs of complementary colours.</i></p> <p><b>Observational:</b>  <i>Analyze the use of colour in the student's artwork.</i></p>
Week 8	<p><b><u>Value</u></b></p> <ol style="list-style-type: none"> <li>Differentiate between the lightness and darkness of colours in art and nature.</li> <li>Compare and contrast the range of hues</li> <li>Produce work with a variety of tints and shades.</li> <li>Use shading (value) to transform a two-dimensional shape into a three-dimensional form (e.g., circle to a sphere).</li> </ol>	<p><b>Value</b></p> <ol style="list-style-type: none"> <li>Recognize light and dark;</li> </ol>	Page 47	<p><b>Informal:</b>  <i>How did you produce a lighter and darker colour of blue, green etc?</i></p> <p><b>Observational:</b>  <i>Observe to see if students follow the procedure of</i></p>

	<p><b>e. Use contrast (light and dark) expressively in an original work of art.</b></p>			<p><i>mixing colours to create value.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
Week 9-11	<p><b>Pattern, Rhythm &amp; Movement</b></p> <ol style="list-style-type: none"> <li>Recognize patterns around them</li> <li>Describe a pattern</li> <li>Examine how artists use patterns as a form of expression</li> <li>Experiment with lines, shapes and colours to produce patterns using a variety of media</li> <li>Perceive and describe rhythm and movement in works of art and the environment.</li> <li>Create a piece of art emphasizing rhythm and movement, using a chosen printing method.</li> </ol>	<p><b>Patterns</b></p> <p><b>Pattern Rhythm &amp; Movement</b></p> <ol style="list-style-type: none"> <li>Patterns in the environment</li> <li>Repeat patterns</li> <li>Recognize patterns in blocks, tiles, fabric</li> <li>Visual Rhythm</li> <li>Regular Rhythm</li> <li>Flowing Rhythms</li> </ol>	Page 47,48&49	<p><b>Informal:</b> <i>How does the artwork show rhythm and movement?</i></p> <p><b>Observational:</b> <i>Observe students work to see how they use the elements and principles of design to create patterns.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b></p>

				<i>Observe sketchbooks for the process used and the development of the students.</i>
<b>Week 12-14</b>	<b>Texture</b> <ol style="list-style-type: none"> <li>Explore how patterns can be used to create texture</li> <li>Describe the look and feel of a variety of textures</li> <li>Create textures using mixed media</li> <li>Identify various textural qualities of surfaces such as sandpaper, wood, cloth, cloth</li> <li>Practice using lines, shapes and dots to create textural illusions</li> <li>Use texture in two-dimensional and three-dimensional works of art.</li> <li>Use visual and actual texture in original works of art</li> </ol>	<b>Texture</b> <ol style="list-style-type: none"> <li>Natural textures</li> <li>Manmade textures</li> <li>Tactile Texture</li> <li>Visual Texture</li> </ol>	<b>Page 49&amp;50</b>	<b>Informal:</b> <i>What materials can be used to create texture?</i>  <b>Observational:</b> <i>Analyze how students use various objects to create texture.</i>  <b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i>  <b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i>
<b>Week 15-17</b>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>Examine and discuss Greek art and the lifestyle of the people</li> <li>Analyze how line, shape, and colour are repeated in works of art;</li> <li>Compare and contrast the works of art and describe them, using the appropriate vocabulary.</li> <li>Reproduce a piece of work similar to Greek Art</li> </ol>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>Greek Art</li> </ol>	<b>Page 50, 51&amp;52</b>	<b>Informal:</b> <i>What material did the Greek artists use to create their sculptures?</i>  <i>What do you like or dislike about Greek Sculpture?</i>

				<b>Observational:</b> <i>Observe students interpretation of Greek Art.</i>
<b>Week 18-20</b>	<b>Space</b> <ul style="list-style-type: none"> <li>a. Identify objects in the environment that occupy space</li> <li>b. Articulate the relationship between objects within a defined space</li> <li>c. Examine space in nature and discuss the definition of perspective.</li> <li>d. Identify positive and negative space in works of art</li> <li>e. Create a composition demonstrating special awareness</li> <li>f. Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</li> <li>g. Use size relationships to indicate distance</li> <li>h. Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</li> </ul>	<b>Space</b> <ul style="list-style-type: none"> <li>a. Horizon Line</li> <li>b. Vanishing Point</li> <li>c. Background, Middle ground and Foreground</li> </ul>	<b>Page 53&amp;54</b>	<b>Informal:</b> <i>What line can be used to create the horizon?</i>  <i>How did you emphasize the positive shape in the space?</i>  <b>Observational:</b> <i>How did the students show an understanding of perspective in their work?</i>  <b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i>  <b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i>
<b>Week 21-23</b>	<b>Balance</b> <ul style="list-style-type: none"> <li>a. Identify and use symmetrical and asymmetrical balance</li> <li>b. Analyze how artists use the balance in their work</li> </ul>	<b>Balance</b> <ul style="list-style-type: none"> <li>a. Symmetrical</li> <li>b. Asymmetrical</li> </ul>	<b>Page 54</b>	<b>Informal:</b> <i>How did you show balance in your work?</i> <b>Observational:</b>

	<p>c. Produce artwork that shows symmetrical and asymmetrical balance</p> <p>d. Identify twentieth-century artists who have used symmetry as a part of their work and then create a work of art, using symmetry.</p>			<p><i>Observe to see if students portrayed a sense of balance in their work.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
Week 24-26	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>• Recognize the work of Pollock and O'Keeffe;</li> <li>• Describe the subject matter and elements of art used in the pieces of work;</li> <li>• Analyze how line, shape, and colour are repeated in works of art;</li> <li>• Identify the focal point in the artwork;</li> <li>• Compare and contrast the works of art and describe them, using the appropriate vocabulary.</li> </ul>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>a. Jackson Pollock</li> <li>b. Georgia O'Keeffe</li> </ul>	Page 54,55,56&57	<p><b>Informal:</b> <i>Do you like or dislike the artwork? Explain your answer.</i></p> <p><i>Why did O'Keeffe paint close-up views of nature? Explain your answer</i></p> <p><b>Observational:</b> <i>Observe the student's interpretation of the artist's works.</i></p>
Week 27-30	<p><b>2-D/3-D Craft</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and</li> </ul>	2-D/3-D Craft	Page 57&58	<p><b>Informal:</b> <b>Observational:</b> <i>Observe students artwork to determine the</i></p>

	<p><b>paper maché) to create form and texture in works of art.</b></p>		<p><i>application of skills used in the artwork</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
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## Grade Five

Time	Objectives	Topic	Curriculum Link	Assessment
Week 1	<p><b>Lines</b></p> <ol style="list-style-type: none"> <li>a. Recognize that various kinds of lines enable an artist to express ideas.</li> <li>b. Distinguish between an outline, a contour and a gesture</li> <li>c. Examine and use contour drawing and perspective drawing techniques to create art.</li> <li>d. Create gesture and contour observational drawings.</li> <li>e. Use one-point perspective to create the illusion of space.</li> </ol>	<p><b>Line- The 5 Basic</b></p> <ol style="list-style-type: none"> <li>a. Horizontal</li> <li>b. Vertical</li> <li>c. Diagonal</li> <li>d. Zigzag</li> <li>e. curved</li> </ol>	Page 61	<p>Teachers are encouraged to select assessment methods to measure student's progress with respect to curriculum objectives</p> <p><b>Informal:</b> <i>How did you use contour lines to make your drawing?</i></p> <p><b>Observational:</b> <i>How did students use techniques, media and tools to produce artwork?</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>

<p><b>Week 2</b></p>	<p><b>Shape- 2 Dimensional</b></p> <ol style="list-style-type: none"> <li><b>Use basic shapes to create abstract objects in nature, landscapes and still lifes</b></li> <li><b>Identify and describe characteristics of abstract art, both non-representational and representational</b></li> <li><b>Create shapes with textures, colours, lines and shadows</b></li> <li><b>Identify that shapes change when viewed from different angles</b></li> </ol>	<p><b>Shape- 2 dimensional</b></p> <ol style="list-style-type: none"> <li>square</li> <li>rectangle</li> <li>circle</li> <li>triangle</li> <li>oval</li> </ol>	<p><b>Page 62</b></p>	<p><b>Informal:</b> <i>How did you use shapes to produce your abstract pictures?</i></p> <p><b>Observational:</b> <i>How did the students arrange shapes to create an abstract piece of art?</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<p><b>Week 3-5</b></p>	<p><b>Form 3- Dimensional</b></p> <ol style="list-style-type: none"> <li><b>Demonstrate how flat shapes make rounded forms;</b></li> <li><b>Identify and use the 5 basic forms;</b></li> <li><b>Describe the basic forms;</b></li> <li><b>Identify the difference between a shape and a form;</b></li> <li><b>Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.</b></li> <li><b>Create an abstract composition based on real objects</b></li> </ol>	<p><b>Form- 3 Dimensional</b></p> <ol style="list-style-type: none"> <li>cube</li> <li>cylinder</li> <li>pyramid</li> <li>sphere</li> <li>cone</li> </ol>	<p><b>Page 62&amp;63</b></p>	<p><b>Informal:</b> <i>Describe the buildings in your community.</i></p> <p><b>Observational:</b> <i>Observe the techniques, skills, and materials used in making building models.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the</i></p>

	<p><b>g. Identify that forms change when viewed from different viewpoints</b></p>			<p><i>process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
Week 6-7	<p><b>Colour</b></p> <ol style="list-style-type: none"> <li>Expand colour knowledge</li> <li>Create works of art using primary, secondary, warm and cool colour, monochromatic and complementary hues</li> <li>Examine colour as it is reflected on surfaces</li> <li>Create moods and atmosphere with colour</li> </ol>	<p><b>Colour</b></p> <ol style="list-style-type: none"> <li>Colour schemes</li> </ol>	Page 63&64	<p><b>Informal:</b> <i>What colour scheme did you use in your artwork?</i></p> <p><b>Observational:</b> <i>Observe landscapes and seascapes for the use of colour schemes in them.</i></p>
Week 8-9	<p><b><u>Value</u></b></p> <ol style="list-style-type: none"> <li>Produce work with a variety of tints and shades.</li> <li>Use shading (value) to transform a two-dimensional shape into a three-dimensional form (e.g., circle to a sphere).</li> <li>Use contrast (light and dark) expressively in an original work of art.</li> <li>Experiment with creating varying degrees of colour intensity</li> <li>Use various colours to show how changes in light can create differences in shading</li> </ol>	<p><b>Value</b></p> <ol style="list-style-type: none"> <li>Light and dark;</li> <li>Tints and Shades</li> <li>Shading, shadows and highlights</li> </ol>	Page 64&65	<p><b>Informal:</b> <i>How did you use value in your artwork?</i></p> <p><b>Observational:</b> <i>Observe student's artwork to determine the techniques of using value in their work.</i></p>
Week 10-12	<p><b>Pattern, Rhythm &amp; Movement</b></p> <ol style="list-style-type: none"> <li>Recognize patterns around them</li> <li>Describe a pattern</li> </ol>	<p><b>Patterns</b></p> <p><b>Pattern Rhythm &amp; Movement</b></p> <ol style="list-style-type: none"> <li>Patterns in the environment</li> <li>Repeat patterns</li> </ol>	Page 65, 66&67	<p><b>Informal:</b> <i>What designs have you seen on a Junkanoo outfit?</i></p>

	<ul style="list-style-type: none"> <li>c. Examine how artists use patterns as a form of expression</li> <li>d. Experiment with lines, shapes and colours to produce patterns using a variety of media</li> <li>e. Perceive and describe rhythm and movement in works of art and the environment.</li> <li>f. Create a piece of art emphasizing rhythm and movement, using a chosen printing method.</li> <li>g. Use patterns to create compositional effects</li> <li>h. Research and analyze how decorative patterns are utilized in Bahamian and International cultures</li> </ul>	<ul style="list-style-type: none"> <li>i. Recognize patterns in blocks, tiles, fabric</li> <li>j. Visual Rhythm</li> <li>k. Regular Rhythm</li> <li>l. Flowing Rhythms</li> </ul>		<p><b>Observational:</b> <i>Observe student's work to determine the application of skills, techniques and materials used.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
Week 13-14	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>a. Explore how patterns can be used to create texture</li> <li>b. Describe the look and feel of a variety of textures</li> <li>c. Create textures using mixed media</li> <li>d. Use texture in two-dimensional and three-dimensional works of art.</li> <li>e. Use visual and actual texture in original works of art</li> <li>f. Use art media and techniques to create both visual and tactile textures in works of art.</li> <li>g. Utilize found and constructed textures in expressive and analytical work and design</li> <li>h. Compare and contrast textural qualities in a work of art</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>e. Natural textures</li> <li>f. Manmade textures</li> <li>g. Tactile Texture</li> <li>h. Visual Texture</li> </ul>	Page 67&68	<p><b>Informal:</b> <i>What materials did you use to create texture? Explain your choice.</i></p> <p><b>Observational:</b> <i>Observe students artwork to determine the application of skills and materials to show texture.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p>

				<b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i>
<b>Week 15-17</b>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>Examine and discuss Renaissance art and the lifestyle of the people in Italy</li> <li>Analyze how line, shape, and colour are repeated in works of art;</li> <li>Compare and contrast the works of art and describe them, using the appropriate vocabulary.</li> <li>Identify and compare works of art from Greek and Renaissance Art</li> </ol>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>The Renaissance</li> <li>Leonardo da Vinci</li> <li>Michelangelo Buonarrotti</li> </ol>	<b>Page 68&amp;69</b>	<b>Informal:</b> <i>Describe the Mona Lisa. What technique did Michelangelo use on the ceiling of the Sistine Chapel?</i>  <b>Observational:</b> <i>Observe student's reproductions to determine the application of media and tools used.</i>
<b>Week 18-20</b>	<b>Space</b> <ol style="list-style-type: none"> <li>Identify objects in the environment that occupy space</li> <li>Articulate the relationship between objects within a defined space</li> <li>Examine space in nature and discuss the definition of perspective.</li> <li>Identify positive and negative space in works of art</li> <li>Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</li> <li>Use size relationships to indicate distance</li> </ol>	<b>Space</b> <ol style="list-style-type: none"> <li>Horizon Line</li> <li>Vanishing Point</li> <li>Background, Middle ground and Foreground</li> </ol>	<b>Page 69,70&amp;71</b>	<b>Informal:</b> <i>How did you show overlapping in your space?</i>  <b>Observational:</b> <i>Observe student's work to determine the use of space in their artwork.</i>  <b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the</i>

	<ul style="list-style-type: none"> <li><b>g. Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</b></li> <li><b>h. Create the illusion of depth on a 2-dimensional surface using overlapping, placement and size variation of items</b></li> <li><b>i. Experiment with the horizon line, vanishing point and centre of interest to create the illusion of depth</b></li> </ul>			<p><i>process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<b>Week 21-23</b>	<p><b>Observational Study</b></p> <ul style="list-style-type: none"> <li><b>a. Emphasize spatial relationships, diminishing size, and detail in works of art</b></li> <li><b>b. Identify that the shapes of objects change when the viewpoint changes</b></li> <li><b>c. Record observations of natural, man-made objects as well as the human face.</b></li> </ul>	<p><b>Observational Study</b></p> <ul style="list-style-type: none"> <li>a. Natural and Man-made objects</li> <li>b. Portrait Drawing</li> <li>c. Facial Features</li> <li>d. Facial Proportions</li> </ul>	<b>Page 71&amp;72</b>	<p><b>Informal:</b> <i>How can a portrait of a person tell about their lifestyle?</i></p> <p><b>Observational:</b> <i>Observe student's work to determine how students used skills, techniques and tools in their portraits.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
<b>Week 24-26</b>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize the work of Chagall and Munch</b></li> </ul>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>a. Marc Chagall</li> </ul>	<b>Page 72&amp;73</b>	<b>Informal:</b>

	<ul style="list-style-type: none"> <li>• Describe the subject matter and elements of art used in the pieces of work;</li> <li>• Analyze how line, shape, and colour are repeated in works of art;</li> <li>• Identify the focal point in the artwork;</li> <li>• Compare and contrast the works of art and describe them, using the appropriate vocabulary.</li> </ul>	b. Edvard Munch		<p><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><b>Observational:</b> <i>Observe student's reproductions of the artist's work to determine the application of media and tools used.</i></p>
Week 27-30	<p><b>2-D/3-D Craft</b></p> <p>a. 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.</p>	2-D/3-D Craft	Page 73	<p><b>Informal:</b></p> <p><b>Observational:</b> <i>Observe students artwork to determine the application of skills used in the artwork</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>

## Grade Six

Time	Objectives	Topic	Curriculum Link	Assessment
Week 1	<p><b>Lines</b></p> <ol style="list-style-type: none"> <li>a. Recognize that various kinds of lines enable an artist to express ideas.</li> <li>b. Distinguish between an outline, a contour and a gesture</li> <li>c. Examine and use contour drawing and perspective drawing techniques to create art.</li> <li>d. Create gesture and contour observational drawings.</li> <li>e. Use one-point perspective to create the illusion of space.</li> <li>f. Identify line as creating movement in art</li> <li>g. Produce a portfolio of artwork on Lines</li> </ol>	<p><b>Line- The 5 Basic</b></p> <ol style="list-style-type: none"> <li>a. Horizontal</li> <li>b. Vertical</li> <li>c. Diagonal</li> <li>d. Zigzag</li> <li>e. curved</li> </ol>	Page 76	<p>Teachers are encouraged to select assessment methods to measure student's progress with respect to curriculum objectives</p> <p><b>Informal:</b> <i>How did the artist use lines to show movement and gesture?</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p> <p><b>Observational:</b> <i>Observe student's artwork to determine the application of skills used in the artwork.</i></p>



Week 2	<b>Shape- 2 Dimensional</b> <ol style="list-style-type: none"> <li>Design and create a geometric or abstract composition</li> <li>Identify and describe characteristics of abstract art, both non-representational and representational</li> <li>Identify that shapes change when viewed from different angles</li> <li>Use a computer to create a piece of artwork with shapes</li> <li>Identify shapes in nonobjective artwork</li> </ol>	<b>Shape- 2 dimensional</b> <ol style="list-style-type: none"> <li>square</li> <li>rectangle</li> <li>circle</li> <li>triangle</li> <li>oval</li> </ol>	Page 77	<b>Informal:</b> <i>How would you compare and contrast the shapes in the artist's work?</i>  <b>Observational:</b> <i>Observe student's work to determine the application of skills used.</i>  <b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i>  <b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i>
Week 3 - 5	<b>Form 3- Dimensional</b> <ol style="list-style-type: none"> <li>Demonstrate how flat shapes make rounded forms;</li> <li>Identify the 5 basic forms;</li> <li>Describe the basic forms;</li> <li>Identify the difference between a shape and a form;</li> <li>Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.</li> </ol>	<b>Form- 3 Dimensional</b> <ol style="list-style-type: none"> <li>cube</li> <li>cylinder</li> <li>pyramid</li> <li>sphere</li> <li>cone</li> </ol>	Page 77&78	<b>Informal:</b> <i>Describe the buildings in your community.</i>  <b>Observational:</b> <i>Observe the techniques, skills, and materials used in making building models.</i>  <b>Portfolio Assessment</b>

	<ul style="list-style-type: none"> <li>f. Create an abstract composition based on real objects</li> <li>g. Identify that forms change when viewed from different viewpoints</li> </ul>			<p><i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
Week 6 - 8	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>a. Expand colour knowledge</li> <li>b. Identify different colour schemes in artworks</li> <li>c. Compare and contrast ways colour is used in artworks</li> <li>d. Create works of art using primary, secondary, warm and cool colour, monochromatic and complementary hues</li> <li>e. Examine colour as it is reflected on surfaces</li> <li>f. Create moods and atmosphere with colour</li> <li>g. Produce still life's using different colour schemes</li> <li>h. Produce a 3-dimensional piece of work</li> <li>i. based on colour schemes</li> <li>j. Use technology to create original works of art.</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>a. Colour schemes</li> </ul>	Page 78&79	<p><b>Informal:</b> <i>What colour scheme would you use to depict a happy mood?</i></p> <p><b>Observational:</b> <i>Observe student's work to determine the application of skills used.</i></p>
Week 9-11	<p><b>Value</b></p> <ul style="list-style-type: none"> <li>a. Produce work with a variety of tints and shades.</li> <li>b. Use shading (value) to transform a two-dimensional shape into a three-dimensional form (e.g., circle to a sphere).</li> <li>c. Use contrast (light and dark) expressively in an original work of art.</li> </ul>	<p><b>Value</b></p> <ul style="list-style-type: none"> <li>a. Light and dark;</li> <li>b. Tints and Shades</li> <li>c. Shading, shadows and highlights</li> </ul>	Page 79,80&81	<p><b>Informal:</b> <i>How did you experiment with colour to produce value?</i></p> <p><b>Observational:</b></p>

	<ul style="list-style-type: none"> <li>d. Experiment with creating varying degrees of colour intensity</li> <li>e. Use various colours to show how changes in light can create differences in shading</li> <li>f. Experiment with how the change of light direction determines the value and the appearance of objects</li> <li>g. Create still life's showing shading, shadows and highlights to depict the idea of the 3<sup>rd</sup> dimension on a 2-Dimensional flat surface.</li> <li>h. Create a drawing, using varying tints, shades, and intensities.</li> </ul>			<p><i>Observe student's work to determine the application of skills used.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i></p>
Week 12-15	<p><b>Pattern, Rhythm &amp; Movement</b></p> <ul style="list-style-type: none"> <li>a. Recognize patterns around them</li> <li>b. Describe a pattern</li> <li>c. Examine how artists use patterns as a form of expression</li> <li>d. Compare and contrast lines, shapes and colours used by artists to create artwork.</li> <li>e. Experiment with lines, shapes and colours to produce patterns using a variety of media</li> <li>f. Perceive and describe rhythm and movement in works of art and the environment.</li> <li>g. Create a piece of art emphasizing rhythm and movement, using a chosen printing method.</li> <li>h. Use patterns to create compositional effects</li> </ul>	<p><b>Patterns</b></p> <p><b>Pattern Rhythm &amp; Movement</b></p> <ul style="list-style-type: none"> <li>a. Patterns in the environment</li> <li>b. Repeat patterns</li> <li>c. Recognize patterns in blocks, tiles, fabric</li> <li>d. Visual Rhythm</li> <li>e. Regular Rhythm</li> <li>f. Flowing Rhythms</li> </ul>	Page 81&82	<p><b>Informal:</b> <i>Describe the pattern used in the artwork.</i></p> <p><b>Observational:</b> <i>Observe student's artwork to determine the application of skills used.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b></p>

	<ul style="list-style-type: none"> <li>i. Research and analyze how decorative patterns are utilized in Bahamian and International Cultures</li> <li>j. Use technology to create original works of art.</li> </ul>			<i>Observe sketchbooks for the process used and the development of the students.</i>
Week 15-16	<b>Texture</b> <ul style="list-style-type: none"> <li>a. Explore how patterns can be used to create texture</li> <li>b. Describe the look and feel of a variety of textures</li> <li>c. Create textures using mixed media</li> <li>d. Use texture in two-dimensional and three-dimensional works of art.</li> <li>e. Use visual and actual texture in original works of art</li> <li>f. Use art media to create both visual and tactile textures in works of art.</li> <li>g. Utilize found and constructed textures in expressive and analytical work and design</li> <li>h. Compare and contrast textural qualities in a work of art</li> <li>i. Use technology to create original works of art.</li> </ul>	<b>Texture</b> <ul style="list-style-type: none"> <li>a. Natural textures</li> <li>b. Manmade textures</li> <li>c. Tactile Texture</li> <li>d. Visual Texture</li> </ul>	Page 82&83	<b>Informal:</b> <i>What materials were used to create texture in the artwork?</i>  <b>Observational:</b> <i>Observe student's artwork to determine the application of skills used.</i>  <b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i>  <b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i>
Week 17-19	<b>Art Appreciation</b> <ul style="list-style-type: none"> <li>a. Examine and discuss Mannerist art</li> <li>b. Analyze how line, shape, and colour are repeated in works of art;</li> </ul>	<b>Art Appreciation</b> <ul style="list-style-type: none"> <li>a. Mannerism</li> </ul>	Page 84,85&86	<b>Informal:</b> <i>Do you like El Greco's work? Explain.</i>  <b>Observational:</b>

	<ul style="list-style-type: none"> <li>c. Identify and describe all the elements of art found in selected works of art (e.g., colour, shape/form, line, texture, space, value).</li> <li>d. Compare and contrast the works of art and describe them, using the appropriate vocabulary.</li> <li>e. Identify and compare works of art from The Renaissance and Mannerist Art</li> <li>f. Create a piece of artwork applying the characteristics of Mannerism</li> </ul>			<p><i>Observe student's artwork to determine the application of skills used.</i></p>
Week 20-22	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>a. Identify objects in the environment that occupy space</li> <li>b. Articulate the relationship between objects within a defined space</li> <li>c. Examine space in nature and discuss the definition of perspective.</li> <li>d. Identify positive and negative space in works of art</li> <li>e. Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</li> <li>f. Use size relationships to indicate distance</li> <li>g. Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</li> <li>h. Create the illusion of depth on a 2-dimensional surface using overlapping, placement and size variation of items</li> <li>i. Experiment with the horizon line, vanishing point and centre of interest to create the illusion of depth</li> </ul>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>a. Horizon Line</li> <li>b. Vanishing Point</li> <li>c. Background, Middle ground and Foreground</li> </ul>	Page 86&87	<p><b>Informal:</b> <i>How did you use objects in space to show depth and distance?</i></p> <p><b>Observational:</b> <i>Observe student's artwork to determine the application of skills used.</i></p> <p><b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i></p> <p><b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the</i></p>

				<i>development of the students.</i>
Week 23-24	<b>Observational Study</b> <ol style="list-style-type: none"> <li><b>Emphasize spatial relationships, diminishing size, and detail in works of art</b></li> <li><b>Identify that the shapes of objects change when the viewpoint changes</b></li> <li><b>Record observations of natural, man-made objects as well as the human face.</b></li> <li><b>Use various observational drawing skills to depict a variety of subject matter</b></li> </ol>	<b>Observational Study</b> <ol style="list-style-type: none"> <li>Natural and Man-made objects</li> <li>Portrait Drawing</li> <li>Facial Features</li> <li>Facial Proportions</li> </ol>	Page 87&88	<b>Informal:</b> <i>How can a portrait of a person tell about their lifestyle?</i>  <b>Observational:</b> <i>Observe student's work to determine how students used skills, techniques and tools in their portraits.</i>  <b>Portfolio Assessment</b> <i>Observe student's portfolios to determine the process and growth of their artwork.</i>  <b>Sketchbook Assessment</b> <i>Observe sketchbooks for the process used and the development of the students.</i>
Week 25-27	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li><b>Recognize the work of Kahlo and Rodin</b></li> <li><b>Describe the subject matter and elements of art used in the pieces of work;</b></li> <li><b>Analyze how line, shape, and colour are repeated in works of art;</b></li> <li><b>Identify the focal point in the artwork;</b></li> <li><b>Reproduce works of art by Kahlo and Rodin.</b></li> </ol>	<b>Art Appreciation</b> <ol style="list-style-type: none"> <li>Frida Kahlo</li> <li>Auguste Rodin</li> </ol>	Page 88,89&90	<b>Informal:</b> <i>What similarities and differences do you observe in each artist work?</i>  <b>Observational:</b>

	<p>f. Construct and describe interpretations of what they see in works of art.</p> <p>g. Critique works of art</p>			<p><i>Observe student's work to determine how students used skills, techniques.</i></p>
<p>Week 28-30</p>	<p>2-D/3-D Craft</p> <p>b. 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.</p>	<p>2-D/3-D Craft</p>	<p>Page 90&amp;91</p>	<p><b>Informal:</b></p> <p><b>Observational:</b>  <i>Observe students artwork to determine the application of skills used in the artwork</i></p> <p><b>Sketchbook Assessment</b>  <i>Observe sketchbooks for the process used and the development of the students.</i></p>

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