West Carroll Special School District Instructional Plan/Pacing Guide, 2016-2017

Teacher	Robinson		Co-Teacher:			
Subject: Art			Grade Level:	Primary		
	TN	Major Topics and Concep	-	Major Activities	Assessing Student Mastery	Pacing (Beginning and ending dates of instruction)
Unit Title	Standard # ACT Standard # (When Applicable)	Address	dressed	Assignments Field Trips	What student generated product will demonstrate that he/she has met the learning expectation?	
1 st 9 Week Period	1.0 Students will understand and apply media, techniques, and process 4.0 Students will understand the visual art in relation to history and cultures 6.0 Students will make connections between visual arts and other disciplines	Eleme Lines Practi Color Piet M Interr Color Kandi Pop A Thieb	ice with scissors ing expectations Mondrian national Dot Day Theory insky Art, Warhol	Art About Me activity Line sampler Piet Mondrian inspired work emphasizing line Mondrian's early work compared to more familiar neoplasticist/specifically in context to historical and cultural events during each period Op Art using lines Basic Color Theory activity-Revisiting Mondrian Color Mixing/Color Wheel International Dot Day Collaborative Project Kandinsky Inspired Trees Pop-Art food prints/color study	Art About Me activity Line sampler Piet Mondrian inspired work emphasizing line Mondrian's early work compared to more familiar neoplasticist/specifically in context to historical and cultural events during each period Op Art using lines Basic Color Theory activity-Revisiting Mondrian Color Mixing/Color Wheel International Dot Day Collaborative Project Kandinsky Inspired posters & Dot projects Pop-Art food prints/color study Cutting page with lines Coloring orbs/circles	August – October

Week will Form and cultural context Finish color theory by October -	2 nd 9	1.0 Students	Shape	Intro to Cezanne, works	Cezanne handout	Mid
Period understand and apply media, impressionism) it techniques, and process 2.0 Students will use knowledge of structures and functions 3.0 Students will choose and evaluate a range of subject matter, symbols, and idea 4.0 Students will understand the visual art in relation to history and cultures 6.0 Students will make connections between visual arts and other of the students and prince to such arts and prince to student created work 20ish of Apples" — create bright colors in student created work 5till life using fruit — focus on shape and value to create form (using light on model) Create 3-dimensional food with paper Draw seasonal foods using Thiebaud's inspiration — incorporate elements and principles Artist focus: Matisse, cultural and historical context Matisse shape activity Differences between visual arts and other of the student created work 2till life using fruit — focus on shape and value to create form (using light on model) Create 3-dimensional food with paper Draw seasonal foods using Thiebaud's inspiration — incorporate elements and principles Artist focus: Matisse, cultural and historical context Matisse shape activity Differences between organic and geometric shapes			The state of the s			
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6.0 Students will make connections between visual arts and other		-	70 F (C) C) H	shapes	APA)	
will make connections between visual arts and other		cultures	/////		5	
connections between visual arts and other		6.0 Students	(//////////////////////////////////////			
between visual arts and other		will make	STITINGS A	76		
visual arts and other		connections	ALL LOS			
other				and the second		
		visual arts and		Q .		
disciplines		other		27		
		disciplines				

3 rd 9	1.0 Students	Review previously learned elements	Visual and tactile	Visual and tactile	January –
Week	will	and principles	texture sampler	texture sampler	March 9
Period	understand	Focus on balance, repetition with	Relief foil with glue	Relief foil with glue	
	and apply	Warhol & Calder works	Paper tooth/texture	Paper tooth/texture	
	media,	New EOAs: Texture & Space	appropriateness for	appropriateness for	
	techniques,	Perspective (as it relates to space)	specific fine art tools	specific fine art tools	
	and process	Renaissance (?possibly Brunelleschi?)	Perspective with	Perspective with	
	2.0 Students	Andy Warhol	buildings or other	buildings or other	
	will use	Chuck Close	structures	structures	
	knowledge of	Calder "Snowy Flurry"	Create works with the	Create works with the	
	structures		foreground and	foreground and	
	and functions	1/1	background in different	background in different	
	3.0 Students		layers, layer on top of	layers, layer on top of	
	will choose		one another	one another	
	and evaluate		Overlapping layers	Overlapping layers	
	a range of	A S	Artist focus: Warhol,	activity	
	subject	KEL KELL	cultural and historical	Artist focus: Warhol,	
	matter,	1500	context	cultural and historical	
	symbols, and	C. Butter	Brunelleschi: cultural	context-handout	
	idea	The state of the s	and historical context of	Brunelleschi: cultural	
	4.0 Students		Renaissance movement	and historical context of	
	will		Chuck Close:	Renaissance	
	understand	7	comp/contrast to other	movement- handout	
	the visual art		works from different	Chuck Close:	
	in relation to	-3/11 B	periods	comp/contrast to other	
	history and	793 (C) (P)	Calder inspired mobile	works from different	
	cultures	/////	Warhol Inspired pop art	periods – TO discussion	
	5.0 The	(//////////////////////////////////////	Extension: Close-inspired	Calder inspired mobile	
	student will	CHIP SEA	textured self portrait (K-	Warhol Inspired pop art	
	reflect upon	MULDO	clothing, 1 st -Hair)	Extension: Close-inspired	
	and assess		No.	textured self portrait (K-	
	the		9	clothing, 1 st -Hair)	
	characteristics	Sec. 1			
	and merits of		COLD		
	their work				
	and the work	117			
	of others				

6.0 Stude will make connection between visual art other discipline	e ons s and s	CAR		
Week will Period understa and apply media, technique and processor 2.0 Stude will use knowlede structure and funce 3.0 Stude will chood and evalue a range of subject matter, symbols, idea 4.0 Stude will understa the visua in relatio history a cultures 5.0 The student w reflect up	Proportion Review all elements of art Reflection & Evaluation of peer art using rubric with EoA and PoD Evaluation of master works Miro Review all elements of art Reflection & Evaluation of peer art using rubric with EoA and PoD Evaluation of master works Miro and ants and ants and art	Elements of Art and Principles of Design	Elements of Art and Principles of Design Foldable Contrast Handout/Sampler Mirror imaging/symmetry Design a class poster demonstrating selected Principle of Design Peer review posters Miro self-portrait (abstract)	Mar 10- May 19



