

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

Teacher: Robinson		Co-Teacher:			
Subject: Art		Grade Level: Elementary			
Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery	Pacing (Beginning and ending dates of instruction)
				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 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	Rules and procedures Elements of art overview Lines Piet Mondrian International Dot Day Color Theory Kandinsky Pop Art, Warhol Thiebaud Extension: Cubist/Neoplasticism, Post Impressionism/Pointillism(Seurat intro during Dot Day/Week), Abstract Expressionism Principle of Design: Movement	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 Trees Pop-Art food prints/color study	August – October

	history and cultures 6.0 Students will make connections between visual arts and other disciplines				
2 nd 9 Week Period	1.0 Students will understand and apply media, 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	Shape Form Value Cezanne (Post impressionism) Wayne Thiebaud (Modern Art) Begin to explore the four first Principles of Design – Balance, Emphasis, Proportion, and Repetition Matisse	Intro to Cezanne, works and cultural context from which he created Finish color theory by intro to Cezanne’s work “Dish of Apples” – create bright colors in student created work Still 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	Cezanne handout Finish color theory by intro to Cezanne’s work “Dish of Apples” – create bright colors in student created work Still 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-handout Matisse shape activity - Differences between organic and geometric shapes	Mid October – December

	<p>5.0 The student will reflect upon and assess the characteristics and merits of their work and the work of others</p> <p>6.0 Students will make connections between visual arts and other disciplines</p>				
3 rd 9 Week Period	<p>1.0 Students will understand and apply media, techniques, and process</p> <p>2.0 Students will use knowledge of structures and functions</p> <p>3.0 Students will choose and evaluate a range of subject matter,</p>	<p>Review previously learned elements and principles</p> <p>Focus on balance, repetition with Warhol & Calder works</p> <p>New EOAs: Texture & Space</p> <p>Perspective (as it relates to space)</p> <p>Renaissance (?possibly Brunelleschi?)</p> <p>Andy Warhol</p> <p>Chuck Close</p> <p>Calder "Snowy Flurry"</p>	<p>Visual and tactile texture sampler</p> <p>Relief foil with glue</p> <p>Paper tooth/texture appropriateness for specific fine art tools</p> <p>Perspective with buildings or other structures</p> <p>Create works with the foreground and background in different layers, layer on top of one another</p> <p>Overlapping layers</p> <p>Artist focus: Warhol, cultural and historical context</p>	<p>Visual and tactile texture sampler</p> <p>Relief foil with glue</p> <p>Paper tooth/texture appropriateness for specific fine art tools</p> <p>Perspective with buildings or other structures</p> <p>Create works with the foreground and background in different layers, layer on top of one another</p> <p>Overlapping layers activity</p> <p>Artist focus: Warhol, cultural and historical context-handout</p>	January – March 9

	<p>symbols, and idea</p> <p>4.0 Students will understand the visual art in relation to history and cultures</p> <p>5.0 The student will reflect upon and assess the characteristics and merits of their work and the work of others</p> <p>6.0 Students will make connections between visual arts and other disciplines</p>		<p>Brunelleschi: cultural and historical context of Renaissance movement</p> <p>Chuck Close: comp/contrast to other works from different periods</p> <p>Calder inspired mobile</p> <p>Warhol Inspired pop art</p> <p>Extension: Close-inspired textured self portrait</p>	<p>Brunelleschi: cultural and historical context of Renaissance movement- handout</p> <p>Chuck Close: comp/contrast to other works from different periods – TO discussion</p> <p>Calder inspired mobile</p> <p>Warhol Inspired pop art</p> <p>Extension: Close-inspired textured self portrait</p>	
4 th 9 Week Period	<p>1.0 Students will understand and apply media, techniques, and process</p> <p>2.0 Students will use knowledge of</p>	<p>New PoDs: Contrast, Harmony/Scale-Proportion</p> <p>Review all elements of art</p> <p>Reflection & Evaluation of peer art using rubric with EoA and PoD</p> <p>Evaluation of master works</p> <p>Miro</p> <p>Art Display best practices</p>	<p>Elements of Art and Principles of Design</p> <p>Foldable</p> <p>Contrast</p> <p>Handout/Sampler</p> <p>Mirror</p> <p>imaging/symmetry</p> <p>Design a class poster demonstrating selected Principle of Design</p>	<p>Elements of Art and Principles of Design</p> <p>Foldable</p> <p>Contrast</p> <p>Handout/Sampler</p> <p>Mirror</p> <p>imaging/symmetry</p> <p>Design a class poster demonstrating selected Principle of Design</p> <p>Peer review posters</p>	Mar 10-May 19

	<p>structures and functions</p> <p>3.0 Students will choose and evaluate a range of subject matter, symbols, and idea</p> <p>4.0 Students will understand the visual art in relation to history and cultures</p> <p>5.0 The student will reflect upon and assess the characteristics and merits of their work and the work of others</p> <p>6.0 Students will make connections between visual arts and other disciplines</p>		<p>Peer review posters</p> <p>Miro self-portrait (abstract)</p>	<p>Miro self-portrait (abstract)</p>	