

**VISUAL ART 4-5**

<b>Cognitive &amp; Creative Learning Processes</b>	<b>Achievement Level Content Statement</b>	<b>Key Vocabulary</b>	<b>Instructional Strategies and resources</b>
<b>PERCEIVING and KNOWING (PE) 4</b>	1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.	Line, ColorTexture, Shape, Form, Value, Size, Balance, Gradation, Harmony, Contrast, repetition, dominance,	books, Smart Board, You Tube videos, music Lois Mailou Jones (Black History Month), Frida Kahlo (National Hispanic Heritage Month), Warhol lessons
PERCEIVING and KNOWING (PE) 4	2PE Notice and describe different visual effects resulting from artmaking techniques.	Medium, 3-D, 2-D,Line, ColorTexture, Shape, Form, Value, Size,	see above for resources; nearly 100% of lessons result in a discussion of techniques/media/effects
PERCEIVING and KNOWING (PE) 4	3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.	inspiration, self reflection, color symbolism, medium, art history, drawing, collage,	books, Smart Board, You Tube videos, music Lois Mailou Jones (Black History Month), Frida Kahlo (National Hispanic Heritage Month),
PERCEIVING and KNOWING (PE) 4	4PE Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history.	art history, art movements, culture, global history, symbolism	Duveneck, Aminah Lynn Robinson, Thurber, Bellows - Meet the Artist!
PERCEIVING and KNOWING (PE) 4	5PE Link ideas in and design of works of art to the emotions and moods expressed in them.	art history, art movements, symbolism, visual art storytelling	Retablo lesson, Gustav Klimt, Lois Mailou Jones, Hokusai Wave
PERCEIVING and KNOWING (PE) 4	6PE Identify and name the sources for artmaking ideas (e.g., self, environment and other people).	medium, 3-D, 2-D, self reflection, critique	books, Art Prints, Smart Board, YouTube videos, discussion >50% of lessons incorporate art historical component, which always includes info on inspiration
<b>PRODUCING and PERFORMING (PR) 4</b>	1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.	medium, 3-D, 2-D, self reflection, critique, tools specified for each medium	PREZI, Art Prints, Smart Board, Vemo Videos, Youtube videos, Create Critic, Art Response Sheets, Student Art Journals
PRODUCING and PERFORMING (PR) 4	2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.	mixed media, 2-D, 3-D,	Warhol repetitions, Tints and Shades Undersea Mixed Media, Monochromatic reliefs, Spacescapes, Retablos and metalwork
PRODUCING and PERFORMING (PR) 4	3PR Generate ideas and employ a variety of strategies to solve visual problems.	Brainstorming, Mediums, Line, ColorTexture, Shape, Form, Value, Size, Balance, Gradation,	think, pair, share - Warhol clay food project, Retablos, Hokusai Wave, Spacescapes
PRODUCING AND PERFORMING (pr) 4	4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks.	Self Worth, Persistence, Self Critique, Process, Relection, Group Critique, studio practice,	>75% of lessons involve studio work, which involves constant and consistent formative assessment

PRODUCING and PERFORMING (PR) 4	5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.	Art Elements and Principles	see above for resources; nearly 100% of lessons involve discussion of Elements and Principles
PRODUCING and PERFORMING (PR) 4	6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.	media, subject/theme	Iridescent butterflies (science), Origami Eyeball (math), Spacescapes (science), Cleveland Museum of Art distance learning lesson (Medieval art and simple machines), Hokusai Wave (ELA, Social Studies)
<b>RESPONDING and REFLECTING (RE) 4</b>	1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others.	Self Worth, Persistence, Self Critique, Process, Relection, Group Critique, studio practice,	formative assessment; class critiques; sharing; "gallery walks"
RESPONDING and REFLECTING (RE) 4	2RE Develop and share their ideas, beliefs and values about art.	Self Worth, Persistence, Self Critique, Process, Relection, Group Critique, studio practice,	books, Art Prints, Smart Board, YouTube videos, small and large group discussion Warhol & Oldenburg Pop Art lessons, Kahlo
RESPONDING and REFLECTING (RE) 4	3RE Recognize and describe the relationship of artworks to their social and cultural contexts.	medium, 3-D, 2-D, critique, cultural/social contexts	books, prints, SmartBoard, YouTube videos Lois Mailou Jones, Robert Indiana, Oldenburg, Warhol, Kahlo lessons, Cleveland Museum of Art distance learning (Medieval lesson)
RESPONDING and REFLECTING (RE) 4	4RE Generate criteria for discussing and assessing works of art.	inspiration, self reflection, symbolism, visual storytelling, medium, art history	Art Prints, Smart Board, Art Response Sheets, large /small group discussion
RESPONDING and REFLECTING (RE) 4	5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.	critique, self -reflection/assessment, Elements and Principles	Art Prints, Smart Board, I Can Fly video series >75% of lessons involve reference to art history/works
RESPONDING and REFLECTING (RE) 4	6RE Give and use constructive feedback to produce artworks that achieve learning goals.	critique, self -reflection, Elements and Principles, media	small and large group discussions/critiques, formative assessment
	5th grade		
<b>PERCEIVING and KNOWING (PE) 5</b>	1PE Understand that the context of an art object has an effect on how that object is perceived.	Elements and Principles, context	Art Prints, Smart Board, Youtube videos Roman Mosaics, Australian Dreamtime
PERCEIVING and KNOWING (PE) 5	2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists.	inspiration, media (and the variety of), art history, Elements and Principles, culture, context, visual storytelling	Notan, All the Snow in Montreal, Symmetry lesson (Renaissance art component), Australian Dreamtime
PERCEIVING and KNOWING (PE) 5	3PE Investigate the role of cultural objects in our everyday environment.	art history, art movements	books, Art Prints, Smart Board, DVDs Faith Ringgold Memory Quilts, Roman Mosaics

PERCEIVING and KNOWING (PE) 5	4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks.	art history, art movements, culture, global history, symbolism	Faith Ringgold Memory Quilts, Op Art and Pop Art
PERCEIVING and KNOWING (PE) 5	5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.	critique, self-reflection, mood, emotion, Art Elements and Principles, Art Appreciation	Books, Art Prints, Smart Board, YouTube videos, DVDs When the Giant Came to Town, Ringgold Memory Quilts, Australian Dreamtime, Jumanji, O'Keefe
PERCEIVING and KNOWING (PE) 5	6PE Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.	medium/media, digital tools, explore	Art Prints, Smart Board, Chrome Books, Google Sketch
<b>PRODUCING and PERFORMING (PR) 5</b>	1PR Integrate observational and technical skills to strengthen artmaking.	proportion, scale, perspective, Art Elements and Principles	When the Giant Came to Town, Jumanji, Falling for Foreshortening, Radial Symmetry
PRODUCING and PERFORMING (PR) 5	2PR Use digital tools to explore ideas, create and refine works of art during the artmaking process.	medium/media, digital tools, explore, design, judge	Art Prints, Smart Board, YouTube videos, Chrome Books, Google Sketch
PRODUCING and PERFORMING (PR) 5	3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.	symbolism, graphic design, forms, pictures, words, problem-solving	Art Prints, Smart Board, Chrome Books, Graphic Design lesson
PRODUCING and PERFORMING (PR) 5	4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.	Art Elements and Principles	Art Prints, Smart Board, YouTube videos, DVD
PRODUCING and PERFORMING (PR) 5	5PR During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.	Brainstorming, Mediums, Art Elements and Principles, brainstorming	books, Art Prints, Smart Board, DVD Faith Ringgold Memories Quilt, When the Giant Came to Town, Falling for Foreshortening
RESPONDING and REFLECTING (RE) 5	1RE Apply reasoning skills to analyze and interpret the meaning in artworks.	small and large group discussion, critiques, art history	books, Art Prints, Smart Board, DVD, Youtube videos Australian Dreamtime, When the Giant Came to Town, Jumanji, Mexican Murals, radial symmetry, Roman Mosaics, O'Keefe, Op Art, Wordle Self-Portrait
RESPONDING and REFLECTING (RE) 5	2RE Describe how personal experiences can influence artistic preferences.	critique, self-reflection, mood, emotion	books, Art Prints, Smart Board, DVD Faith Ringgold Memories Quilt, When the Giant Came to Town, Ai Wei Wei installation in Alcatraz
RESPONDING and REFLECTING (RE) 5	3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.	art history, art appreciation, culture	books, Art Prints, Smart Board Memories Quilt, Roman Mosaics, Australian Dreamtime, Mexican Murals
RESPONDING and REFLECTING (RE) 5	4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.	critique, art history, mood, emotion, constraints	books, Art Prints, Smart Board, Youtube videos, DVDs Mexican murals, Australian Dreamtime, Ai Wei Wei installation in Alcatraz

RESPONDING and REFLECTING (RE) 5	5RE Express what was learned and the challenges that remain when assessing their artworks.	critique, sharing	group discussions at end of projects
RESPONDING and REFLECTING (RE) 5	6RE Use criteria to assess works of art individually and collaboratively.	art history, critique, evaluation, comparing and contrasting, Elements and Principles	books, Smart Board, "gallery walks"