

DAY IN UNIT	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know?	Vocabulary/ Vocab. Activity	Thoughtful Ed./ Student Engagement	Literacy/Read ing in the Content <u>Literacy Ideas</u>	Formative/ Summative Assessment	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccssso.org Ideas 9 Types Big Explanation Tool	Technology
0	Rules/Expectations Syllabus		Students will create their own portfolios. SE- Students will have the opportunity to express themselves.				PowerPoint Students have access to computer to look things up if need be
1	I can describe the elements of art (Line, Shape, and Form). I can define the elements of art (line, shape, and form). I can create a work of art using the elements of line. AH-6-SA-S-VA1 AH-6-SA-S-VA2	Elements of Art Line Shape Form 2Dimensional 3Dimensional Organic Geometric Activity: Expressive Line Project, Note- taking		Brainstorm Learn crucial vocabulary	F- Pre-Assessment on Elements and Principles of Art S-Monochromatic Painting	S- Reader, Scribe, Copy of Notes	PowerPoint Students have access to computer to look things up if need be
2	I can describe the elements of art (Line, Shape, and Form). I can define the elements of art (line, shape, and form). I can create a work of art using the elements of line. I can describe the elements of art (texture and color).	Elements of Art Line Visual Texture Actual Texture Hue Primary Secondary Tertiary Intermediate	Blind Contour Drawing – Nonlinguistic Representation, Novelty and Variety, Personal Response	Learn crucial vocabulary Assess prior knowledge	F – Bell work S – Monochromatic Painting	S- Reader, Scribe, Copy of Notes	PowerPoint Students have access to computer to look things up if need be

	<p>I can define the elements of art (texture and color).</p> <p>AH-6-SA-S-VA1 AH-6-SA-S-VA2</p>	<p>Warm Cool Complimentary Analogous Tint Shade</p> <p>Activity- Life Line, Expressive Line Project, Note-taking</p>					
3	<p>I can describe the elements of art (texture, color, and shape).</p> <p>I can define the elements of art (texture, color, and shape).</p> <p>I can create a work of art using the elements of shape and color.</p> <p>AH-6-SA-S-VA1 AH-6-SA-S-VA2</p>	<p>Shape 2Dimensional Organic Geometric Visual Texture Actual Texture Hue Primary Secondary Tertiary Intermediate Tempera Paint</p> <p>Activity- Finish the Picture, Color Wheel Project</p>	<p>Scribble Deer: Personal Response, Choice, Novelty and Variety, Authenticity, Application, Nonlinguistic Representation</p>		<p>F- Bell work F- Monochromatic Painting</p>	<p>S- Reader</p>	<p>PowerPoint Students have access to computer to look things up if need be</p>
4	<p>I can describe the elements of art (color and shape).</p> <p>I can define the elements of art (color and shape).</p> <p>I can create a work of art using the elements of shape and color.</p> <p>AH-6-SA-S-VA1</p>	<p>Form Shape 2Dimensional Organic Geometric Hue Primary Secondary Tertiary Intermediate</p>	<p>Limiting Factor: Nonlinguistic Representation, Application, Personal Response, Choice, Novelty and Variety, Choice</p>	<p>Assess prior knowledge</p>	<p>F-Bell work F- monochromatic Painting F- Elements of Art Quiz</p>	<p>S- Reader, Prompting and Cueing</p>	<p>PowerPoint Students have access to computer to look things up if need be</p>

	AH-6-SA-S-VA2	Tempera Paint Activity- Odd Object Container, Color Wheel Project					
5	I can describe the elements of art (color and shape). I can define the elements of art (color and shape). I can create a work of art using the elements of shape and color. AH-6-SA-S-VA1 AH-6-SA-S-VA2	Shape Hue Primary Secondary Tertiary Intermediate Tempera Paint	Observing and Recreating Texture: Nonlinguistic Representation, Application, Personal Response, Novelty and Variety, Authenticity	Assess prior knowledge	F- Bell Work S- Monochromatic Painting	S- Reader	PowerPoint Turning Point Students have access to computer to look things up if need be
6	I can describe the elements of art (color and shape). I can define the elements of art (color and shape). I can create a work of art using the elements of shape and color. AH-6-SA-S-VA1 AH-6-SA-S-VA2	Shape Hue Primary Secondary Tertiary Intermediate Tempera Paint	T-shirt Design: Nonlinguistic Representation, Application, Personal Response, Novelty and Variety, Authenticity	Assess prior knowledge	F- Bell Work and Color wheel worksheet S- Monochromatic Painting	S- Reader	PowerPoint Students have access to computer to look things up if need be
7	I can describe the principles of design (emphasis, pattern, balance, and contrast) I can define the principles of design (emphasis, pattern, balance, contrast) I can create a work of art using the principles of design.	Emphasis Pattern Balance Contrast Principles of Design	Pencil Value Sketch: Nonlinguistic Representation, Application, Personal Response, Novelty and Variety, Authenticity	Assess prior knowledge	F- Bell Work F- Monochromatic Painting	S- Reader	PowerPoint Students have access to computer to look things up if need be

	AH-6-SA-S-VA1 AH-6-SA-S-VA2						
8	I can describe the principles of design (emphasis, pattern, balance, and contrast) I can define the principles of design (emphasis, pattern, balance, contrast) I can create a work of art using the principles of design. AH-6-SA-S-VA1 AH-6-SA-S-VA2	Emphasis Pattern Balance Contrast Principles of Design	In the year 2525: Nonlinguistic Representation, Application, Personal Response, Novelty and Variety, Authenticity	Assess prior knowledge	F- Bell Work F- Matisse Name Design	S- Reader, Scribe, Copy of Notes	PowerPoint Students have access to computer to look things up if need be
9	I can describe the principles of design (emphasis, pattern, balance, and contrast) I can define the principles of design (emphasis, pattern, balance, contrast) I can create a work of art using the principles of design. AH-6-SA-S-VA1 AH-6-SA-S-VA2	Emphasis Pattern Balance Contrast Principles of Design	Doodle Drawing: Nonlinguistic Representation, Application, Personal Response, Novelty and Variety, Authenticity		F- Bell Work F- Matisse Name Design	S- Reader	PowerPoint Turning Point Students have access to computer to look things up if need be
10	I can describe the principles of design (emphasis, pattern, balance, and contrast) I can define the principles of	Emphasis Pattern Balance Contrast Principles of Design	Use your Name: Nonlinguistic Representation, Application, Personal Response, Novelty and	Assess prior knowledge	F-Principles of Design Quiz F- Bell Work	S- Reader, Prompting and Cueing	PowerPoint Students have access to computer to look things

	<p>design (emphasis, pattern, balance, contrast) I can create a work of art using the principles of design.</p> <p>AH-6-SA-S-VA1 AH-6-SA-S-VA2</p>		Variety, Authenticity		F- Matisse Name Design		up if need be
1 1	<p>I can describe the principles of design (emphasis, pattern, balance, and contrast) I can define the principles of design (emphasis, pattern, balance, contrast) I can create a work of art using the principles of design.</p> <p>AH-6-SA-S-VA1 AH-6-SA-S-VA2</p>	<p>Emphasis Pattern Balance Contrast Principles of Design</p>	<p>Symmetrically Balanced Animal: Nonlinguistic Representation, Application, Personal Response, Novelty and Variety, Authenticity</p>	Assess prior knowledge	<p>F- Bell Work F- Hand Design Project</p>	S- Reader	<p>PowerPoint Students have access to computer to look things up if need be</p>
1 2	<p>I can describe the principles of design (emphasis, pattern, balance, and contrast) I can define the principles of design (emphasis, pattern, balance, contrast) I can create a work of art using the principles of design.</p> <p>AH-6-SA-S-VA1 AH-6-SA-S-VA2</p>	<p>Emphasis Pattern Balance Contrast Principles of Design</p>	<p>Cast Shadows: Nonlinguistic Representation, Application, Personal Response, Novelty and Variety, Authenticity</p>	Assess prior knowledge	<p>F- Bell Work S- Hand Design Project</p>	S- Reader	<p>PowerPoint Students have access to computer to look things up if need be</p>

1 3	<p>I can describe the elements of art (color and shape, texture, form, line).</p> <p>I can define the elements of art (color and shape, texture, form, line).</p> <p>AH-6-SA-S-VA1 AH-6-SA-S-VA2</p>	<p>Elements of Art</p> <p>Form</p> <p>Value</p> <p>Texture</p> <p>Shape</p> <p>Line</p> <p>Color</p> <p>Organic</p> <p>Geometric</p> <p>2D</p> <p>3D</p> <p>Hue</p> <p>Tint</p> <p>Shade</p> <p>Complimentary</p> <p>Analogous</p> <p>Primary Colors</p> <p>Secondary Colors</p> <p>Tertiary Colors</p> <p>Emphasis</p> <p>Focal Point</p> <p>Asymmetrical</p> <p>Balance</p> <p>Symmetrical</p> <p>Balance</p> <p>Contrast</p> <p>Pattern</p> <p>Principles of Design</p>		<p>Assess prior knowledge</p> <p>Question</p> <p>Reflect</p> <p>summarize</p>	<p>S- Elements and Principles Test</p>	<p>S- Reader, Scribe, Prompting and Cueing</p>	<p>PowerPoint</p> <p>Students have access to computer to look things up if need be</p>
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