

DAY IN UNIT	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know?	Vocabulary/ Vocab. Activity	Thoughtful Ed./ Student Engagement	Literacy/Reading in the Content <u>Literacy Ideas</u>	Formative/ Summative Assessment	Differentiation T-Task S-Special Needs G- Gifted/Accel. http://serge.ccsso.org/Ideas9Types Big Explanation Tool	Technology
0	Rules/Expectations Syllabus						PowerPoint
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 element of line. AH-6-SA-S-VA1 AH-6-SA-S-VA2 Activity: Expressive Line Project, Note-taking	Elements of Art Line Shape Form 2Dimensional 3Dimensional Organic Geometric	Expressive Line Project- Students will create an abstract work of art that will utilize at least 10 different lines. Clear and Modeled Expectations Novelty and Variety Authenticity		F – Expressive Line Project F- Pre-Assessment on Elements and Principles of Art	S - Reader S - Copy of Notes	PowerPoint Turning Point
2	I can describe the elements of art (Line). I can define the elements of art (line). I can create a work of art using the element of line. I can describe the elements of	Elements of Art Line Visual Texture Actual Texture Hue Primary Secondary Tertiary	Expressive Line Project- (See above description – Day 1)	Bell work 1 Life Lines- Closely observe the lines on the palm of your hand. Use all or part of what you see to create an abstract design. Add as many or as few lines as you need to break up	F – Bell work S – Expressive Line Project	S - Reader S - Copy of Notes	PowerPoint

	<p>art (texture and color). I can define the elements of art (texture and color).</p> <p>AH-6-SA-S-VA1 AH-6-SA-S-VA2</p> <p>Activity- Life Line, Expressive Line Project, Note-taking</p>	<p>Intermediate Warm Cool Complimentary Analogous Tint Shade</p>		<p>the paper in an interesting way.</p> <p>Nonlinguistic Representation Novelty and Variety Personal Response</p>			
3	<p>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.</p> <p>AH-6-SA-S-VA1 AH-6-SA-S-VA2</p> <p>Activity- Finish the Picture, Color Wheel Project</p>	<p>Shape 2Dimensional Organic Geometric Hue Primary Secondary Tertiary Intermediate Complimentary Tempera Paint</p>	<p>Color Wheel Project – Students will create 12 shapes (geometric or organic) and paint them using the primary, secondary, and tertiary colors. They will arrange them in the correct order and label each color group as well as a set of complimentary colors.</p> <p>Personal Response Novelty and Variety Authenticity Clear and Modeled Expectations Learning with Others</p>	<p>Bell work 2 Finish the Picture- Look at the shapes on this page. What can you turn them into? Use your pencil to add details to each shape.</p> <p>Personal Response Novelty and Variety Authenticity Nonlinguistic Representation</p>	<p>F- Bell work F- Color Wheel Project</p>	<p>S- Reader</p>	<p>PowerPoint</p>
4	<p>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.</p> <p>AH-6-SA-S-VA1</p>	<p>Shape 2Dimensional Organic Geometric Hue Primary Secondary Tertiary Intermediate</p>	<p>Color Wheel Project – (See above description – Day 3)</p>	<p>Bell Work 3 Odd Object Container- Picture yourself as industrial designer. You have been given the job of creating a shipping container for an oddly shaped object. Design a container including a lid</p>	<p>F-Bell work F- Color Wheel Project</p>	<p>S- Reader</p>	<p>PowerPoint</p>

	<p>AH-6-SA-S-VA2</p> <p>Activity- Odd Object Container, Color Wheel Project</p>	<p>Complimentary Tempera Paint</p>		<p>or some sort of mechanism to put your object in the container as well as how you will keep the object safe.</p> <p>Nonlinguistic Representation Personal Response Novelty and Variety Audience Authenticity</p>			
5	<p>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.</p> <p>AH-6-SA-S-VA1 AH-6-SA-S-VA2</p> <p>Activity- Texture Landscape, Elements of Art Quiz, Color Wheel Project</p>	<p>Shape Hue Primary Secondary Tertiary Intermediate Complimentary Tempera Paint</p>	<p>Color Wheel Project – (See above description – Day 3)</p>	<p>Bell Work 4 Texture Landscapes- Draw a simple landscape. Use actual textures from around the classroom to do rubbings, creating visual texture on your landscape.</p> <p>Nonlinguistic Representation Personal Response Novelty and Variety Authenticity</p>	<p>F- Bell Work F- Elements of Art Quiz S- Color Wheel Project</p>	<p>S- Reader S- Prompting and Cueing S-Use of Technology</p>	<p>PowerPoint Turning Point</p>
6	<p>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.</p>	<p>Shape Hue Primary Secondary Tertiary Intermediate Complimentary Tempera Paint</p>	<p>Color Wheel Project – (See above description – Day 2)</p>	<p>Bell Work 5 Color Practice- Draw 8 shapes and fill them with the color schemes: primary, secondary, analogous, warm, cool, complimentary, hue/tint/shade</p>	<p>F- Bell Work S- Color Wheel Project</p>	<p>S- Reader</p>	<p>PowerPoint</p>

	AH-6-SA-S-VA1 AH-6-SA-S-VA2			Nonlinguistic Representation Application Personal Response Novelty and Variety Authenticity			
	Activity- Color Practice, Color Wheel Project						
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. AH-6-SA-S-VA1 AH-6-SA-S-VA2 Activity- Logo Design, Note-Taking, Hand Design Project	Emphasis Pattern Balance Contrast Principles of Design	Hand Design Project- Students will learn to draw their hand by following the contour line it creates. Students will then fill the background around their hand with various types of pattern using sharpie to create contrast. Personal Response Clear/Modeled Expectations Novelty and Variety Authenticity	Bell Work 6 Logo Design: Use your name or initials to create a logo for yourself. Nonlinguistic Representation Personal Response Novelty and Variety Authenticity	F- Bell Work F- Hand Design Project	S- Reader S- Copy of Notes	PowerPoint
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	Hand Design Project – (See Above Description- Day 7)	Bell Work 7 Hair Lines: Students will work in pairs to draw each others hair following the lines created by the hair. Nonlinguistic Representation Personal Response Novelty and Variety Authenticity Learning with Others	F- Bell Work F- Hand Design Project	S- Reader	PowerPoint

	Activity- Hair Lines, Hand Design Project						
9	<p>I can describe the principles of design (emphasis, pattern, balance, and contrast)</p> <p>I can define the principles of design (emphasis, pattern, balance, contrast)</p> <p>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>Activity- Observing Balance, Hand Design Project</p>	<p>Emphasis Pattern Balance Contrast Principles of Design</p>	<p>Hand Design Project – (See Above Description- Day 7)</p>	<p>Bell Work 8 Observing Balance: Students will draw as many symmetrical, asymmetrical, or radial balanced items then can in 5 min. making sure to label which type of balance it represents.</p> <p>Nonlinguistic Representation, Application, Personal Response, Novelty and Variety, Authenticity</p>	<p>F- Bell Work F- Hand Design Project</p>	<p>S- Reader, Prompting and Cueing</p>	<p>PowerPoint</p>
10	<p>I can describe the principles of design (emphasis, pattern, balance, and contrast)</p> <p>I can define the principles of design (emphasis, pattern, balance, contrast)</p> <p>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>Activity- Rock Strata, Principles of Design Quiz, Hand Design Project</p>	<p>Emphasis Pattern Balance Contrast Principles of Design</p>	<p>Hand Design Project – (See Above Description- Day 7)</p>	<p>Bell Work 9 Rock Strata: Students will look at a photograph of sedimentary rock observing layers, textures, and color variations. Students will duplicate what they see.</p> <p>Nonlinguistic Representation, Application, Personal Response, Novelty and Variety, Authenticity</p>	<p>F- Bell Work F- Hand Design Project F- Principles of Design Quiz</p>	<p>S- Reader S- Use of Technology S- Prompting and Cueing</p>	<p>PowerPoint Turning Point</p>
1	<p>I can describe the principles of</p>	<p>Emphasis</p>	<p>Hand Design Project –</p>	<p>Bell Work 10 Zentangle-</p>	<p>F- Bell Work</p>	<p>S- Reader</p>	<p>PowerPoint</p>

1	<p>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>Pattern Balance Contrast Principles of Design</p>	<p>(See Above Description- Day 7)</p>	<p>Creative Pattern Design</p> <p>Nonlinguistic Representation Personal Response Novelty and Variety Authenticity</p>	<p>S- Hand Design Project</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>Activity- Zentangle, Vocabulary Carousel Review</p>	<p>ALL Elements of Art and Principles of Design Vocabulary</p>	<p>Vocabulary Carousel Review- Students will rotate around the room creating a study guide for the test</p>	<p>Bell Work 11 Zentangle- Creative Pattern Design</p> <p>Nonlinguistic Representation Personal Response Novelty and Variety Authenticity</p>	<p>F- Bell Work F- Vocabulary Carousel</p>	<p>S- Reader</p>	<p>PowerPoint</p>
1 3	<p>I can describe the elements of art (color and shape, texture, form, line). I can define the elements of art (color and shape, texture, form, line).</p> <p>AH-6-SA-S-VA1</p>	<p>ALL Elements of Art and Principles of Design Vocabulary</p>			<p>S- Elements and Principles Test</p>	<p>S- Reader S-Scribe S-Prompting and Cueing</p>	<p>PowerPoint</p>

AH-6-SA-S-VA2

Activity- Elements and Principles Test