

<b>Unit</b>	<b>Essential Questions</b>	<b>Standards &amp; Skills</b>	<b>Common Assessments</b>	<b>Learning Activities</b>	<b>Resources/Technology</b>
<b>Name: Scissors, Glue and You - Cutting &amp; Gluing Activity</b>	<b>Can I use my scissors and glue correctly?</b>	<b>VA:Cr2.1.K VA:Cr2.2.K</b>	<b>Cutting / Gluing Worksheets</b>  <b>Teacher walks around and observes students as they work.</b>	<b>Teacher read book out loud. Students practice cutting and gluing with corresponding worksheets.</b>	<b>Scissors, glue, paper, "Scissor, Glue and You" book</b>
<b>Name: Shape Person Collage</b>	<b>Can I make a person out of simple shapes?</b>  <b>Can I use scissors and glue correctly?</b>	<b>VA:Cr1.1.K VA:Cr2.1.K</b>	<b>Students accurately assemble Shape Person Collage</b>  <b>Teacher walks around and observes students as they work.</b>	<b>Students are given a sheet of random shapes. Teacher tells students what to color each shape to represent. Students are told to cut out each shape and create a person without seeing a finished sample. This will assess their ability to cut, glue and assemble the person accurately using simple shapes.</b>	<b>Scissors, glue, paper</b>
<b>Name: Shape Collage</b>	<b>Can I use my scissors and glue correctly?</b>  <b>Can I draw and cut out basic shapes?</b>	<b>VA:Cr1.1.K VA:Cr2.1.K</b>	<b>Student accurately cut shapes and assemble them into a collage</b>  <b>Teacher walks around and observes students as they work.</b>	<b>Teacher explains different types of shapes. Students draw shapes on scraps of construction paper, cut them out and glue them onto a larger piece of paper.</b>	<b>Scissors, glue, paper</b>
<b>Name: Rainbow Line Watercolor Paintings</b>	<b>Can I draw at least 7 different types of lines?</b>  <b>Can I use watercolor paints correctly?</b>	<b>VA:Cr1.1.K VA:Cr2.1.K</b>	<b>Students accurately draw a variety of lines and accurately use watercolors</b>  <b>Teacher walks around and observes students as they work.</b>	<b>Students draw a variety of lines on a piece of paper using crayons then paint each new area that is created using watercolor paints placed in rainbow order. Teacher explains that students shouldn't mix the colors in the paint</b>	<b>Watercolor paper, watercolor paints, oil pastels</b>

				tray and that students need to clean off their brush before using a new color. Teacher demonstrates how to clean brush and put it back in the watercolor tray when done.	
<b>Name: Pencil Craft (Sub Activity)</b>	<p>Can I use my scissors and glue correctly?</p> <p>Can I assemble the pencil correctly after cutting it out?</p>	<p>VA:Cr1.1.K</p> <p>VA:Cr2.1.K</p>	<p>Finished pencil collage</p> <p>Teacher walks around and observes students as they work.</p>	<p>Students color each piece of the pencil with marker, cut the pieces out and glue onto a piece of construction paper. Teacher models a completed example.</p>	<p>Scissors, glue, drawing paper, construction paper, markers</p>
<b>Name: Kawaii Candy Corn Project</b>	<p>Can I draw a large scale drawing?</p> <p>Can I trace a template onto a piece of paper?</p>	<p>VA:Cr1.1.K</p> <p>VA:Cr2.1.K</p>	<p>Teacher walks around and observes students as they work.</p>	<p>Teacher draws each step using a document camera as students follow along. Students outline and color the candy corn. Then, they cut it out and glue onto a 12” x 18” piece of construction paper.</p>	<p>Scissors, glue, paper, pencil, marker</p>
<b>Name: Mixed Media Ghost</b>	<p>Can I draw a ghost shape?</p> <p>Can I draw a variety of lines and patterns?</p> <p>Can I use my scissors and glue correctly?</p>	<p>VA:Cr1.1.K</p> <p>VA:Cr2.1.K</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>First class - Students create “background” of the ghost using tempera paint sticks and oil pastels. Students make stripes of color with the paint sticks. Teacher tells students to make sure they go from one side of the paper all the way to the other side to ensure paper is covered. After students put the stripes of color down, they use oil pastels to draw different types of lines inside of the stripes.</p>	<p>Scissors, glue, paper, oil pastels, markers</p>

				Second class - students draw the ghost with the teacher, cut it out and glue it onto the background that they created in the first class.	
<b>Name: Christmas Stamps</b>	Can I use a sponge to “print” onto a piece of colored paper?  Can I control how much paint I am using to avoid making a mess?	VA:Cr1.1.K VA:Cr2.1.K	Students accurately stamp their sponges onto pieces of colored paper.  Teacher walks around and observes students as they work.	Students dip shaped sponges into white tempera paint and “stamp” them onto colored construction paper.	Shaped sponges, white tempera paint, colored construction paper
<b>Name: Mixed Media Valentine’s Pandas</b>	Can I draw a variety of lines?  Can I follow a series of steps to draw a panda bear?	VA:Cr1.1.K VA:Cr2.1.K	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	First class - Students create “background” of the ghost using tempera paint sticks and oil pastels. Students make stripes of color with the paint sticks. Teacher tells students to make sure they go from one side of the paper all the way to the other side to ensure paper is covered. After students put the stripes of color down, they use oil pastels to draw different types of lines inside of the stripes.  Second class - Students draw the panda with the teacher, cut it out and glue it onto the background that they created in the first class.	Scissors, glue, paper, oil pastels
<b>Name: Torn Paper Heart Collage</b>	Can I tear a piece of paper into smaller	VA:Cr1.1.K VA:Cr2.1.K	Students accurately assemble their	Students trace a cardboard heart	Construction paper, glue sticks, cardboard

	pieces and glue them inside of the heart shape that I traced?		artwork.  Teacher walks around and observes students as they work.	template onto a piece of construction paper. Then, students tear up small pieces of paper and glue them onto the heart, filling in the heart completely.	heart template
<b>Name: Watercolor Hearts</b>	Can I trace a heart onto a piece of paper using a cardboard template?  Can I use a ruler to draw straight lines?  Can I use a Sharpie to trace my pencil lines?  Can I use watercolor paint to paint the individual shapes and stay in line?	VA:Cr1.1.K VA:Cr2.1.K	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	Students use same heart template from last class to trace onto a piece of watercolor paper. Then, students use ruler to draw straight lines through their heart. Students trace all pencil lines with Sharpie then fill in each area of the heart / background with a different color of watercolor paint. Students learn how to control their watercolor paints and how to properly use the watercolor paints without mixing the colors.	Watercolor paper, ruler, Sharpie, watercolor paints
<b>Name: Sugar Cookie Sculptures</b>	Can I create a fake sugar cookie using a variety of different art materials?  Can I apply the puffy paint “frosting” without making a mess?	VA:Cr1.1.K VA:Cr2.1.K	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	Students spread homemade puffy paint on cardboard circles then put pom pom / beads in the puffy paint to represent “sprinkles”.	Cardboard circles, handmade puffy paint (glue, shaving cream, paint). Beads / pom poms
<b>Name: Torn Paper Color Wheels</b>	Can I tear pieces of colored paper into smaller pieces and glue them to another paper using a glue stick?  Can I place each of	VA:Cr1.1.K VA:Cr2.1.K	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	Students are provided a template of the color wheel. Students work through each color of the color wheel, tearing up small pieces of paper and gluing them down in	Colored construction paper, glue, color wheel template

	the colors into their correct space on the color wheel?			the correct spots on the color wheel.	
<b>Name: Mixed Media Gumball Machines</b>	Can I use a variety of art materials to create a mixed media artwork?	VA:Cr1.1.K VA:Cr2.1.K	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	Students trace a circle template onto a white piece of paper and use bingo daubers / dot markers to make “gumballs” inside the circle. Students trace a template for the bottom of the gumball machine. Then, they cut out both pieces and assemble them on another sheet of construction paper.	Scissors, glue, paper, black Crayola markers, dot markers

**Course Name/Number: ART**  
**Grade Level: 1**

### Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
<b>Name: Color Wheel Turtles</b>	Can I color a color wheel neatly while placing all of the colors in the correct order?  Can I use a variety of art materials to create a mixed media artwork?	VA:Cr2.1.1 VA:Cr2.2.1 VA:Cr3.1.1	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	Students fill in the color template using markers. The teacher demonstrates how to color neatly with markers. Students cut out color wheels and glue it onto a piece of white drawing paper. Then, they draw the turtle’s head, arms and legs on the white paper.	Scissors, glue, paper, markers, color wheel template, construction paper
<b>Name: Happy Sun Paintings</b>	Can I draw a variety of different lines?  Can I use watercolor paints correctly without mixing the colors in the paint try?	VA:Cr2.1.1 VA:Cr2.2.1 VA:Cr3.1.1	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	Students trace a circle template onto a piece of watercolor paper. They draw a smiley face in the circle. Then, using crayon, they draw different lines to represent the rays of the sun. Then students draw	Watercolor paper, watercolor paints, crayons, pencil, circle template

				patterns in the new spaces they just created. After, students paint over each area with a different color watercolor paint.	
<b>Name: Art Supply Craft</b>	<p>Can I use scissors and glue correctly?</p> <p>Can I correctly assemble the pieces to create the art supply that I chose?</p> <p>Can I use a variety of art materials to create a mixed media artwork?</p>	<p>VA:Cr2.1.1</p> <p>VA:Cr2.2.1</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	Students color each part of their art supply, cut them out and assemble on a piece of construction paper.	Scissors, glue, paper, construction paper
<b>Name: Mixed Media Pumpkin Hand</b>	<p>Can I use a variety of art materials to create a mixed media artwork?</p> <p>Can I use scissors and glue correctly?</p> <p>Can I trace my own hand?</p>	<p>VA:Cr2.1.1</p> <p>VA:Cr2.2.1</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	Students trace their hand on a piece of orange construction paper and draw a jack-o-lantern face on it. Then, glue the hand onto a black piece of construction paper and draw designs and a border with oil pastels.	Scissors, glue, construction paper, oil pastels
<b>Name: Mixed Media Mummy Eyes</b>	<p>Can I use a variety of art materials to create a mixed media artwork?</p> <p>Can I use scissors and glue correctly?</p>	<p>VA:Cr2.1.1</p> <p>VA:Cr2.2.1</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	Students trace a circle template two times onto a piece of white drawing paper. Then, they use colored pencils to add the iris. Students glue the eyes onto a piece of black paper and then glue pre-torn strips of gray paper to represent the mummy bandages.	Scissors, glue, construction paper, colored pencil, circle template
<b>Name: Christmas Tree Collage</b>	<p>Can I use a variety of art materials to create a mixed media artwork?</p>	<p>VA:Cr2.1.1</p> <p>VA:Cr2.2.1</p> <p>VA:Cr3.1.1</p>	<p>Students accurately assemble their artwork.</p>	Students cut and glue pre cut strips of paper onto another piece of paper to assemble a	Scissors, glue, paper, star hole punch, dot markers

	Can I use scissors and glue correctly?		Teacher walks around and observes students as they work.	Christmas tree shape. Students glue a star on the top and dot markers to represent ornaments.	
<b>Name: Heart Person</b>	Can I use a variety of art materials to create a mixed media artwork?  Can I tear paper into smaller pieces to glue to a larger piece of paper?  Can I use a heart shaped template to trace it on a paper?	VA:Cr2.1.1 VA:Cr2.2.1	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	Students trace a cardboard heart template onto a piece of construction paper. Then, students tear up small pieces of paper and glue them onto the heart, filling in the heart completely. Students fold long strips of paper accordion style and glue	Scissors, glue, construction paper, large googly eyes
<b>Name: Mixed Media Alphabet Soup</b>	Can I use a variety of art materials to create a mixed media artwork?  Can I use watercolor paints correctly?	VA:Cr2.1.1 VA:Cr2.2.1 VA:Cr2.3.1	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	1. Trace circle onto watercolor paper 2. Write the alphabet in the circle using crayon 3. Paint over the circle using yellow and orange watercolor paints 4. Cut out circle and glue it onto a paper plate. 5. Draw a checkered pattern on a 12"x18" piece of construction paper using oil pastels. 6. Glue plate onto "placemat" that we just created 7. Glue a colored napkin and plastic spoon onto the "placemat"	Scissors, glue, construction paper, watercolor paper, watercolor paints, paper plates, paper napkins, plastic spoon, crayon, hot glue (used by teacher)
<b>Name: Oil Pastel Spider Webs</b>	Can I use a ruler to draw straight lines?	VA:Cr2.1.1 VA:Cr2.2.1	Students accurately assemble their artwork.	Use ruler to draw straight / diagonal lines with black oil pastel. Finish drawing	Oil pastel, ruler, construction paper

			Teacher walks around and observes students as they work.	the rest of the spider web by making curved lines in between the straight lines. Draw a spider in the web.	
Name: Andy Warhol Campbell Soup Flowers	Can I use a variety of art materials to create a mixed media artwork?	VA:Cr1.2.1 VA:Cr2.2.1 VA:Cr2.3.1 VA:Cr3.1.1 VA:Re7.1.1 VA:Re8.1.1	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	1. Students watch an introduction video about pop art and Andy Warhol. 2. Teacher asks students what they notice about pop art / what they learned from the video 3. Students use dot markers to make polka dots on a piece of colored construction paper 4. Students draw diagonal lines to create a checker board on a half sheet of colored construction paper and glue that onto the bottom of the paper with the polka dots 5. Students cut out a copy of a Campbell's soup can and glue it onto the paper 6. Students draw, cut and glue flowers above the can using markers and construction paper	Scissors, glue, construction paper, photo copied soup can, crayons / markers, dot markers

<b>Unit</b>	<b>Essential Questions</b>	<b>Standards &amp; Skills</b>	<b>Common Assessments</b>	<b>Learning Activities</b>	<b>Resources/Technology</b>
<b>Name: Rainbow Crayon Painting</b>	<b>Can I control watercolor paints so that they don't all mix together on the paper?</b>	<b>VA:Cr1.2.2 VA:Cr2.1.2 VA:Cr2.2.2</b>	<b>Students accurately assemble their artwork.  Teacher walks around and observes students as they work.</b>	<b>1. Students draw 6 crayons on a piece of watercolor paper and trace them with black oil pastel 2. Students use watercolor paints to color in their crayons in rainbow order and color the background a color of their choosing</b>	<b>Watercolor paper, watercolor paints, pencil, oil pastels</b>
<b>Name: Art Supply Craft</b>	<b>Can I use scissors and glue correctly?</b>	<b>VA:Cr1.2.2 VA:Cr2.1.2 VA:Cr2.2.2</b>	<b>Students accurately assemble their artwork.  Teacher walks around and observes students as they work.</b>	<b>Students color each part of their art supply, cut them out and assemble on a piece of construction paper.</b>	<b>Scissors, glue, paper</b>
<b>Name: Kusama Bats</b>	<b>Can I use scissors and glue correctly?  Can I use a variety of art materials to create a mixed media artwork?</b>	<b>VA:Cr1.2.2 VA:Cr2.1.2 VA:Cr2.2.2 VA:Re9.2.2 VA:Cn11.1.2</b>	<b>Students accurately assemble their artwork.  Teacher walks around and observes students as they work.</b>	<b>1. Students watch a video about the Japanese artist Yayoi Kusama 2. Teacher asks students to share what they learned about the artist after the video 3. Students trace a bat template onto a piece of colored construction paper and use a black marker to create rows of dots on the bats inspired by Kusama 3. Students cut bat out and glue onto a piece of colored construction paper 4. Draw concentric lines around the bat</b>	<b>Scissors, glue, paper, markers, oil pastels, cardboard bat template</b>

				<b>using oil pastels</b>	
<b>Name: Kusama Pumpkins</b>	<p>Can I create a 3D pumpkin using paper strips?</p> <p>Can I identify what makes Yayoi Kusama's artwork unique to her?</p> <p>Can I create an artwork inspired by Yayoi Kusama?</p>	<p>VA:Cr1.2.2 VA:Cr2.1.2 VA:Cr2.2.2 VA:Re9.2.2 VA:Cn11.1.2</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Teacher asks students to share what they learned again last week about the artist Kusama</p> <p>2. Students get 12 strips of precut construction paper and use a black marker to add dots onto each of the strips</p> <p>3. Teacher demonstrates how to glue all of the pieces together to create a 3D pumpkin sculpture</p> <p>4. Fold a green strip accordion style and glue to the top of the pumpkin as the "stem"</p>	<p>Construction paper, black markers, glue sticks</p>
<b>Name: Color Wheel Lions</b>	<p>Can I use watercolor paints correctly?</p> <p>Can I create a color wheel using watercolors with all of the colors in their correct spot?</p> <p>Can I use a variety of art materials to create a mixed media artwork?</p> <p>Can I use my scissors and glue correctly?</p>	<p>VA:Cr1.2.2 VA:Cr2.1.2 VA:Cr2.2.2</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Draw a "cloud" shape for the lion's mane and use a ruler to divide it into 6 equal spaces</p> <p>2. Teacher demonstrates step by step how to draw a lion's head on another piece of paper</p> <p>3. Paint the color wheel in the proper order on the cloud shape we created before using watercolors</p> <p>4. Paint lion's head with watercolors</p>	<p>Scissors, glue, construction paper, watercolor paper, watercolors, markers / crayons</p>
<b>Name: Mondrian Hearts</b>	<p>Can I create a piece of artwork inspired by Piet Mondrian?</p> <p>Can I identify key components of</p>	<p>VA:Cr1.2.2 VA:Cr2.1.2 VA:Cr2.2.2 VA:Re9.2.2 VA:Cn11.1.2</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students</p>	<p>1. Students watch a video about the artist Piet Mondrian. Teacher asks students to share something that they learned</p>	<p>Scissors, glue, construction paper, drawing paper, tempera paint sticks, ruler</p>

	<p><b>Mondrian's artwork?</b></p> <p><b>Can I use a variety of art materials to create a mixed media artwork?</b></p> <p><b>Can I use my scissors and glue correctly?</b></p> <p><b>Can I cut a symmetrical heart by folding a piece of paper and cutting?</b></p>		<p><b>as they work.</b></p>	<p><b>from the video</b></p> <ol style="list-style-type: none"> <li><b>2. Fold drawing paper in half and draw half of a heart on the folded side</b></li> <li><b>3. Cut on the line while the paper is folded</b></li> <li><b>4. Open it up to reveal the full heart shape</b></li> <li><b>5. Use a ruler to create even spaces on the heart and create smaller rectangles on the heart</b></li> <li><b>6. Color each of the new areas we created with tempera paint sticks. Since this project is inspired by the art of Piet Mondrian, use primary colors only.</b></li> </ol>	
<p><b>Name: Clay Cinnamon Roll</b></p>	<p><b>Can I make a coil using air dry clay?</b></p> <p><b>Can I use water to help me seal any cracks in the air dry clay?</b></p> <p><b>Can I wrap the coil to create a cinnamon roll shape?</b></p>	<p><b>VA:Cr1.2.2</b>  <b>VA:Cr2.1.2</b>  <b>VA:Cr2.2.2</b></p>	<p><b>Students accurately assemble their artwork.</b></p> <p><b>Teacher walks around and observes students as they work.</b></p>	<p><b>Day 1 - Teacher demonstrates how to roll a <i>coil</i> out of air dry clay and spiral it into a cinnamon roll shape. Teacher also demonstrates how to use water to “seal” any cracks / smooth out the clay</b></p> <p><b>Day 2 - Now that the clay is dried, students paint the cinnamon roll with a premixed tan acrylic paint and drizzle a fake icing created by teacher onto the cinnamon rolls. Before setting aside to dry, students sprinkle a small amount of gold glitter</b></p>	<p><b>Air dry clay, tempera paint, brown chalk, glitter</b></p>

				onto the icing as “cinnamon”	
<b>Name: 3D Ice Cream Cones</b>	<p>Can I make a 3D cone out of a piece of construction paper?</p> <p>Can I use a variety of art materials to create a mixed media artwork?</p>	<p>VA:Cr1.2.2 VA:Cr2.1.2 VA:Cr2.2.2 VA:Cr2.3.2</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Students use a brown marker to draw diagonal lines on a piece of manila paper to create a grid pattern.</p> <p>2. Following along with the teacher, students roll the paper into a cone shape and glue it in place with a glue stick</p> <p>3. Once the cone is shaped, use wadded paper, cotton balls and liquid Elmer’s glue to create the “ice cream”</p> <p>4. Use liquid Elmer’s glue to attach a red pom pom (“cherry”) to the top as well as some fake sprinkles.</p>	<p>Construction paper, marker, cotton balls, pom poms, fake sprinkles, liquid glue</p>
<b>Name: Artsonia Artist Statements / Portfolios</b>	<p>Can I identify why / how I made an artwork?</p> <p>Can I explain my art process using complete sentences?</p>	<p>VA:Cr3.1.2 VA:Pr4.1.2 VA:Pr4.1.2 VA:Pr6.1.2 VA:Re8.1.2 VA:Re9.2.2</p>	<p>Students submit their artist statements and artwork titles to their teacher for review.</p>	<p>1. Teacher explains what an art portfolio is and shows students how to access their digital portfolios online</p> <p>2. Once students are in their portfolios, they add titles and artist statements for each of their artworks. The teacher shows examples of artist statements as well as a starter paragraph to help them create their own statements.</p>	<p>Chromebook, Google Slides, Artsonia.com</p>

**Course Name/Number: ART**

**Grade Level: 3**

**Curriculum Map**

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
<p><b>Name: Pop Art Emojis</b></p>	<p>Can I use cardboard circle templates to trace uniform circles onto my paper?</p> <p>Can I use a ruler to create even 6” x 6” spaces on my 12” x 12” piece of paper?</p> <p>Can I use a ruler to help me draw straight lines?</p> <p>Can I identify key components of “pop art”?</p>	<p>VA:Cr1.2.3 VA:Cr2.1.3 VA:Cr2.2.3 VA:Re7.1.3</p>	<p>Students accurately assemble their artwork.</p> <p>The teacher walks around and observes students as they work.</p>	<p>1. Students watch a video about pop art and famous pop artists</p> <p>2. Using a ruler and a 12” x 12” piece of drawing paper, the teacher demonstrates to students how to use a ruler to create four even 6” x 6” squares on their paper. Students follow along with teacher</p> <p>3. Once all students have their squares drawn on, students trace a circle template in each square (this will be the outline of each emoji)</p> <p>4. Students draw four different emojis in each circle. The teacher provides a visual aid that includes several emoji examples. Students can also create their own if they would like.</p>	<p>12” x 12” drawing paper, ruler, pencil, Sharpie, markers / colored pencils</p>
<p><b>Name: Art Supply Craft</b></p>	<p>Can I use my scissors and glue correctly?</p>	<p>VA:Cr1.2.3 VA:Cr2.1.3 VA:Cr2.2.3</p>	<p>Students accurately assemble their artwork.</p>	<p>Students color each part of their art supply, cut them out</p>	<p>Scissors, glue, paper</p>

	Can I correctly assemble the pieces to make the art supply that I chose?		Teacher walks around and observes students as they work.	and assemble on a piece of construction paper.	
Name: Minecraft Selfies	Can I use a piece of grid paper to create a geometric character inspired by Minecraft?	VA:Cr1.2.3 VA:Cr2.1.3 VA:Cr2.2.3	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	1. Students create a geometric person on grid paper using pencil and a ruler 2. Students trace pencil lines with a Sharpie and color in their drawings with colored pencil	Grid paper, pencil, Sharpie, colored pencil, construction paper
Name: Oil Pastel Christmas Lights	Can I use oil pastels on a black piece of construction paper to make it look like my lights are glowing?	VA:Cr1.2.3 VA:Cr2.1.3 VA:Cr2.2.3	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	1. Draw string of Christmas lights on a piece of black construction paper using a white colored pencil 2. Use oil pastels to outline each light and blend the color outward using one finger 3. Use oil pastel to color in cord and add highlights to each light bulb	Oil pastels, black construction paper, white colored pencil
Name: Clay Donut Sculptures	Can I use air dry clay and other materials to create a semi-realistic donut sculpture?  Can I use water to help seal the cracks in my air dry clay?  Can I use a variety of art materials to create a mixed media artwork?	VA:Cr1.2.3 VA:Cr2.1.3 VA:Cr2.2.3	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	Day 1 - 1. Roll air dry clay into a ball by rolling it between both palms of your hands 2. After the ball is formed, gently flatten it a little until it looks like a donut shape 3. Using pointer finger and thumb, gently push a hole through the donut 4. Use pointer finger and water to smooth out any cracks or bumps on the clay	Air dry clay, acrylic paint, liquid glue, fake sprinkles

				<p><b>Day 2 - 1. Now that the clay is dry, paint the donut using premixed tan paint.</b></p> <p><b>2. Drizzle a premixed “icing” onto the top of the donut and then carefully sprinkle on fake sprinkles</b></p>	
<p><b>Name: Pop Art Flowers</b></p>	<p><b>Can I identify key components of “pop art”?</b></p>	<p><b>VA:Cr1.2.3</b>  <b>VA:Cr2.1.3</b>  <b>VA:Cr2.2.3</b>  <b>VA:Cr3.1.3</b>  <b>VA:Re9.2.3</b></p>	<p><b>Students accurately assemble their artwork.</b></p> <p><b>Teacher walks around and observes students as they work.</b></p>	<p><b>1. Students are asked to share what they previously learned about pop art</b></p> <p><b>2. After that, the teacher walks them through step-by-step how to draw flowers in a vase</b></p> <p><b>3. Once everyone is done drawing, we use tempera paint sticks to color in our drawings, starting with the background</b></p> <p><b>4. After coloring, outline with black tempera stick</b></p>	<p><b>Drawing paper, pencil, tempera paint sticks</b></p>
<p><b>Name: Paper Weaving</b></p>	<p><b>Can I create a loom out of a 9” x 12” piece of colored construction paper?</b></p> <p><b>Can I weave strips of construction paper into the loom that I create?</b></p> <p><b>Can I create my own color patterns?</b></p>	<p><b>VA:Cr1.2.3</b>  <b>VA:Cr2.1.3</b>  <b>VA:Cr2.2.3</b>  <b>VA:Re7.1.3</b></p>	<p><b>Students accurately assemble their artwork.</b></p> <p><b>Teacher walks around and observes students as they work.</b></p>	<p><b>1. Teacher shows a slideshow explaining what weaving is and how it can be done using textile materials as well as paper</b></p> <p><b>2. Students follow along with the teacher to create their paper loom. We use scissors and a ruler in this process</b></p> <p><b>3. After all students have successfully created their looms, we then weave precut construction paper strips into the loom</b></p>	<p><b>Construction paper, scissors, glue, ruler</b></p>

<p><b>Name: Valentine's Bear Drawing</b></p>	<p>Can I follow a series of steps to complete a drawing?</p> <p>Can I use Sharpie to neatly trace over all of my pencil lines after drawing?</p> <p>Can I color neatly and all in one direction using my coloring supplies?</p>	<p>VA:Cr1.2.3 VA:Cr2.1.3 VA:Cr2.2.3</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Students follow along with teacher when drawing in pencil 2. Afterwards, students outline their pencil lines with Sharpie. 3. Once finished outlining with Sharpie, students color their bear and attach it to a piece of colored construction paper</p>	<p>Drawing paper, pencil, Sharpie, markers / colored pencil</p>
<p><b>Name: Paper Mache Pencil Sculpture</b></p>	<p>Can I create a pencil sculpture using recycled materials?</p> <p>Can I accurately apply paper mache onto the structure that I created to create a smooth appearance?</p> <p>Can I paint my sculpture to look like a pencil?</p> <p>Can I properly clean up my paintbrushes when I'm done?</p> <p>Can I apply paint correctly without making a mess?</p>	<p>VA:Cr1.2.3 VA:Cr2.1.3 VA:Cr2.2.3 VA:Re7.1.3</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>Day 1 - 1. Students cut out a cone template and roll it into a cone, taping it closed 2. Students use masking tape to tape their cone to a cardboard paper towel roll 3. Students use masking tape and crumpled paper scraps to make an "eraser"</p> <p>Day 2 - Students paper mache on their pencil sculptures</p> <p>Day 3 - Now that the paper mache is dry, students paint a priming coat of white acrylic paint on their pencils</p> <p>Day 4 - Students apply a second coat of white acrylic paint onto their pencil</p>	<p>Cardboard paper towel rolls, cone template, liquid glue, water, magazine paper, acrylic paints, paintbrushes</p>

				<b>Day 5 - Students paint their pencil using acrylic paint colors to look like a pencil</b>	
<b>Name: Artsonia Artist Statements / Portfolios</b>	<p>Can I identify why / how I made an artwork?</p> <p>Can I explain my art process using complete sentences?</p>	<p>VA:Cr1.1.3  VA:Cr2.1.3  VA:Cr2.2.3  VA:Pr4.1.3  VA:Pr4.1.3  VA:Re7.1.3  VA:Re7.2.3  VA:Re8.1.3</p>	Students submit their artist statements and artwork titles to their teacher for review.	<p>1. Teacher explains what an art portfolio is and shows students how to access their digital portfolios online</p> <p>2. Once students are in their portfolios, they add titles and artist statements for each of their artworks. Teacher shows examples of artist statements as well as as starter paragraph to help them create their own statements.</p>	Chromebook, Google Slides, Artsonia.com

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: Color Wheel Eye	<p>Can I properly use watercolor paints without the colors leaking into each other?</p> <p>Can I clean my supplies correctly after using them?</p> <p>Can I trace a cardboard circle onto my paper?</p> <p>Can I use a ruler to draw straight lines?</p> <p>Can I use a variety of art materials to create a mixed media artwork?</p>	<p>VA:Cr2.1.4</p> <p>VA:Cr2.2.4</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>Day 1 - 1. Students watch a short video explaining the color wheel / color theory</p> <p>2. After, students trace a cardboard circle template onto a piece of watercolor paper. They create an eye shape around the circle by making two curved lines that connect on each end</p> <p>3. Using a ruler, students create 6 even "slices" on the circle</p> <p>4. Students paint each space with watercolor paints to correctly represent a color wheel</p> <p>Day 2 - 1. Now that the paper is dry, students cut out the eye shape and glue it onto a piece of colored construction paper</p> <p>2. Optional - students decorate their construction paper background</p>	<p>Scissors, glue, paper, ruler, watercolor paper, watercolor paints</p>
Name: Art Supply Craft	<p>Can I use my scissors and glue correctly?</p> <p>Can I correctly assemble the pieces to make the art supply that I chose?</p>	<p>VA:Cr2.1.4</p> <p>VA:Cr2.2.4</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>Students color each part of their art supply, cut them out and assemble on a piece of construction paper.</p>	<p>Scissors, glue, paper</p>
Name: Murakami Flowers	<p>Can I use my scissors and glue correctly?</p>	<p>VA:Cr1.1.4</p> <p>VA:Cr2.2.4</p>	<p>Students accurately assemble their</p>	<p>1. Students watch a quick video about pop</p>	<p>Scissors, glue, markers / colored</p>

	<p>Can I identify key components of “pop art”?</p> <p>Can I identify key components of Takashi Murakami’s artwork?</p> <p>Can I successfully create an artwork inspired by Takashi Murakami?</p>	VA:Cn11 .1.4	<p>artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>art and the Japanese pop artist Takashi Murakami.</p> <p>2. Students trace a cardboard petal template 10 times onto a 12” x 18” piece of watercolor paper. Then, draw designs on each petal using crayons. Once finished with the crayon designs, students paint each petal a different color using watercolor paints</p> <p>3. After finishing the petals, students trace a cardboard circle onto a piece of drawing paper and draw a smiley face to look like the ones featured in Murakami’s artwork</p> <p>4. Students cut all pieces out and assemble flower on a piece of</p>	<p>pencils, crayons, watercolor paints, construction paper, watercolor paper</p>
<p>Name: Positive / Negative Space Pumpkins</p>	<p>Can I successfully create a collage that demonstrates an understanding of positive and negative space in an artwork?</p> <p>Can I use my scissors and glue properly?</p>	<p>VA:Cr1.1.4</p> <p>VA:Cr2.2.4</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Students draw half of a jack o lantern face on a half sheet of colored construction paper and use scissors to cut all pieces out</p> <p>2. Students glue all pieces down to a larger piece of construction paper to make a full jack o lantern image</p>	<p>Scissors, glue, construction paper, pencil</p>

<p><b>Name: Oil Pastel Pumpkins</b></p>	<p>Can I use oil pastels to create a semi-realistic drawing of a pumpkin?</p> <p>Can I blend oil pastels with my finger?</p>	<p>VA:Cr2.1.4 VA:Cr2.2.4</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Students use a pencil to draw a zoomed in picture of the top of a pumpkin 2. Students use oil pastels to color pumpkin and blend the colors with their fingers</p>	<p>Oil pastels, construction paper, pencils Optional: tissues for blending (otherwise students can use their fingers to blend)</p>
<p><b>Name: Overlapping Hearts Drawing</b></p>	<p>Can I follow a series of steps to create a drawing?</p> <p>Can I use a variety of art materials to create an artwork?</p>	<p>VA:Cr2.1.4 VA:Cr2.2.4</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>Students draw a bunch of overlapping hearts on a piece of pink construction paper. Students outline the hearts with Sharpie then color each new area created with a different color crayon</p>	<p>Construction paper, pencil, Sharpie, markers / colored pencils</p>
<p><b>Name: Sundae Sculptures</b></p>	<p>Can I create a semi-realistic sculpture of a sundae?</p> <p>Can I use a variety of art materials to create a mixed media artwork?</p>	<p>VA:Cr1.1.4 VA:Cr2.2.4</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Roll a piece of aluminum into a ball 2. Wrap some model magic clay around the aluminum to cover it 3. Place this piece into the bottom of the sundae cup and smooch the edges around the cup so it sticks into place 4. Roll more model magic into a ball and place on top of this piece 5. Drizzle fake icing onto the sundae and gently sprinkle on the fake sprinkles 6. Put a drop of glue on the top of the sundae and stick a red pom pom on top to act as a "cherry"</p>	<p>Model Magic clay, acrylic paint, glue, fake sprinkles, sundae spoons / dishes, pom poms, aluminum foil</p>
<p><b>Name: Alma Thomas Heart Paintings</b></p>	<p>Can I identify key components of Alma Thomas' artwork?</p>	<p>VA:Cr2.1.4 VA:Cr2.2.4 VA:Cn11.1.4</p>	<p>Students accurately assemble their artwork.</p>	<p>1. Students watch a video about the African American</p>	<p>Drawing paper, tempera paints, construction paper</p>

	<p>Can I create an artwork inspired by Alma Thomas?</p> <p>Can I use tempera paints correctly?</p> <p>Can I correctly wash my paintbrush after I finish my artwork?</p>		<p>Teacher walks around and observes students as they work.</p>	<p>artist Alma Thomas</p> <p>2. Afterwards, students draw a heart on a piece of drawing paper</p> <p>3. Using tempera or acrylic paints, students create concentric dashes around the heart until the entire paper is filled</p>	
<p>Name: Paint Mixing Sheets</p>	<p>Can I use tempera / acrylic paints correctly?</p> <p>Can I correctly wash my paintbrush after I finish my artwork?</p> <p>Can I come up with my own color combinations and creative names for each color?</p>	<p>VA:Cr1.1.4</p> <p>VA:Cr2.1.4</p> <p>VA:Cr2.2.4</p>	<p>Students successfully mix and name 12 colors.</p> <p>Teacher walks around and observes students as they work.</p>	<p>Students mix 12 different colors on a worksheet using tempera paints. Once they mix a color, they use their imagination to come up with creative names for each color that they've created.</p> <p>Students learn about brush control (staying in the lines with the brush) and how to properly care for paintbrushes.</p>	<p>Paint mixing worksheet, acrylic / tempera paints, paintbrushes, paper towels, paper plates</p>
<p>Name: Paper Weaving</p>	<p>Can I create a loom out of a 9" x 12" piece of colored construction paper?</p> <p>Can I weave strips of construction paper into the loom that I create?</p> <p>Can I create my own color patterns?</p>	<p>VA:Cr2.1.4</p> <p>VA:Cr2.2.4</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Teacher shows a slideshow explaining what weaving is and how it can be done using textile materials as well as paper</p> <p>2. Students follow along with the teacher to create their paper loom. We use scissors and a ruler in this process</p> <p>3. After all students have successfully created their looms, we then weave precut construction paper</p>	<p>Construction paper, ruler, scissors, glue sticks</p>

				<b>strips into the loom</b>	
<b>Name: Color Wheel Worksheet</b>	<p>Can I learn about the color wheel?</p> <p>Can I identify different color schemes as they relate to the color wheel?</p> <p>Can I accurately color in a color wheel diagram using colored pencils?</p>	<p>VA:Cr2.1.4</p> <p>VA:Cr2.2.4</p>	<p>Students accurately complete the worksheet.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Students watch a video about the color wheel / color theory.</p> <p>2. After, students follow along with teacher to fill in the color wheel worksheet</p>	<p>Color wheel worksheet, colored pencils, pencil, markers</p>
<b>Name: Artsonia Artist Statements / Portfolios</b>	<p>Can I identify why / how I made an artwork?</p> <p>Can I explain my art process using complete sentences?</p>	<p>VA:Pr4.1.4</p> <p>VA:Pr4.1.4</p> <p>VA:Pr6.1.4</p> <p>VA:Re7.2.4</p> <p>VA:Re8.1.4</p>	<p>Students submit their artist statements and artwork titles to their teacher for review.</p>	<p>1. Teacher explains what an art portfolio is and shows students how to access their digital portfolios online</p> <p>2. Once students are in their portfolios, they add titles and artist statements for each of their artworks. Teacher shows examples of artist statements as well as as starter paragraph to help them create their own statements.</p>	<p>Chromebook, Google Slides, Artsonia.com</p>

**Course Name/Number: ART**

**Grade Level: 5**

### Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
<b>Name: Color Wheel Keyboards</b>	<p>Can I accurately mix all of the colors on the color wheel just using red, yellow and blue?</p> <p>Can I use tempera / acrylic paints correctly?</p> <p>Can I correctly wash</p>	<p>VA:Cr1.1.5</p> <p>VA:Cr1.2.5</p> <p>VA:Cr2.1.5</p> <p>VA:Cr2.2.5</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Students watch a short video on color theory and the color wheel</p> <p>2. Students get 4" x 12" piece of drawing paper. Using a ruler, students create 12 even spaces for the</p>	<p>Drawing paper, acrylic / tempera paint, ruler, pencil, construction paper</p>

	my paintbrush after I finish my artwork?			“keys” of the keyboard  3. Students use the primary colors paints to paint all 12 of the colors on the color wheel, including: primaries, secondaries and tertiaries	
<b>Name: Frankenstein Drawings</b>	Can I use a variety of art materials to create an artwork?  Can I create a drawing by following step by step instructions?	VA:Cr1.1.5 VA:Cr1.2.5 VA:Cr2.1.5 VA:Cr2.2.5	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	1. Draw Frankenstein with teacher as a step-by-step drawing 2. Color in Frankenstein with tempera paint sticks 3. Outline with black tempera paint stick	Drawing paper, pencil, tempera paint sticks
<b>Name: Positive / Negative Space Pumpkins</b>	Can I successfully create a collage that demonstrates an understanding of positive and negative space in an artwork?  Can I use my scissors and glue properly?	VA:Cr1.1.5 VA:Cr1.2.5 VA:Cr2.1.5 VA:Cr2.2.5	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	1. Students draw half of a jack o lantern face on a half sheet of colored construction paper and use scissors to cut all pieces out 2. Students glue all pieces down to a larger piece of construction paper to make a full jack o lantern image	Scissors, glue, construction paper
<b>Name: Oil Pastel X-ray Hand Drawings</b>	Can I use oil pastels to create a “glowing” effect on black construction paper?  Can I use my finger to blend oil pastels?	VA:Cr1.1.5 VA:Cr1.2.5 VA:Cr2.1.5 VA:Cr2.2.5	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	1. Students trace their hand and wrist onto a black piece of construction paper using a white colored pencil 2. Using white colored pencil, students draw in a few of the bones in the hand 3. Using an oil pastel (any color), students outline their hand and the bones	Oil pastel, white colored pencil, black construction paper

				<p>4. Students use finger to “push” oil pastel outward from the hand to create a glowing effect.</p> <p>5. Students color in the bones and add highlights / shadows using oil pastels</p>	
<p>Name: Pop Art Heart Collages</p>	<p>Can I identify key components of “pop art”?</p> <p>Can I correctly use my scissors and glue?</p>	<p>VA:Cr1.1.5 VA:Cr1.2.5 VA:Cr2.1.5 VA:Cr2.2.5</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>1. Students fold two 6”x6” square pieces of construction paper in half and draw half of a heart on the creased side of the paper</p> <p>2. Once they draw the half of the heart, students cut along the line they just drew and save all of the pieces to glue down later</p> <p>3. Students unfold the hearts to reveal a full heart now</p> <p>4. Using markers, students draw designs on the pieces that were left from around the heart</p> <p>5. Students glue all of the pieces onto a 12”x12” piece of colored construction paper using a glue stick</p>	<p>Scissors, glue, paper</p>
<p>Name: Paint Mixing Worksheet</p>	<p>Can I use tempera / acrylic paints correctly?</p> <p>Can I correctly wash my paintbrush after I finish my artwork?</p> <p>Can I come up with my own color</p>	<p>VA:Cr1.1.5 VA:Cr1.2.5 VA:Cr2.1.5 VA:Cr2.2.5</p>	<p>Students successfully mix 12 colors.</p> <p>Teacher walks around and observes students as they work.</p>	<p>As a refresher to the color wheel keyboard assignment, students use the primary colors paints to paint all 12 of the colors on the color wheel, including: primaries, secondaries and tertiaries. This is</p>	<p>Paint mixing worksheet, paintbrushes, acrylic / tempera paints</p>

	combinations and creative names for each color?			completed on a premade worksheet instead of having them recreate their keyboards	
<b>Name: Cake Slice Sculpture</b>	<p>Can I create a sculpture of a cake slice using a variety of different materials?</p> <p>Can I use tempera / acrylic paints correctly?</p> <p>Can I correctly wash my paintbrush after I finish my artwork?</p> <p>Can I use model magic clay to sculpt “toppings” for my cake slice?</p>	<p>VA:Cr1.1.5</p> <p>VA:Cr1.2.5</p> <p>VA:Cr2.1.5</p> <p>VA:Cr2.2.5</p>	<p>Students accurately assemble their artwork.</p> <p>Teacher walks around and observes students as they work.</p>	<p>Day 1 - Students cut out paper templates created by the teacher and trace them onto thin pieces of cardboard. These cardboard pieces will act as the sides of the cake slice, creating a 3D sculpture</p> <p>Day 2 - Students follow along with teacher to tape all of their sides together with masking tape, creating the 3D cake slice form</p> <p>Day 3 - Students wrap the cake slice in paper mache to further secure the form</p> <p>Day 4 - Students apply fake icing onto their cakes</p> <p>Day 5 - Students use model magic clay to sculpt toppings to their cake slice and affix them onto the cake</p> <p>Day 6 - Students use acrylic paints to paint their cake slices</p> <p>Day 7 - Additional painting / cake</p>	<p>Cardboard, paper, glue, water, model magic, acrylic / tempera paint, spackle, fake sprinkles, birthday candles, pom poms</p>

				<b>decorating day</b>	
<b>Name: Butterfly Grid Drawing</b>	Can I translate the original grid drawing and successfully recreate the image in the given grid below?	VA:Cr1.1.5 VA:Cr1.2.5 VA:Cr2.1.5 VA:Cr2.2.5	Students accurately assemble their artwork.  Teacher walks around and observes students as they work.	Students complete a grid drawing worksheet. The top of the worksheet shows a drawing of a butterfly in a labeled grid. Each square in the grid has a corresponding code (ie: A4, G7). Students will copy each square into the blank grid on the bottom of the worksheet to recreate the butterfly to the best of their ability. After completing the drawing, students use colored pencil to color in their butterflies	Grid drawing worksheet, pencil, colored pencils
<b>Name: Value Worksheet</b>	Can I identify the Element of Art “Value”?  Can I successfully create a value scale using my pencil?  Can I successfully shade simple objects using my pencil?	VA:Cr1.1.5 VA:Cr1.2.5 VA:Cr2.1.5 VA:Cr2.2.5	Students accurately complete their worksheet.  Teacher walks around and observes students as they work.	Students begin learning about the Elements of Art, startin with “Value”. We completed a value worksheet together as a class where students practiced shading, creating values and adding shadows to 3D objects using a graphite pencil	Value worksheet, pencil
<b>Name: Color Wheel Worksheet</b>	Can I learn about the color wheel?  Can I identify different color schemes as they relate to the color wheel?  Can I accurately color in a color wheel diagram using colored pencils?	VA:Cr1.1.5 VA:Cr1.2.5 VA:Cr2.1.5 VA:Cr2.2.5	Students accurately complete their worksheet.  Teacher walks around and observes students as they work.	1. Students watch a video about the color wheel / color theory. 2. After, students follow along with teacher to fill in the color wheel worksheet	Color wheel worksheet, colored pencils, pencil, markers

<p><b>Name: Elements of Art Booklet</b></p>	<p><b>Can I identify the 7 different Elements of Art?</b></p> <p><b>Can I create a small booklet with 7 pages representing each Element of Art?</b></p>	<p><b>VA:Cr1.1.5</b></p>	<p><b>Students accurately create their Elements of Art Booklet.</b></p>	<p><b>Day 1 - 1. Students watch a short video overview of the Elements of Art.</b></p> <p><b>2. After watching the video, students follow along with teacher to fold two pieces of paper in half to create a booklet.</b></p> <p><b>3. Students and teacher go through each of the pages together</b></p> <p><b>Day 2 - Finish the Elements of Art Pages and add color / design to the booklet to finalize it</b></p>	<p><b>Paper, coloring supplies, pencil, stapler</b></p>
<p><b>Name: Abstract Character Collage</b></p>	<p><b>Can I identify the difference between abstract, realistic, and nonobjective art?</b></p> <p><b>Can I successful create an abstracted version of a character that I like?</b></p>	<p><b>VA:Cr1.1.5</b></p>	<p><b>Students create a finished piece of collage art following the provided guidelines.</b></p>	<p><b>Day 1 -</b></p> <p><b>1. Teacher shows students a slideshow explaining the difference between nonobjective, abstract and realistic art. The slideshow also demonstrates different ways that an image can be abstracted to give students ideas.</b></p> <p><b>2. Students choose what character they want to create and cut out all of the pieces they need and glue onto a larger piece of construction paper using a glue stick</b></p>	<p><b>Construction paper, scissors, glue sticks, paper scraps, Google Slideshow</b></p>

				<b>Day 3 -</b>	
				<b>Students finish their collages</b>	
<b>Name: Artsonia Artist Statements / Portfolios</b>	<p>Can I identify why / how I made an artwork?</p> <p>Can I explain my art process using complete sentences?</p>	<p>VA:Cr3.1.5  VA:Pr4.1.5  VA:Re8.1.5  VA:Re9.2.5  VA:Cn10.1.5</p>	<p>Students submit their artist statements and artwork titles to their teacher for review.</p>	<p>1. Teacher explains what an art portfolio is and shows students how to access their digital portfolios online</p> <p>2. Once students are in their portfolios, they add titles and artist statements for each of their artworks. Teacher shows examples of artist statements as well as as starter paragraph to help them create their own statements.</p>	<p>Chromebook, Google Slides, Artsonia.com</p>