<table>
<thead>
<tr>
<th>Strand</th>
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</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Identifies and creates degrees of value differences</td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Create light, medium, and dark values using pencil</td>
</tr>
</tbody>
</table>

**Alignments:**  
Performance: 2.5  
Knowledge: (FA) 1  
VAGLE: PP.1.A  
NETS: 3b  
DOK: 4

**Instructional Strategies**

• Create an artwork with different values using graphite or charcoal pencils, etc.
• Identify values in example artworks on the SMART Board
• Teacher modeling creation of values using an easel or document camera
• Guided small group practice
• SMART Notebook activity: Sort artworks based on values:
  • light  
  • medium  
  • dark

**Assessments/Evaluations**

• “I Can” statement and self-evaluation
• Teacher observation – teacher created checklist
• Critique/discussion – peer evaluation
• Guided/individual practice
• Performance application
• Value scale activity: Students will create a predetermined number of values ranging from lightest to darkest
## Sample Assessment Questions

- How do you achieve different values with a pencil?

## Instructional Resources/Tools

- SMART Board/Notebook
- PowerPoint examples
- Document camera

## Literacy Connections

- 

## Cross Curricular Connections

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<thead>
<tr>
<th><strong>Concept</strong></th>
<th><strong>Learning Targets</strong></th>
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<tbody>
<tr>
<td>B. Uses a variety of specific painting techniques</td>
<td>2.</td>
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<table>
<thead>
<tr>
<th><strong>Learning Targets</strong></th>
<th>2.</th>
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</thead>
<tbody>
<tr>
<td>• Apply paint to wet areas to blend color (wet-on-wet technique)</td>
<td></td>
</tr>
<tr>
<td>• Using tempera paints, add color to white to create a tint</td>
<td></td>
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<tr>
<td>• Using tempera paints, add black to a color create a shade</td>
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</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.1.B
- NETS: 3b
- DOK: 4

**Instructional Strategies**
- Create an artwork using wet on wet painting techniques
- SMART Board: Examine artworks related to the learning target
- Teacher modeling wet on wet technique and how to create tint and shades of a color
- Guided small group practice
- Students will create an artwork using tints and shades of one or more colors
### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
- Worksheet/quiz on:
  - tint
  - shade
  where students create a pre-determined number of tints and shades of one color

### Sample Assessment Questions

- What is the difference between transparent and opaque?
- How do you create tint/shade?
- Why does the wet on wet technique help blend colors?

### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- 

### Cross Curricular Connections

- Science: Chemistry
- Math
<table>
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<tr>
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</table>

**Concept**

C. Uses fiber weaving techniques

**Learning Targets**

3. • Create a fiber weaving using a simple loom (e.g., cardboard, straws, paper plate)

**Alignments:**
Performance: 2.5
Knowledge: (FA) 1
VAGLE: PP.1.D
NETS: 1b
DOK: 4

**Instructional Strategies**

• Create a weaving using a variety of fibers, such as:
  • yarn
  • raffia
  • fabric
• SMART Board: Examine various types of weaving from different cultures
• Teacher modeling weaving procedures
• Guided small group practice
• Read books about/discuss/demonstrate correct weaving procedures using a document camera

**Assessments/Evaluations**

• “I Can” statement and self-evaluation
• Teacher observation – teacher created checklist
• Critique/discussion – peer evaluation
• Guided/individual practice
• Performance application
## Sample Assessment Questions

- What is warp?
- What is weft?
- What purposes could fiber weavings serve?

## Instructional Resources/Tools

- SMART Board
- Document camera
- Books related to the learning target

## Literacy Connections

- *Annie and the Old One* by Miska Miles and Peter Parnall
- *Ten Little Indians*

## Cross Curricular Connections

- Social Studies:
  - History – purpose of art in culture
  - Geography
- Math: Patterns
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</table>

**Concept**

D. Creates three-dimensional sculpture with a variety of media

**Learning Targets**

1. • Build or layer materials to create a relief  
   • Apply a variety of paper folding techniques to create a 3D sculpture  
   • Modeling with clay or a similar material; Make organic forms

**Alignments:**

Performance: 2.5  
Knowledge: (FA) 1  
VAGLE: PP.2.A  
NETS: 1b  
DOK: 4

**Instructional Strategies**

• Create a relief by layering found materials such as:  
  • cardboard  
  • foam board  
  • clay  
• The teacher will demonstrate paper folding techniques through:  
  • modeling  
  • guided small group practice  
• Students will create a paper sculpture using various paper folding techniques  
• View and discuss famous artworks that use organic forms  
• Use a modeling media to create an original artwork  
• Sort 2d shapes and 3d forms  
• SMART Board: Examine artworks relating to the learning target  
• SMART Notebook activities: Sort examples of organic and geometric forms
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<th>Assessments/Evaluations</th>
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<tbody>
<tr>
<td>• “I Can” statement and self-evaluation</td>
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<tr>
<td>• Teacher observation – teacher created checklist</td>
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<tr>
<td>• Critique/discussion – peer evaluation</td>
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<tr>
<td>• Guided/individual practice</td>
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<td>• Performance application</td>
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<tr>
<td>• How is relief different from sculpture in the round?</td>
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<tr>
<td>• Define an organic form?</td>
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<tr>
<td>• What art forms use paper-folding techniques?</td>
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<td>• SMART Board/Notebook</td>
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<td>• Document camera</td>
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<tr>
<td>• Math: Geometry – geometric shapes/forms</td>
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<td>• Science</td>
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<td>Strand</td>
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<tr>
<td>Big Idea</td>
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<tr>
<td>Concept</td>
</tr>
<tr>
<td>E. Produces a variety of art forms utilizing specific styles and techniques</td>
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**Alignments:**
Performance: 2.5  
Knowledge: (FA) 1  
VAGLE: PP.3.A  
NETS: 3b,c  
DOK: 4

**Instructional Strategies**

- Create an artwork of features of the human face that demonstrates:
  - exaggeration
  - distortion
  - simplification
- Create a still life that is:
  - simplified
  - exaggerated
  - distorted
- SMART Board: Examine artworks such as:
  - Still life – realistic vs. abstract
  - Landscapes:
    - Cityscapes
    - Seascapes
- SMART Board/Notebook/website activities relating to the learning target
- Teacher modeling:
  - Distorting/simplifying facial features
- Landscapes:
  - overlapping
  - foreground
  - background
- Reading/discussing books using a document camera
- Create a:
  - landscape
  - cityscape
  - seascape
  using any media

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

**Sample Assessment Questions**

- Is this portrait, still life, or landscape realistic or abstract? How do you know?
- Does this portrait have symmetrical features? Why do you think the artist chose to portray this person in this manner?
- How would you feel if this was a portrait of you?

**Instructional Resources/Tools**

- SMART Board:
  - Picasso websites – Picasso Head
  - NGA for Kids website
- Document camera
- Paul Gauguin – Still Life with Three Puppies
## Literacy Connections

- *When Pigasso Met Moottisse*
- *Grandma Moses: My Life’s History* by Alexandra Wallner
- *Picasso and the Girl with a Ponytail*
- *The Whales’ Song* by Dylan Sheldon, Gary Blythe

## Cross Curricular Connections

- Social Studies:
  - History
  - Geography
### Strand | Product/Performance | Big Idea
--- | --- | ---
**Art** | **4th Grade** | Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes

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<tr>
<th><strong>Concept</strong></th>
<th><strong>Learning Targets</strong></th>
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</thead>
<tbody>
<tr>
<td>F. Identifies graphic art as a form of functional art</td>
<td>2. Create an example of graphic art (e.g., poster, illustration, advertisement, greeting card)</td>
</tr>
</tbody>
</table>

#### Alignments:
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.B
- NETS: 1b; 2b; 3b,c
- DOK: 4

#### Instructional Strategies
- SMART Board: Examine a variety of graphic artwork
- Examine artworks on items such as greeting cards and read/discuss books using a document camera
- Create an original graphic art using a computer:
  - poster
  - illustration
  - advertisement
  - greeting card

#### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

#### Sample Assessment Questions
- What are the purposes of graphic art?
- What are some careers in graphic art?
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<tr>
<td>• Document camera</td>
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<tr>
<td>• Computers</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Literacy Connections</strong></th>
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<tbody>
<tr>
<td>• <em>Uncle Andy’s</em></td>
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<th><strong>Cross Curricular Connections</strong></th>
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<td>Strand</td>
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<tr>
<td>Big Idea</td>
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</table>

**Concept**

G. Uses a variety of specific themes as subject matter

**Learning Targets**

3.  
- Create an original artwork that communicates ideas about a specific theme (Missouri, people, animals, nature, places, time)

**Alignments:**

- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.C
- NETS: 1b; 4b,c
- DOK: 4

**Instructional Strategies**

- SMART Board/Notebook: Examine artworks and interactive activities related to the learning target/theme
- Examine and sort artworks based on themes:
  - “How to Draw” websites related to specific themes
  - Student exploration of specific themes
- Create an artwork that communicates ideas about one or more of the following themes:
  - Missouri
  - people
  - animals
  - nature
  - places
  - time

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
**Sample Assessment Questions**

- What is the theme of this artwork?
- Name some Missouri artists? Where could you find some examples of their artwork?

**Instructional Resources/Tools**

- SMART Board
- Document camera

**Literacy Connections**

- 

**Cross Curricular Connections**

- Social Studies:
  - History
  - Geography
- Science
### Strand: Elements and Principles

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</th>
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<tbody>
<tr>
<td>Concept</td>
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<tr>
<td>Learning Targets</td>
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</table>

#### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.A
- NETS: 1b
- DOK: 4

### Instructional Strategies
- Create an artwork using outlines or contour lines
- SMART Board: Examine artworks related to the learning target
- SMART Notebook activities – teacher/student modeling finding and creating outlines of objects

### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

### Sample Assessment Questions
- What is a contour line?
- Can you describe the contour of this object?

### Instructional Resources/Tools
- SMART Board
Art
4th Grade

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<tr>
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<tr>
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<tr>
<td>• Math: Geometry</td>
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<tr>
<td>Strand</td>
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<tr>
<td>Big Idea</td>
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</table>

### Concept

1. Identifies and uses organic shapes

### Learning Targets

2. Identify and use organic (freeform) shapes to create an original artwork

#### Alignments:

- **Performance:** 2.5
- **Knowledge:** (FA) 2
- **VAGLE:** EP.1.B
- **NETS:** 1d
- **DOK:** 4

#### Instructional Strategies

- Create an artwork using a variety of organic shapes with any media
- SMART Board/Notebook:
  - Examine artworks with organic shapes
  - Sort organic and geometric shapes

#### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
- Organic vs. Geometric Shapes worksheet/quiz/activity

#### Sample Assessment Questions

- Can you describe organic shapes?
- What is the difference between organic and geometric shapes?
- Can you compare/contrast artworks with organic and geometric shapes?
| Art  
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<td><strong>Literacy Connections</strong></td>
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<tr>
<td><strong>Cross Curricular Connections</strong></td>
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<tr>
<td>• Science</td>
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<tr>
<td>• Math/Geometry</td>
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<td>Strand</td>
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<tr>
<td><strong>Big Idea</strong></td>
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</table>

**Concept**

J. Demonstrates relief and three-dimensional form

**Learning Targets**

3.
- Identify and demonstrate relief sculpture with paper
- Identify and use organic form to create a 3-D sculpture

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.C
- NETS: 1b,c; 3b
- DOK: 4

**Instructional Strategies**

- Examine relief sculpture examples and sculpture in the round – may use SMART Board for this activity
- SMART Notebook activity: Sort relief and sculpture in the round
- Analyze and create relief sculptures
- Create an artwork using organic forms (sculpture in the round)

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation
- Critique/discussion/peer evaluation
- Individual exploration/practice
- Performance application

**Sample Assessment Questions**

- What is the difference between relief sculpture and sculpture in the round?
- Where could you find a relief sculpture and/or sculpture in the round?
### Art

#### 4th Grade

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<tbody>
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<td>• SMART Board</td>
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<tr>
<th>Cross Curricular Connections</th>
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<tbody>
<tr>
<td>• Social Studies: History</td>
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</table>
### Big Idea
Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

<table>
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<tr>
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<tbody>
<tr>
<td>K. Identifies and uses simulated (implied) texture</td>
<td>4. Identify and use implied and simulated textures in an original artwork</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.D
- NETS: 1b; 3b
- DOK: 4

### Instructional Strategies
- Create a composition with implied and simulated textures
- Examine:
  - actual texture on objects in the classroom
  - artworks with both actual and simulated texture – may use the SMART Board for this activity
- Read/discuss artwork with texture (e.g., Where the Wild Things Are) using a document camera

### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual exploration and practice
- Performance application

### Sample Assessment Questions
- How do artists create simulated texture in their work?
- What is the difference between simulated and actual texture?
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• <em>Where the Wild Things Are</em> by Maurice Sendak</td>
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<td>• ELA: Reading – illustrations</td>
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<td>Big Idea</td>
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<table>
<thead>
<tr>
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<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>L. Identifies and creates tints and shades of specific colors</td>
<td>4. Identify and use tints and shades to create color contrast in an original artwork</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.E
- NETS: 1d
- DOK: 4

**Instructional Strategies**
- Create tints and shades and use in an artwork
- SMART Board: Examine artworks using tints and shades of color
- SMART Notebook activity: Sort tints and shades
- Teacher modeling creating tints and shades of color
- Small group guided practice

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
  - Students will create a predetermined number of tints and shades of one color
- Critique/discussion – peer evaluation
- Performance application

**Sample Assessment Questions**
- How do you create tint?
- How do you create shade?
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<td>• SMART Board</td>
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<td>Big Idea</td>
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<tr>
<td><strong>Concept</strong></td>
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<tr>
<td>M. Identifies and creates a value scale</td>
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</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.F
- NETS: 1d
- DOK: 4

**Instructional Strategies**
- Create a value scale
- SMART Board: Examine value scales using:
  - a PowerPoint
  - websites
- Teacher modeling creating a value scale with pencil and other media
- Small group and individual instruction/practice

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
  - Students will create a pre-determined number of values from lightest to darkest
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
- Value worksheet/quiz/activity

**Sample Assessment Questions**
- How would you create a value scale with tempera, pencil, watercolor, etc.?
- Where is the lightest/darkest value in the artwork?
### Instructional Resources/Tools

- SMART Board

### Literacy Connections

- 

### Cross Curricular Connections

- Science
- Math
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<td><strong>Big Idea</strong></td>
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<tbody>
<tr>
<td>N. Identifies and uses the illusion of space (depth)</td>
<td>6. Identify and use placement and change in detail to create illusion of space in an original artwork</td>
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<tr>
<td></td>
<td>• Identify and use positive and negative space to create an original artwork</td>
</tr>
</tbody>
</table>

| **Alignments:** |
| Performance: 2.5 |
| Knowledge: (FA) 2 |
| VAGLE: EP.1.G |
| NETS: 1d |
| DOK: 4 |

<table>
<thead>
<tr>
<th><strong>Instructional Strategies</strong></th>
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<tbody>
<tr>
<td>• Create an artwork using:</td>
</tr>
<tr>
<td>• foreground</td>
</tr>
<tr>
<td>• middle ground</td>
</tr>
<tr>
<td>• background</td>
</tr>
<tr>
<td>• Create a positive/negative artwork</td>
</tr>
<tr>
<td>• SMART Board: Examine artworks related to the learning target</td>
</tr>
<tr>
<td>• SMART Notebook activity: identify positive and negative shapes/space</td>
</tr>
<tr>
<td>• Teacher modeling creating illusion of space</td>
</tr>
<tr>
<td>• Guided and individual practice</td>
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<td>• Guided/individual practice</td>
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<td>• Performance application</td>
</tr>
</tbody>
</table>
### Sample Assessment Questions

- How did the artist show the illusion of space in their artwork?
- Explain the importance of positive and negative space in an artwork
- Do objects in the foreground appear larger or smaller than objects in the background?
- Why do objects in the background have less detail?

### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- *Vincent Van Gogh’s Cat* by Deborah Brown

### Cross Curricular Connections

- Science
- Math
### Strand | Elements and Principles
--- | ---
**Big Idea** | Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

| **Concept** | **Learning Targets** |
--- | ---
O. Identifies and uses radial balance | 1. • Identify and use radial balance in original artwork

### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.2.A
- NETS: 1b
- DOK: 4

### Instructional Strategies
- Create a work of art that radiates out from a central point
- SMART Board: Examine artworks that use radial balance
- SMART Notebook/websites activity: sort/identify artworks with radial and other types of balance
- Teacher modeling how to achieve radial balance
- Small group instruction/guided practice

### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Performance application
- Balance worksheet/quiz/activity – identify different types of balance:
  - radial, symmetrical
  - formal, asymmetrical
  - informal

### Sample Assessment Questions
- Name man-made objects and things in nature that have radial balance
### Instructional Resources/Tools

- SMART Board (rotational symmetry websites, etc.)
- [www.artsconnected.org](http://www.artsconnected.org)
- [www.weavesilk.com](http://www.weavesilk.com)
- [www.mathisfun.com](http://www.mathisfun.com)

### Literacy Connections

- 

### Cross Curricular Connections

- Math: rotational symmetry
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<thead>
<tr>
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<th>Elements and Principles</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Principles of Art for Their Effect in Communicating Ideas through Artwork</td>
</tr>
</tbody>
</table>

**Concept**

P. Identifies and uses emphasis (focal point)

**Learning Targets**

2. 
   - Identify and create center of interest (focal point) in an original artwork

**Alignments:**

- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.2.B
- NETS: 1b
- DOK: 4

**Instructional Strategies**

- Create an artwork with a center of interest/focal point
- SMART Board: Find the center of interest or focal point in various artworks

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation
- Critique/discussion/peer evaluation
- Performance application

**Sample Assessment Questions**

- How can you use:
  - color
  - line
  - placement
  - or
  - size contrast
  - to create a focal point?
## Instructional Resources/Tools
- SMART Board

## Literacy Connections

## Cross Curricular Connections
<table>
<thead>
<tr>
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</tbody>
</table>

### Concept

Q. Identifies and uses contrast

### Learning Targets

3. **Identify and use value contrast to create the illusion of depth**

### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.2.C
- NETS: 1b
- DOK: 4

### Instructional Strategies

- Create an artwork using tints and shades to show value contrast (monochromatic, etc.)
- SMART Board:
  - Examine artworks with value contrast
  - Find artworks with highest degrees of value contrast

### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

### Sample Assessment Questions

- How do you show value contrast in an artwork?
- Can you find the lightest/darkest/middle values in the artwork?
- Compare/contrast two or more artworks with varying degrees of value contrast

### Instructional Resources/Tools

- SMART Board
<table>
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<tr>
<th><strong>Cross Curricular Connections</strong></th>
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</thead>
<tbody>
<tr>
<td>• Science: Atmospheric perspective</td>
</tr>
<tr>
<td>• ELA: Reading – compare/contrast</td>
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<td>Strand</td>
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<tr>
<td>Big Idea</td>
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</tbody>
</table>

**Concept**

R. Identifies and uses art elements to create an overall pattern

**Learning Targets**

4. Use repeated lines and shapes to develop an overall pattern in a collage

**Alignments:**
Performance: 2.5
Knowledge: (FA) 2
VAGLE: EP.2.D
NETS: 1b
DOK: 4

**Instructional Strategies**

- Use any media to create a repeated line pattern
- SMART Board: Examine artworks with repeated lines and patterns
- SMART Notebook: Student/teacher modeling – drawing and repeating lines and shapes to create patterns
- Guided and independent practice
- Teacher modeling and reading/discussing books using a document camera

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

**Sample Assessment Questions**

- Can you give an example of a pattern using lines or shapes?
- Can you tell what the artist uses to create an overall pattern in this artwork?
### Instructional Resources/Tools
- SMART Board
- Document camera

### Literacy Connections
- *Frank Lloyd for Kids: His Life and Ideas* by Kathleen Thorne-Thomsen

### Cross Curricular Connections
- Math: Geometry – lines, shapes, patterns
- ELA: Reading
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<tr>
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<tr>
<td><strong>Concept</strong></td>
<td></td>
<td>4. Identify and use realistic and unrealistic proportions in an original artwork</td>
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<tr>
<td>S. Identifies and uses proportion</td>
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</tbody>
</table>

**Alignments:**
Performance: 2.5
Knowledge: (FA) 2
VAGLE: EP.2.F
NETS: 1b,d
DOK: 4

**Instructional Strategies**
- Compare and contrast artworks with realistic and unrealistic proportions
- Create artworks with realistic or unrealistic proportions
- Create the illusion of space by using foreshortening (proportions)
- SMART Board activity: sort and/or compare and contrast artworks with realistic and unrealistic proportions
- Discuss and illustrate realistic and unrealistic proportion
- Teacher modeling

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Performance application

**Sample Assessment Questions**
- How do the proportions in this artwork show the illusion of space?

**Instructional Resources/Tools**
- SMART Board
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<tr>
<td>Alignments:</td>
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**Instructional Strategies**

- Discuss and/or write about art questions:
  - What is art?
  - What is beauty?
  - Should art be beautiful?
  - Should art look real?
- SMART Board: Examine various artworks in order to answer questions such as:
  - What is art?
  - What is beauty?
  - Should art be beautiful?
  - Should art look real?
- Graph responses to specific works of art
- Large group discussion/practice

**Assessments/Evaluations**

- “I Can” statement
- Teacher observation
- Critique/discussion
- Performance application
### Sample Assessment Questions

- Should art be beautiful? Why or why not?
- Should art be realistic? Why or why not?
- Compare/contrast responses to abstract and realistic artwork

### Instructional Resources/Tools

- SMART Board

### Literacy Connections

- 

### Cross Curricular Connections

- History:
  - time periods
  - art movements
- Communication Arts: compare/contrast
- Math:
  - graphs
  - tables
  - tally marks
### Artistic Perceptions

#### Concept

U. Identifies elements of art in specific artworks

#### Learning Targets

1. Describe the use of the following in artworks: outlines, organic shapes, organic forms, texture, tints and shades, values, positive and negative space, radial balance, center of interest/focal point, contrast/variety of values, complex patterns, proportions

#### Alignments:

- **Performance:** 2.4
- **Knowledge:** (FA) 3
- **VAGLE:** AP.2.A
- **NETS:** 3b
- **DOK:** 4

#### Instructional Strategies

- Large group discussions/practice and/or write about:
  - outlines
  - organic shapes
  - organic forms
  - tints and shades
  - values
  - positive and negative space
  - radial balance
  - center of interest/focal point
  - contrast/variety of values
  - complex patterns
  - facial proportions
- SMART Board:
  - Examine artworks
  - Compare and contrast activities
<table>
<thead>
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<tbody>
<tr>
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<td>• Performance</td>
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<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
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<tbody>
<tr>
<td>• Describe the use of art elements and principles of design in this artwork</td>
</tr>
<tr>
<td>• Compare/contrast two or more artworks based on the use of art elements and principles of design</td>
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</tbody>
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<td>• ELA: Compare/contrast</td>
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<tr>
<td>• Math: Patterns</td>
</tr>
<tr>
<td>Strand</td>
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<tr>
<td>Big Idea</td>
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**Concept**

V. Connects visual and performing arts

<table>
<thead>
<tr>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>• Discuss the role of visual arts in theater</td>
</tr>
</tbody>
</table>

**Alignments:**

Performance: 2.3, 2.4  
Knowledge: (FA) 4  
VAGLE: IC.1.A  
NETS: 4c  
DOK: 4

**Instructional Strategies**

• Discuss the role of visual arts in theater  
• Large group discussions/practice  
• SMART Board: Examine visual artworks in a theatrical setting

**Assessments/Evaluations**

• “I Can” statement  
• Teacher observation  
• Discussion

**Sample Assessment Questions**

• How do visual arts enhance theatrical productions?

**Instructional Resources/Tools**

• SMART Board  
• Video examples of theatrical productions

**Literacy Connections**

•
Cross Curricular Connections

- Theater
- ELA
### Strand: Interdisciplinary Connections

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>Explain the Connections between Visual Art and Communication Arts, Math, Science or Social Studies</th>
</tr>
</thead>
</table>

#### Concept

W. Connects art with non-art subjects

#### Learning Targets

1. Discuss the contributions of Missouri artists, past and present (George Caleb Bingham, Thomas Hart Benton, Walt Disney, Charles Schwartz, Mark Raithel, Dave Bessinger, Charles Russell, etc.)

#### Alignments:

- Performance: 2.3, 2.4
- Knowledge: (FA) 4
- VAGLE: IC.2.A
- NETS: 3b
- DOK: 4

#### Instructional Strategies

- Discuss the contributions of Missouri artists, past and present
- Analyze, compare and contrast works by Missouri artists
- Large group discussion
- SMART Board: Examine artworks by Missouri artists
- Examine artworks by Missouri artists in books using a document camera

#### Assessments/Evaluations

- “I Can” statement
- Teacher observation
- Critique/discussion
- Performance application

#### Sample Assessment Questions

- Can you name some Missouri artists?
- Compare/contrast the careers of Missouri artists
### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- *The Conservationist* magazine
- *The Mammals of Missouri* by Charles Schwartz
- Disney stories

### Cross Curricular Connections

- ELA: Reading
### Strand: Historical and Cultural Contexts

#### Big Idea
Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures

<table>
<thead>
<tr>
<th>Concept</th>
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<tbody>
<tr>
<td>X. Identifies art from various cultures and time periods</td>
<td>1. Identify works of art from:</td>
</tr>
<tr>
<td></td>
<td>• United States (realistic and abstract, Missouri, etc)</td>
</tr>
<tr>
<td></td>
<td>• Europe (Abstract and realistic)</td>
</tr>
</tbody>
</table>

#### Alignments:
- Performance: 2.4
- Knowledge: (FA) 5
- VA GLE: HCC.1.A
- NETS: 3b
- DOK: 4

#### Instructional Strategies
- Discuss, identify and/or write about artworks from:
  - United States (Westward Expansion)
  - Europe (Abstract)
- SMART Board: Examine artwork from the US and Europe
- Large group discussion
- Examine artworks from the US and Europe and read books using a document camera

#### Assessments/Evaluations
- “I Can” statement
- Teacher observation
- Critique/discussion
- Performance application

#### Sample Assessment Questions
- Describe and compare/contrast two or more artworks from the US and Europe
- How can you tell what time period this artwork is from?
- Categorize various artworks based on time period, culture, etc.
### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- *Leonardo’s Horse* by Jean Fritz, Husdon Talbott
- *Artist in Overalls: The Life of Grant Wood* by John Duggleby
- *Imagine a Day* by Sarah L. Thomson, Rob Gonsalves
- *Dinner with Magritte* by Michael Garland
- *Getting to Know the Artist Series* by Mike Venezia
- *Journey on a Cloud: A Children’s Book Inspired by Marc Chagall* by Veronique Massenot

### Cross Curricular Connections

- Social Studies: History
- ELA
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**Concept**

Y. Compares and contrasts specific artworks

**Learning Targets**

1. 

2. 
   - Compare and contrast two artworks on:
   - Subject matter
   - Media
   - Use of value and space
   - Theme
   - Purpose of art in culture
   - Place

**Alignments:**

Performance: 2.3, 2.4
Knowledge: (FA) 5
VAGLE: HCC.1.B
NETS: 4c
DOK: 4

**Instructional Strategies**

- Discuss, identify and/or write about the similarities and differences of:
  - subject matter
  - media
  - use value and space
  - theme
  - purpose of art in culture
  - place
- SMART Board: Examine artworks based on criteria in the learning target
- SMART Notebook activity: compare and contrast artworks based on criteria in the learning target
- Large group discussion/practice
### Assessments/Evaluations

- “I Can” statement
- Teacher observation
- Critique/discussion
- Performance application

### Sample Assessment Questions

- How can you tell what media was used to create this artwork?
- Explain the purpose of this artwork? (Is it functional art?)
- What time period or culture is this artwork from? How can you tell?
- Can you compare and contrast two works of art?

### Instructional Resources/Tools

- SMART Board

### Literacy Connections

- 

### Cross Curricular Connections

- Social Studies: History
- ELA