

Middle School Visual Art Curriculum Maps CANYONS SCHOOL DISTRICT

Curriculum Mapping Purpose

Canyons School District’s curriculum maps are teacher created, standards-based maps driven by the Utah Core Standards and implemented using materials adopted by the Canyons Board of Education. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

Curriculum Maps are a Tool for:

ALIGNMENT: Provides support and coordination between concepts, skills, standards, curriculum, and assessment;

COMMUNICATION: Articulates expectations and learning goals for students;

PLANNING: Focuses instructional decisions and targets critical information for instructional tasks;

COLLABORATION: Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies.

These maps were collaboratively developed and refined by teachers with guidance by the Instructional Supports Department. It is with much appreciation that we recognize the many educators that collaborated in the effort to provide these maps for use in Canyons School District. Specific individuals that have assisted in the writing and editing of this document include:

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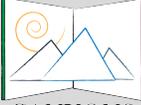
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Canyons School District Academic Framework to Support Effective Instruction

Multi-Tiered System of Supports (MTSS) for Academics and Behavior

RTI Multi-Tiered System of Support	(1) Providing high quality core instruction (and intervention) matched to students' needs	(2) using data over time (i.e. rate of learning, level of performance, fidelity of implementation)	(3) to make important educational decisions.
 CANYONS <small>School District</small> Student Achievement Principles	<ul style="list-style-type: none"> All CSD students and educators are part of ONE proactive educational system. Evidence-based instruction and interventions are aligned with rigorous content standards. 	<ul style="list-style-type: none"> Data are used to guide instructional decisions, and allocate resources. CSD educators use assessments that are reliable, valid, and connected to standards 	<ul style="list-style-type: none"> CSD educators problem solve collaboratively to meet student needs.
	<ul style="list-style-type: none"> Culture centers around building positive relationships, setting high expectations, and committing to every student's success. Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students. Leadership at all levels is vital. 		

Core Expectations for ALL Teachers in the Classrooms and Common Areas

Standards for Instruction	Evidence-based Instructional Priorities	Time Allocation for Instruction	Teacher Learning Data	Student Performance Data	Collaborative Problem Solving for Improvement
Standards clarify what we want students to learn and do.	Planning, instruction, and assessment techniques to increase student engagement and achievement.	School culture ensures that instructional time is maximized to increase student growth.	Teacher learning and professional growth fostered through public practice and ongoing feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Use data to problem solve and make decisions
Curriculum maps with common pacing guides	Classroom Positive Behavioral Interventions and Supports (PBIS)	Master schedule takes into consideration the learning needs of the student population.	Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CTESS)	Assessment practices:	Problem solving process: identify, analyze, plan, and evaluate
Instructional content aligned with the Utah Core Standards	Explicit Instruction (I, We, Y'all, You)	Scheduling is ensured for:	Supporting teacher growth	<ul style="list-style-type: none"> Inform instruction Provide feedback about learning to students, parents, and teachers Build student efficacy Monitor student achievement and behavioral growth Celebrate teaching and learning successes 	Early warning system for identification of risk (academic, behavior, and attendance)
Scientific research-based programs	Instructional Hierarchy: Acquisition, Automaticity, Application (AAA)	<ul style="list-style-type: none"> Intervention and skill-based instruction Special Education services English Language Development (ELD) 	Formalized protocols and checklists to monitor and support implementation	<ul style="list-style-type: none"> Monitor student achievement and behavioral growth Celebrate teaching and learning successes 	Timely and consistent review of relevant data by teams (e.g. BLT, IPLC, CST):
Standards-based grades and report cards	Systematic Vocabulary Development	Classroom instructional time is prioritized for instruction of standards	Public practice applications:	Assessment Types:	<ul style="list-style-type: none"> Evaluate effectiveness of academic and behavior instruction for all groups of students using valid and reliable data (student and teacher data) Determine needs for academic and behavior intervention
Cognitive Rigor (Depth of Knowledge – DOK)	Maximizing Opportunities to Respond (OTR)	Individual and team planning time is used to intentionally increase the application of evidence-based instructional priorities and standards for instruction	<ul style="list-style-type: none"> Coaching cycles with peer coaches, teacher specialists, achievement coach, and/or new teacher coach Instructional Professional Learning Communities (IPLCs) Learning walkthroughs and targeted observations Lesson Study Video Analysis 	<ul style="list-style-type: none"> Classroom Assessing Teams and Schoolwide Assessment Districtwide Standards-based Benchmarks Comprehensive Assessments Screening Assessments (DIBELS, SRI, SMI) Specialized Assessments (WIDA, IDEA, eligibility assessment, Phonics surveys) 	
International Society for Technology in Education Standards (ISTE)	Feedback Cycle				
School-wide Positive Behavioral Interventions and Supports (PBIS)	Scaffolded Instruction & Grouping (SIG) Structures				
World-class Instructional Design and Assessment (WIDA)					
Federal and state requirements (IEP, 504, ELs)					

Public Practice and Coaching Supports

INSTRUCTIONAL PRIORITIES

Techniques to Increase Student Achievement and Engagement

Classroom Positive Interventions & Supports (PBIS)

Effect Size: .52

Explicit Instruction (I do, We do, Y'all Do, You do)

Effect Size: .57

Instructional Hierarchy (Acquisition, Automaticity, Application)

Effect Size: .57

Systematic Vocabulary Development

Effect Size: .67

Maximizing Opportunities to Respond (OTR)

Effect Size: .60

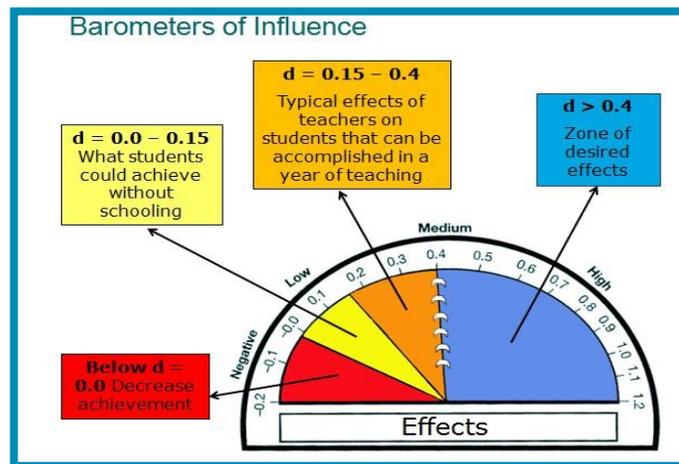
Feedback Cycle

Effect Size: .75

Scaffolded Instruction & Grouping

Effect Size: .49

Our time with students is limited and valuable. Every minute we spend with them should be spent using the practices that are most likely to be successful. This requires us to shift our perspective from looking at instructional practices that work to looking at what instructional practices work BEST.



Works Best?

Meta-analysis offer the strongest evidence base for determining what works best. "A Meta-analysis is a summary, or synthesis of relevant research findings. It looks at all of the individual studies done on a particular topic and summarizes them." (Marzano, 2000). A meta-analysis is simply, a study of studies. Meta-analysis explain the results across studies examined using effect size (ES). Average effects for instruction is 0.20 to 0.40 growth per year (Hattie, 2009). Thus the hinge point for determining what works best is 0.40. Instructional practices above the 0.40 have a high likelihood of increasing learning than those practices below the hinge-point (Hattie, 2009).



INSTRUCTIONAL PRIORITIES

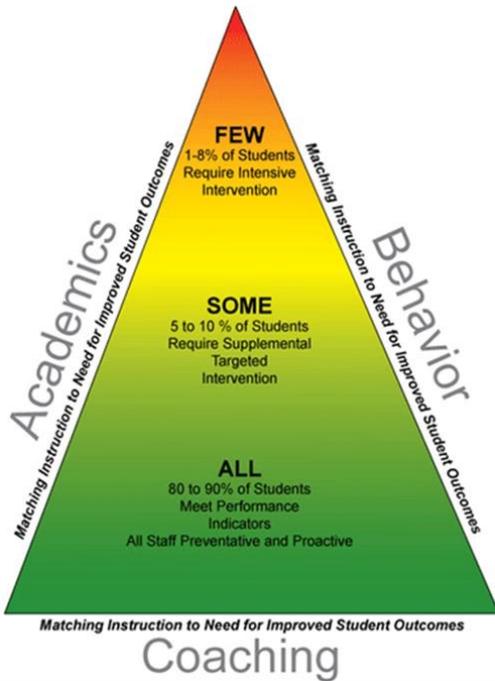
Techniques to increase Student Achievement and Engagement.

Overview

Priority	Critical Actions for Educators
Classroom Positive Behavioral Interventions and Supports (PBIS)	<ul style="list-style-type: none"> *Clearly identify behavior expectations and explicitly teach them to your students. *Implement reinforcement system for appropriate behavior and routinely evaluate the system for effectiveness. *Recognize students for positive behavior. *Systematically correct problem behaviors.
Explicit Instruction (I do, We do, Y'all do, You do)	<ul style="list-style-type: none"> *Give clear, straightforward, and unequivocal directions. *Explain, demonstrate and model. Introduce skills in a specific and logical order. Support this sequence of instruction in your lesson plans. *Break skills down into manageable steps. Review frequently. *Demonstrate the skills for students and give opportunity to practice skills independently.
Instructional Hierarchy: Acquisition, Automaticity, then Application (AAA)	<ul style="list-style-type: none"> *Explicitly teach a skill to students by explaining, demonstrating, and modeling. *Build the skill through practice and use, to gain automaticity. *Provide students with multiple opportunities to apply the skill.
Systematic Vocabulary Development	<ul style="list-style-type: none"> *Explicitly teach critical vocabulary before students are expected to use it in context. *Teach students to say, define, and use critical vocabulary in discreet steps. *Explicitly teach common academic vocabulary across all content areas.
Maximizing Opportunities to Respond (OTR)	<ul style="list-style-type: none"> *Actively engage ALL students in learning; students are active when they are saying, writing, or doing. *Pace instruction to allow for frequent student responses. *Call on a wide variety of students throughout each period.
Feedback Cycle	<ul style="list-style-type: none"> *Provide timely prompts that indicate when students have done something correctly or incorrectly. *Give students the opportunity to use the feedback to continue their learning process. *End feedback with the student performing the skill correctly and receiving positive acknowledgement.
Scaffolded Instruction and Grouping Structures	<ul style="list-style-type: none"> *Present information at various levels of difficulty. *Use data to identify needs and create small groups to target specific skills. *Frequently analyze current data and move students within groups depending on their changing needs.

CLASSROOM PBIS

Effect Size: 0.52



Critical Actions for Educators

- *Clearly identify behavior expectations and explicitly teach them to students.
- *Implement reinforcement system for appropriate behavior and routinely evaluate the system for effectiveness.
- *Recognize students for positive behavior.
- *Systematically correct problem behaviors.

The heart of classroom management is developing routines and environments that promote student success through the active teaching of positive social behaviors.

A well-implemented positive classroom management system will:

- Increase positive behavior in students.
- Help students feel more positive towards their teacher, administrator and school.
- Help students feel safer in school.
- Increase time for academic instruction and decrease teacher time spent correcting problem behaviors.

PBIS, or Positive Behavioral Interventions and Supports, is an evidence-based system that helps define the key components of a well-managed classroom. The key components include:

- Clearly establishing student rules
- Explicitly teaching rules
- Reinforcing positive behaviors and correcting negative behaviors
- Creating a supportive classroom



CLASSROOM PBIS

Effect Size: 0.52

Key Component	Definition
<p>Clearly Establishing Student Rules</p>	<ul style="list-style-type: none"> • Select 3-5 positively stated & easily remembered rules that align with the school wide rules in your building. <ul style="list-style-type: none"> • The school's rules might be: Be Safe, Be Kind, Be Responsible. It is appropriate to adopt these same rules for your classroom, and add one or two additional rules that fit the needs of your setting if necessary. It is important to explicitly describe what these rules look like in your classroom. • Publicly post rules in the classroom in a prominent location. • Determine which routines are needed for your classroom (a routine is a set of skills explicitly taught to students to help them be successful with following the rules). Examples may include: <ul style="list-style-type: none"> • Walking in the hallway • Classroom exit • Starting and ending class • Sharpening pencils • Going to the restroom • Transitioning from one activity to the next • Technology use in the classroom
<p>Explicitly Teaching Rules</p>	<ul style="list-style-type: none"> • Explicitly teach classroom rules and routines to students. <ul style="list-style-type: none"> • Define and model positive examples and non-examples of what the rules look like in your classroom. • Have students model and practice performing the desired behaviors. • Provide positive feedback and corrective feedback as needed during practice of the desired behaviors. • Review and practice the rules with students throughout the school year. <ul style="list-style-type: none"> • Rules should be reviewed more comprehensively at the beginning of each year, after significant breaks in the school schedule (e.g. Thanksgiving, Christmas, Spring), and as needed. • Example Routine <ul style="list-style-type: none"> • Classroom exit: Describe and model the routine to your students, have students practice lining up, and going back to their seats. Make sure that 100% of students demonstrate the behavior correctly. This may require you to practice several times while providing positive and corrective feedback.

CLASSROOM PBIS

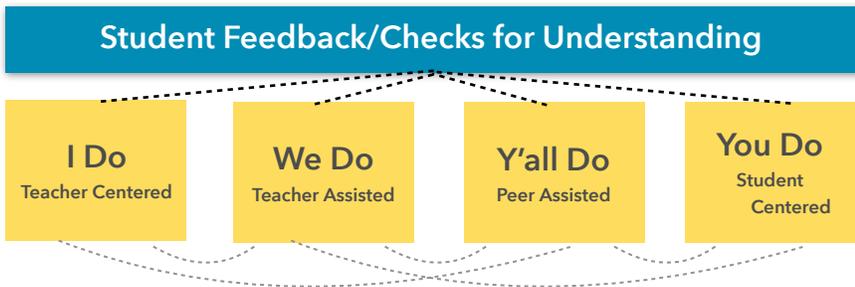
Effect Size: 0.52

Key Component	Definition
<p>Reinforcing Positive Behaviors and Correcting Negative Behaviors</p>	<ul style="list-style-type: none"> It is important to publicly recognize positive behavior, while individually providing corrective feedback when needed. Students should be monitored closely while in the classroom and feedback should be given often. Public positive statements often prompt other students to exhibit the desired behavior. <ul style="list-style-type: none"> Example: "I really like the way Sarah is waiting for instructions. She has her materials ready, and she's sitting quietly at her desk." When correcting negative behavior, provide a precision request to students (whole group) to describe desired behavior. Based on student response, provide positive feedback to the group. If undesired behaviors continue follow-up with a statement of the desired behavior directed to the target student in a private manner as needed. Give the student an opportunity to comply and perform the behavior correctly, and then reward the student with positive feedback. <ul style="list-style-type: none"> Example: "I need everyone to be in their seats, have materials ready, and wait quietly for instructions." Teacher observes Sarah talking during the transition, so he/she approaches Sarah quietly. "Sarah, the rule in our class is to wait quietly for instructions. I need you to show me how you sit quietly for instructions." While Sarah is performing the desired behavior, you might say, "Sarah, I appreciate how you are waiting quietly. Great job."
<p>Creating a Supportive Classroom</p>	<p>Creating a safe and respectful learning environment allows students to feel supported while learning. It is necessary for teachers to find opportunities to establish positive connections with all students. A teacher's daily interactions influence the students' perception of safety and sense of trust. Considerations for creating a supportive classroom include:</p> <ul style="list-style-type: none"> Make personal connections with students Help students feel like they belong Establish clear classroom norms to demonstrate respect for others Create consistent rules, routines, and arrangements (fosters predictability) Weave positive feedback into daily interactions with students and parents Be available for students (e.g. to ask questions, seek guidance) Actively listen Set a positive tone for learning and problem solving Be aware of your personal emotions, assumptions, and biases and how they may impact your interactions with students

EXPLICIT INSTRUCTION

Effect Size: 0.57

Explicit instruction is a systematic method of teaching with emphasis on; proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students.



The model is generally characterized with the following components: I Do, We Do, Y'all Do, and You Do. Teachers use student feedback to determine how to progress through the model. For instance, if students are in the “We Do” phase, and the teacher has determined that students aren’t understanding, they should move back to the “I Do” phase to provide more examples.

Explicit Instruction	
I Do (Modeling)	Demonstrate & Describe Use Think-Alouds Involve Students
We Do (Guided Practice)	Heavily Scaffolded with Prompts <ul style="list-style-type: none"> • Tell them what to do. • Ask them what to do. • Remind them what to do. Continual Checks for Understanding
Y'all Do (Group Practice)	Practice Skill in Small Groups/Partners Continual Checks for Understanding Use Precision Partnering
You Do (Individual Practice)	Monitored Individual Practice Show Mastery of Skill

Critical Actions for Educators

- *Give clear, straightforward, and unequivocal directions.
- *Explain, demonstrate and model. Introduce skills in a specific and logical order. Support this sequence of instruction in your lesson plans.
- *Break skills down into manageable steps. Review frequently.
- *Demonstrate the skills for students and then give the opportunity to practice skills independently.
- * I do, We Do, Y'all Do, You Do.



INSTRUCTIONAL HIERARCHY

Effect Size: 0.57

Critical Actions for Educators

- *Explicitly teach a skill to students by explaining, demonstrating, and modeling.
- *Build the skill through practice and use, to gain automaticity.
- *Provide students with multiple opportunities to apply the skill.

Learners follow predictable stages. To begin, the learner is usually halting and uncertain as she tries to use a new skill. With feedback and a lot of practice, the learner becomes increasingly accurate, then automatic (fluent), and confident in using the skill.

Acquisition, automaticity, and application are progressive stages of the instructional hierarchy. Each stage requires its own set of pedagogical approaches and assessment strategies.

The learning stages, along with the goal of each phase and the teacher and student actions present in each stage are listed in the table below.



Accurate at Skill

- If no, teach skill.
- If yes, move to automaticity.



Automatic at Skill

- If no, teach automaticity.
- If yes, move to application.



Able to Apply Skill

- If no, teach application.
- If yes, move to higher level/concept or repeat cycle with new knowledge.

INSTRUCTIONAL HIERARCHY

Effect Size: 0.57

Learning Stage	Goal	Teacher and Student Actions
<p>Acquisition</p> <ul style="list-style-type: none"> • First learning stage • Teacher feedback to increase accuracy • Typically associated with DOK 1 	<p>The student can perform the skill accurately with little adult support.</p> <p>If goal met proceed to automaticity stage; if not teach skill.</p>	<ul style="list-style-type: none"> • Teacher actively demonstrates target skill • Teacher uses 'think-aloud' strategy-- especially for thinking skills that are otherwise covert • Student has models of correct performance to consult as needed (e.g., correctly completed math problems on board) • Student gets feedback about correct performance • Student receives praise, encouragement for effort • Students take notes, outlines, points
<p>Automaticity</p> <ul style="list-style-type: none"> • Builds habits and fluent skills through repetition and deliberate practice with timely and descriptive feedback • Typically associated with DOK 2 	<p>The student has learned skill well enough to retain, to combine with other skills, and is as fluent as peers.</p> <p>If observed proceed to application; if not continue or move back to acquisition.</p>	<ul style="list-style-type: none"> • Teacher structures learning activities to give student opportunity for active (observable) responding • Student has frequent opportunities to drill (direct repetition of target skill) and practice (blending target skill with other skills to solve problems) • Student gets feedback on fluency and accuracy of performance • Student receives praise, encouragement for increased fluency
<p>Application</p> <ul style="list-style-type: none"> • Applying knowledge or skills to relevant application • Typically associated with DOK 3 & 4 	<p>The student uses the skill across situations and settings solving real life problems.</p> <p>If observed, move to new skills and knowledge or move to a higher level concept; if no observed try again or go back to building automaticity</p>	<ul style="list-style-type: none"> • Teacher structures academic tasks to require that the student use the target skill regularly in assignments. • Student receives encouragement, praise for using skill in new settings, situations • Teacher works with parents to identify tasks that the student can do outside of school to practice target skill • Teacher helps student to articulate the 'big ideas' or core element(s) of target skill that the student can modify to face novel tasks, situations • Encourage student to set own goals for adapting skill to new and challenging situations.

EXPLICIT VOCABULARY

Effect Size: 0.57

Explicit vocabulary instruction is clear, concise vocabulary instruction presenting the meaning and contextual examples of a word through multiple exposures. It is not the traditional procedure of having students copy a list of words, looking up words, copying definitions, or memorizing definitions.

Systematic vocabulary instruction increases reading comprehension, allows for greater access to content material, increases growth in vocabulary knowledge, and supports struggling readers.

Effective vocabulary/academic language instruction comes down to:

- Connection: Connect the new word to what the student knows, which helps to build the “semantic network” in the brain.
- Use: Academic speaking and writing is constructed as we apply it, not by simply memorizing.

Teacher should explicitly teach words that are:

- Based on essential concepts
- Unknown
- Critical to the future
- Difficult to obtain independently (or through context)

Critical Actions for Educators

- *Explicitly teach critical vocabulary before students are expected to use it in context.
- *Teach students to say, define, and use critical vocabulary in discreet steps.
- *Explicitly teach common academic vocabulary across all content areas.



Basic Instructional Protocol

- | | |
|--|---|
| 1. Introduce the Word | 5. Check students’ understanding |
| 2. Provide Student Friendly Definition of the Word | 6. Deepen students’ understanding |
| 3. Identify Word Parts, Families, and Origin | 7. Check students’ understanding |
| 4. Illustrate word with Examples | 8. Review & Coach Use (possible extensions) |

OPPORTUNITIES TO RESPOND

Effect Size: 0.57

Critical Actions for Educators

- *Actively engage ALL students in learning; students are active of they are saying, writing, or doing.
- *Pace instruction to allow for frequent student responses.
- *Call on a wide variety of students throughout each period.



Maximizing the opportunities to respond in a classroom increases students engagements. Engagement allows for positive interactions between teacher and student, creates opportunities for teachers to provide authentic feedback on learning, and decreases inappropriate student behavior.

Students are engaged through opportunities to respond when they are saying, writing, or doing (Feldman). When tied to learning objectives, these opportunities give the teacher and students feedback on their learning and understanding.

Engagement opportunities can be focused on an individual student or a group of students. Each of these approaches has different purposes. The teacher may choose to use a group OTR to minimize the risk the student feels in responding and to increase engagement for all students. Through group OTRs, students not only receive feedback from the teacher, but their peers as well as they hear and see other student responses. When seeking individual student understanding, teacher may choose to use individual OTRs.

Opportunities to respond can be verbal or non-verbal. Verbal responses help students to summarize and share their thoughts with others while non-verbal responses can increase writing skills or give students the opportunity to move around the room.

Structured Non-Verbal	Structured Verbal	Structured Writing	Structured Reading
<ul style="list-style-type: none"> • Cold Calling (Teacher Chosen) • Cold Calling (Random) • Choral Response • Think Pair Share • Precision Partner • Small Group Discussion 	<ul style="list-style-type: none"> • Hand Signals • Point at Something • 4 Corners • Response Cards • White Boards • Student Response System 	<ul style="list-style-type: none"> • Note-Taking: Cloze, Cornell • Graphic Organizer • Sentence Starter/ Quick Write • White Boards • Summarizing • Technology 	<ul style="list-style-type: none"> • Partner Reading w/ Comprehension Strategy • Choral Reading • Cloze Reading Guide • Model Reading Strategies • Task for each Reading Segment

FEEDBACK

BETWEEN TEACHERS & STUDENTS

Effect Size: 0.75

Feedback lets the learner know whether or not a task was performed correctly, and how it might be improved. Feedback is most effective when it is clear, purposeful, compatible with prior knowledge, immediate, and non-threatening.

Feedback from Students:

Educational research indicates that feedback is one of the most powerful drivers of student achievement. John Hattie’s synthesis of the overall effect size of feedback is very high (ES = .75). He states that feedback from students as to what they understand, when they are not engaged, where they make errors, and when they have misconceptions helps make student learning visible to the teacher.

Feedback to Students:

Positive academic and behavioral feedback, or teacher praise has been statistically correlated with student on-task behavior (Apter, Arnold & Stinson, 2010) and has strong empirical support for both increasing academic and behavioral performance and decreasing problem behaviors (Gable, Hester, Rock & Hughes, 2009). With regard to reprimands and corrective feedback, there is a continued assertion that teachers maintain a ratio of praise to correction at 3:1 or 4:1 (Gable, Hester, Rock, & Hughes, 2009; Stichter, Lewis, & Wittaker, 2009).

Feedback Types:

Critical Actions for Educators

- *Provide timely prompts that indicate when students have done something correctly or incorrectly.
- *Give students the opportunity to use the feedback to continue their learning process.
- *End feedback with the student performing the skill correctly and receiving positive acknowledgement.

Type	Description	Example	Non-Example
Positive	Teacher indicates that a target academic or social behavior is correct.	“Correct! 7 X 4 is 28”	“Johnny, pick up your pencil off the floor please
Corrective	Teacher indicates that a behavior is incorrect.	“That’s not quite right, let me give you another clue . . .”	“Try harder on your math worksheet; I know you can do better.”
Harsh	Teacher shows frustration or is critical of the student.	I can’t believe you still can’t figure this out!	“Let me give you another clue . . .”
Neutral	Teacher redirects the student or describes what she would like the student to do.	“Johnny, turn to page 4 and start reading.”	“Nice work! You really showed justification for your reasons.”

FEEDBACK CYCLE

Effect Size: 0.75

	Example	Non-Example
Corrective Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student responds incorrectly • Teacher indicates that the response was not correct and provides an opportunity for correction • Student gives correct response • Teacher affirms that response was correct 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student responds incorrectly • Teacher indicates that the response was not correct but does not provide an opportunity for the student to answer correctly
Expansive Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is a partial response or could be expanded into a higher quality response • Teacher affirms response and provides guidance for expansion/refinement • Student revises or elaborates upon previous response • Teacher acknowledges response as an improvement. 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is a partial response or could be expanded into a higher quality response • Teacher affirms response but does not provide guidance for expansion/refinement
Challenge Sequence	<ul style="list-style-type: none"> • Teacher provides and opportunity to respond • Student response is fully correct • Teacher affirms student response and asks a more difficult question on the same topic as a follow up • Student answers • Teacher responds with positive or corrective feedback 	<ul style="list-style-type: none"> • Teacher provides and opportunity to respond • Student response is fully correct • Teacher affirms student response but does not ask a more difficult question on the same topic as a follow up

SCAFFOLDING & GROUPING

Effect Size: 0.57

Scaffolding is a process in which students are given support until they can apply new skills and strategies independently (Rosenshine & Meister, 1992). When students are learning new or challenging task, they are given more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. Thus, as the students assume more responsibility for learning, the teacher provides less support.

Structure of the Scaffolded Classroom:

The organization of the scaffolded classroom includes whole group, small group (skill-based or station teaching), partners, and independent work. The scaffolding supports that will be put in place for diverse learners should include interventions for striving and accelerated learners. When using small groups, identify the groups as skill-based or station teaching. Skill-based groups are organized homogeneously based upon the needs of students. Station teaching groups are organized heterogeneously to create diverse groups.

Types of Scaffolds

Critical Actions for Educators

- *Present information at various levels of difficulty.
- *Use data to identify needs and create small groups to target specific skills.
- *Frequently analyze current data and move students within groups depending on their changing needs.

Scaffold	Ways to use Scaffolds in an Instructional Setting
Advance Organizers	Tools used to introduce new content and tasks to help student learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Checklists	Prepare a list of items required, things to be done, or points to be considered, used as a reminder as the student proceeds through the learning task.
Collaborative Grouping	Having students work in partners or small groups with students who can support/model students who may struggle with content.
Concept and Mind Maps	Maps that show relationships: Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.
Cue Cards	Prepared cards given to individual groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formula to associate with a problem; concepts to define.
Examples	Samples, specimens, illustrations, problems, modeling: Real objects; illustrative problems used to represent something. Demonstrate and model how to do something, giving an example of what it should look like.
Explanations	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.

Scaffold	Ways to use Scaffolds in an Instructional Setting
Handouts	Prepared handouts that contain task and content-related information, but with less detail and room for student note taking.
Images and Multimedia	Providing an image or other graphic representation, such as a video, that represents the word(s)/concept(s) being taught in conjunction with the explicit vocabulary routine can help to support students in learning new vocabulary and concepts. Images help provide a non-linguistic representation and allow students to recall the term more readily. This technique can be used with any Reading Street Vocabulary (Amazing Words, Story/Lesson Vocabulary), Math Vocabulary, or Content Vocabulary or concepts.
Manipulatives	Manipulatives, such as markers, toothpicks, blocks, or coins, are used to support hands-on learning and provide concrete models to help students solve problems and develop concepts. The students can manipulate the items to increase their understanding and come to accurate conclusions. May also include virtual manipulatives.
Pair-Share	Pose a problem, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Providing think time increase the quality of the response.
Precision Partnering	Strategically appointed partners with assigned roles.
Previewing Text	Before reading a text, preview the text by providing students with an overview/synopsis of the text. This will allow students to know what to expect when they are reading and give them background knowledge to help them understand the text.
Prompts	A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as "Go," "Stop," "It's right there," "Tell me now," "What toolbar menu item would you press to insert an image?" "Tell me why the character acted that way."
Question Cards	<i>Prepared cards with content and task-specific questions</i> given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
Question Stems	<i>Incomplete sentences which students complete:</i> Encourages deep thinking by using higher order "What if" questions.
Realia	Anytime the real object, concept, or phenomena can be presented with the actual object helps to support learners in acquiring new ideas and concepts. For example, when teaching about the three types of rocks, having examples of those types for students to see and touch can help them to make deeper connections.
Rubrics	A rubric is an easily applicable form of authentic assessment. A rubric simply lists a set of criteria, which defines and describes the important components of the work being planned or evaluated.
Sentence Frames	<i>Sentence frames provide an opportunity for students to use key vocabulary while providing a structure</i> that may be higher than what they could produce on their own. For example, if students are to compare two ocean creatures, they might say something like "Whales have lungs, but fish have gills." In the preceding sentence, the simple frame is "_____ have _____, but _____ have _____." Note the sentence can be filled in with any content; this differs from closed sentences that often have only a few possibilities.
Setting & Reviewing Objectives	<i>Providing students with a purpose and intended outcome</i> will help students to know what to focus their attention on and what they should be learning. Having student self-assess their progress towards the objectives at the end of the lesson will provide the teacher with information on their current levels of understanding.
Socratic Seminar	The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation. Prepare several questions in advance in addition to questions that students may bring to class. Questions should lead participants into the core ideas and values and to the use of the text in their answers. Questions must be open-ended, reflect genuine curiosity, and have no "one-right answer."
Stories	<i>Stories relate complex and abstract material to situations more familiar with students:</i> Recite stories to inspire and motivate learners.
Student Work Exemplars	<i>Providing students with example student work samples can provide models for students to use to support their development of the skill.</i> For example, an anchor paper for a writing assignment of how a sample student responded to the assignment previously will provide an example of what the assignment looks like.
Visual Scaffolds	Pointing to call attention to an object; representational gestures (holding cured hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.

Webb's Depth of Knowledge (DOK)

Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference that connects the type of thinking with the complexity of the task. Using DOK levels offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Consequently, teachers need to develop the ability to design questions, tasks and classroom assessments for a greater range of cognitive demand. Most often a scaffolded support is needed to help students organize or break down information. All learners K-12 should experience a variety of DOK levels.

Depth of Knowledge Generalizations:

If there is one correct answer, it is most likely a DOK 1 or DOK 2.

- DOK 1: Either you know it or you don't
- DOK 2: Make connections with known information

If there is more than one answer, requiring supporting evidence, it is a DOK 3 or DOK 4.

- DOK 3: Interpret implied information, provide supporting evidence and reasoning. Explain not just HOW but WHY for each step and decision made
- DOK 4: Includes all of DOK 3 and the use of multiple sources/data/ texts

DOK Level 1: Recall & Reproduction	
Students are to recall or reproduce knowledge and /or skills. Content involves working with facts, terms, details and calculations. Level 1 items have a correct answer with nothing to reason or figure out.	
Teacher Role	Student Role
Questions to direct or focus attention, shows, tells, demonstrates, provides examples, examines, leads, breaks down, defines	Recognizes, responds, remembers, memorizes, restates, absorbs, describes, demonstrates, follows directions, applies routine processes, definitions, and procedures
Possible Task and Products	
<ul style="list-style-type: none"> • Fill in the blank • Quiz • Calculate, compute • Oral reading fluency • Decoding words • Write complete sentences • Document with highlighting/ citing/ annotating sources • Locate and recall quotes • Recite math facts, poems etc. 	<ul style="list-style-type: none"> • Write a list of key words about . . . • Memorize lines • Complete basic calculation tasks (e.g., add, subtract, divide, multiply) • Complete measurement tasks using rulers or thermometers • Read for fact/details or plot • Locate or retrieve information in verbatim form to answer a question
Potential Questions	
Can you recall _____?	Can you select _____?
When did _____ happen?	How would you write _____?
Who was _____?	What might you include on a list about _____?
How can you recognize _____?	Who discovered _____?
What is _____?	What is the formula for _____?
How can you find the meaning of _____?	Can you identify _____?

Hess, 2013. Adapted from A Guide for Using Webb's Depth of Knowledge with Common Core State Standards

Webb's Depth of Knowledge (DOK)

DOK Level 2: Skill/Concept	
Includes the engagement of mental processing beyond recalling, reproducing or locating an answer. This level generally requires students to compare and contrast, cause and effect, classify, or sort items into meaningful categories, describe or explain relationships, provide examples and non-examples.	
Teacher Role	Student Role
Provides questions to differentiate, infer, or check conceptual understanding, models, organizes,/reorganizes, explores, possible options or connections, provides, examples and non-examples	Solves routine problems/tasks involving multiple decisions points and concepts, constructs models to show relationships, demonstrates use of conceptual knowledge, compiles and organizes, illustrates with examples or models and examines.
Possible Tasks and Products	
<ul style="list-style-type: none"> • Timeline • Number line • Graphic organizer • Science logs • Concept Maps • Captioned Story Board 	<ul style="list-style-type: none"> • Write a summary • Explain a series of steps used to find a solution • Sequence of events using a graphic organizer • Explain the meaning of a concept using words, objects and/or visuals • Complex calculations involving decision points • Conduct, collect, and organize data
Potential Questions:	
What other way could you solve/find out ___? What is your prediction and why? How would you organize ___ to show ___? Can you explain how ___ affected ___? How would you apply what you learned to develop ___? How would you compare ___ and contrast ___? How would you classify?	What facts are relevant to show ___? How or why would we use ___? What examples or non-examples can we find? What is the relationship between ___ and ___? How would you summarize? How are ___ alike and different? What do you notice about ___? How would you estimate ___?

Webb's Depth of Knowledge (DOK)

DOK Level 3: Strategic Thinking and Reasoning	
<p>Stating reasons and providing relevant supporting evidence are key markers of DOK 3 tasks. The expectation established for tasks at his level require an in-depth integration of conceptual knowledge and multiple skills to reach a solution or produce a final product. DOK 3 tasks focus on in-depth understanding of one text, one data set, one investigation, or one key source.</p>	
Teacher Roles	Student Role
<p>Questions to probe reasoning and underlying thinking, asks open-ended questions, acts as a resource and coach, provides criteria and examples for making judgments and supporting claims. Encourages multiple approaches and solutions and determines when in depth exploration is appropriate.</p>	<p>Uncovers and selects relevant and credible supporting evidence for analyses, critiques, debates, claims and judgments, plans, initiates questions, disputes, argues, tests ideas/solutions, sustains inquiry into topics or deeper problems, applies to the real world.</p>
Possible Tasks and Products:	
<ul style="list-style-type: none"> • Complex graph • Analyze survey results • Multiple paragraph essay or short story • Fact-based argument • Chart and draw conclusions about data sets • Investigation • Drawing conclusions from text or data sets • Generalize from a set of evidence or data • Justification of the solution to a problem • Debate from a given perspective 	<ul style="list-style-type: none"> • Use a Venn Diagram that shows how two topics from the same source are the same and different • Design a questionnaire to gather information • Survey classmates/industry members to find out what they think about a particular topics • Make a flow chart to show the critical stages. • Participate in a discussion that represents different viewpoints • Write a opinion essay • Convince others with evidence • Solve non-routine problems • Interpret information from a complex graph
Potential Questions	
<p>How is ___ related to ___?</p> <p>What are the possible flaws in ___ ?</p> <p>What is the theme/lesson-learned ___?</p> <p>How would the moral change if ___?</p> <p>What underlying bias is there ___?</p> <p>What inferences will these facts support___?</p> <p>How does the author create tension/suspense___?</p> <p>What is the author’s reasoning for___?</p>	<p>How can you prove that your solution is reasonable?</p> <p>What evidence can you find to support___ ?</p> <p>What ideas justify ___?</p> <p>What conclusions can you draw?</p> <p>What information can you draw on to support your reason for ___?</p> <p>How would you ___ to create a different ___?</p> <p>What is the best answer and why?</p> <p>Can you elaborate on your reason and give examples?</p>

Webb's Depth of Knowledge (DOK)

DOK Level 4: Extended Thinking	
<p>Stating reasons and providing relevant supporting evidence are key markers of DOK 4 tasks. The expectation established for tasks at this level require an in-depth integration of conceptual knowledge and multiple skills to reach a solution or produce a final product. DOK 4 tasks focus on in-depth understanding of multiple texts, multiple data sets, multiple investigations, or multiple key sources.</p>	
Teacher Roles	Student Role
<p>Questions extend thinking and broaden perspectives; facilitates teaming, collaboration and self-evaluation of students.</p>	<p>Designs, takes risks, researches synthesizing multiple sources, collaborates, plans, organizes, modifies, creates concrete tangible products.</p>
Possible Tasks and Products:	
<ul style="list-style-type: none"> • Presentation—using diverse media formats • Research report synthesizing multiple sources • Essay (informational, narrative or opinion) using multiple sources • Multiple data sources synthesized to develop original graphs • Assessment based on application of the content knowledge 	<ul style="list-style-type: none"> • Applying information from more than one discipline to solve non-routine problems in novel or real-world situations. • Tasks that require making multiple strategic and procedural decisions as new information is processed • Tasks that require multiple roles and collaboration with others. (peer revision, editing of a script) • Tasks that draw evidence from multiple sources to support solutions/conclusions
Potential Questions—all require multiple sources for evidence	
<p>What evidence would you cite to defend the actions of ____?</p> <p>How would you evaluate this author over time?</p> <p>Can you predict the potential benefits and drawbacks of this given situation?</p> <p>What information would you use to support a differing perspective?</p>	<p>What changes would you make to solve or address this major issue/problem _____?</p> <p>Can you propose an alternate solution?</p> <p>Do you agree with the actions, outcomes, or decisions?</p> <p>How would you prove or disprove?</p> <p>Can you assess the value or importance of?</p>



HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM):

Applying (Hess' Interpretation of) DOK to Artistic Practices



Artistic Practice	DOK Level 1 Recall & Reproduction Having the knowledge required; do not need to "figure it out"	DOK Level 2 Connect or Apply Skills & Concepts Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Abstract Reasoning Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	DOK Level 4 Extended Thinking Relating/developing complex ideas using multi-sources <i>and evidence</i>
Perceiving, Performing, & Responding	<ul style="list-style-type: none"> o Identify/ describe ways art represents what people see, hear, feel, believe o Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music o Describe how artists/ dancers might represent... o Identify/ describe narrative conventions depicted in the arts 	<ul style="list-style-type: none"> o Show relationships between (dance, music, film, etc.) and other arts forms o Make observations or compare similarities/ differences: styles, forms, techniques, etc. o Explain possible reasons for selecting tools, medium, elements, principles, images, etc. o Select a familiar artistic work to perform o Explain the artist's central message 	<ul style="list-style-type: none"> o Analyze/find evidence of how a combination of elements or principles are used to achieve a desired effect o Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc. o Develop personal response to or interpretation of a work of art 	<ul style="list-style-type: none"> o Analyze more than one performance or product (same composer, time period, theme, etc.) drawing from multiple source materials for the analyses (e.g., different treatments of same theme) o Perform an "old" idea in a new way
Historical, Social, & Cultural Contexts	<ul style="list-style-type: none"> o Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc. o Identify ways symbols and metaphors are used to represent universal ideas o Locate symbols that represent... o Identify/ describe characteristics and origins of dance/art/music genres 	<ul style="list-style-type: none"> o Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/theatre/film o Explain or compare how different art forms communicate culture, time period, issues o Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/culture o Explain/trace the evolution of arts forms across time periods 	<ul style="list-style-type: none"> o Analyze how historical/cultural context is applied to develop theme in a performance or product o Plan artworks based on historical, social, political, or cultural theme, concept, or representative style o Apply problem solving strategies used among the arts, humanities, and sciences to solve visual "problems" 	<ul style="list-style-type: none"> o Integrate or juxtapose <i>multiple (historical, cultural) contexts drawn from source materials</i> (e.g., literature, music, historical events, media) with intent to develop a complex/multifaceted performance or product and personal viewpoint
Creative Expression, Exploration, & Production	<ul style="list-style-type: none"> o Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods) o Demonstrate a variety of movements, methods, techniques o Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space) 	<ul style="list-style-type: none"> o Select/use tools for specific artistic purposes o Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc. o Use/apply choreographic forms to communicate ideas, feelings, concepts o Improvise simple rhythmic variations o Create examples or models that represent the same topic, concept, idea, etc. 	<ul style="list-style-type: none"> o Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme o Create/compose for a specific purpose, using appropriate processes, tools, techniques o Create narrative art work depicting setting, characters, action, conflict, etc. o Research a given style and develop personal interpretation of it 	<ul style="list-style-type: none"> o Apply <i>multiple sets of criteria</i> to develop and present a complex /multifaceted performance or product (e.g., consistent application of awareness of space, physical discipline, concentration, and projection from rehearsals to performance; development of portfolio showing evolution of ideas/personal style)
Aesthetics, Criticism, Reflection	<ul style="list-style-type: none"> o Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation o Describe criteria used for executing technical or artistic quality 	<ul style="list-style-type: none"> o Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response o Critique examples and non-examples of a given technique, style, etc. 	<ul style="list-style-type: none"> o Defend the selection of criteria and evidence used to critique the quality or develop a performance or product (e.g., compose a melody, perform improvisation, direct a scene, solve a visual "problem") 	<ul style="list-style-type: none"> o Formulate/ use <i>multiple sets of criteria</i> and evidence to critique a complex /multi-faceted performance or final product o Compile and defend exemplars chosen to depict a theme or style

AFINE
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Depth of Knowledge

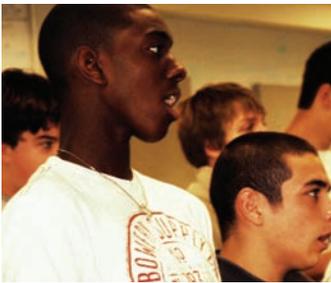
Descriptors,
Examples, and
Question Stems for
Increasing Depth
of Knowledge
in the Classroom



Based on development of DOK by
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Depth of Knowledge

An overview:

Steve Williams

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One of the requirements of *No Child Left Behind* is that states develop high quality standards and rigorous tests to assess those standards. Officials at the Missouri Department of Elementary and Secondary Education chose to use an alignment method developed by Norman Webb called *Depth of Knowledge* (DOK) to determine whether or not our standards are being accurately and rigorously assessed by the MAP and End-Of-Course exams. Items on these tests are used to measure student mastery of the *Grade Level Expectations* (GLEs) and *Course-Level Expectations* (CLEs) in each assessed content area. Thus, each GLE/CLE can be assigned a DOK level, which defines the level of complexity necessary to adequately demonstrate the knowledge or skill described in the GLE/CLE.

The Depth of Knowledge indicators are broken down into four levels. All of these levels define stratified categories of cognitive processing – in other words, how students think.

- At DOK 1, students are able to give rote responses to questions because they have memorized the answer. For example, listing the birth and death dates of composers or choreographers or identifying famous works of art simply entails drawing upon known information. This level is summarized as **RECALL**.

- At DOK 2, students most often compare and contrast information, categorize items, make connections, and demonstrate conceptual knowledge. This level is summarized as **CONCEPT** or **SKILL**.

- At DOK 3, students begin to make decisions about ways to solve problems. No longer is a rote response satisfactory. Students should come up with creative solutions that draw upon previous knowledge and require application of learning in a new context. This level is summarized as **STRATEGIC THINKING**.

- At DOK 4, students analyze the results of experiments, draw upon multiple sources to formulate creative solutions, and investigate unique and challenging problems that require complex understanding. This level is summarized as **EXTENDED THINKING**.

It was not Webb's intent to assess the level of skill development that is so critical to arts learning. In fact, Webb categorizes any skill as DOK 2, irrespective of the difficulty of the task. Much of what students of the arts do can be adequately addressed by DOK. For example, when students write a research paper on art history or on the life of a composer, the level of complexity can be easily ascertained. However, applying DOK levels becomes tricky when a student is performing a complex dance, singing an intricate solo, performing and integrating the multiple facets of acting, or

creating original artwork. These types of performance events are at the core of arts learning, and any reduction in opportunities to engage in these critical activities diminishes the value of the arts for student learning.

It is clear how to apply DOK levels to written work, even in the arts. Our challenge in the arts is to identify activities and behaviors that appropriately demonstrate higher levels of thinking through performance or production of fine art. For example, music students can demonstrate understanding of the concept of rhythm by either (1) writing the counting under a

rhythmic pattern, or (2) accurately performing that rhythm. The first task clearly requires an understanding of the concept of rhythm, but the second goes a step further by demanding performance of that rhythm, a skill that necessitates decoding of the rhythmic pattern combined with technical knowledge and the physical response related to either singing or instrumental performance. Both methods communicate understanding of the concept, but the second values the actual performance, and is in fact a better indicator of mastery. In theatre, students can write a comprehensive study of a play as a

completely valid measure of understanding (DOK 4). But if the intent is to utilize higher order thinking skills, draw upon multiple resources over time, and come up with a new and creative solution to understanding the underlying themes and messages of the work, would not an inspired performance of a monologue from the play also give the artist-performer a valid vehicle for demonstrating understanding? The goal is to value the performance or production of art as a meaningful indicator of deep understanding and thinking.

The aim of encouraging students to engage in higher levels of cognitive processing can be accomplished in many ways. There is no better way to “spark” higher order thinking than through the arts. Rather than reducing the time students spend in the arts, schools should embrace the arts as a way to nurture creative problem-solving skills that are so critical to success in today’s workplace. On the pages that follow, teachers, administrators, parents, and students can learn ways to use dance, visual art, music, and theatre to demonstrate complex reasoning in the classroom through the performance or production of fine art.

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Depth of Knowledge
DOK

Level 3: Strategic Reasoning

◆ Focus is on need for reasoning and planning in order to respond (e.g., write an essay, apply in new/novel situation); **complex and abstract** thinking is required; often need to provide support for reasoning or conclusions drawn; more than one “correct” response or approach is often possible.

Level 4: Extended Reasoning

◆ Requires complex reasoning, planning, and thinking generally over extended periods of time for the investigation or to complete the multiple steps of the assessment item. Students may be asked to relate concepts within the content area and among other content areas or to real-world applications in new situations.

Level 2: Skill/Conceptual Understanding

◆ Focus is on **applying skills** (in a familiar/typical situation) and **concepts, relationships** (compare, cause-effect), main ideas – requires deeper knowledge than definition; explaining how or why; making decisions – estimating, interpreting in order to respond; one right answer.

Level 1: Recall

◆ Focus is on specific **facts, definitions, details**, or using **routine procedures** (measure, divide, follow recipe, etc.); explaining “that...” can be “difficult” without requiring “deep” content knowledge to respond to item (memorize a complex theory without being able to explain its meaning or apply it to a real work situation); a combination of level ones do not = level 2; one right answer.

Poster Created by Pam Lowe.
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DOK Poster

Visual Art

Every artist dips his brush in his own soul, and paints his own nature into his pictures.
~ Henry Ward Beecher

DOK 1 Students at DOK 1 are able to define and describe the use of art elements, principles, style, media, and/or techniques. They learn facts, such as the relationships in the color wheel, and know basic facts about the art of various time periods and the work of multiple artists.

DOK 2 Students at DOK 2 can make examples of, and compare and contrast, art elements, principles, style, media, and/or techniques through guided practice. They can compare and contrast art elements, principles, style, subject matter, theme, media, and techniques in two works of art. They can determine the function of art in a culture, and make connections between visual art and other content areas.

DOK 3 Students at DOK 3 create original artwork within a set of teacher-directed parameters which could include subject matter, theme, historical style, elements and principles, media, and/or technique. They can express a personal point of view through the creation of artwork, and create art that serves a purpose in society (e.g., fine crafts, graphic design; group identity; social, cultural or political commentary). Students justify artistic decisions, and analyze and evaluate the effectiveness of communicating meaning in art.

DOK 4 Students at DOK 4 select a topic of personal interest as a theme/subject for creation of art and define an artistic problem. They conduct research using a variety of sources (e.g., print materials, photographs, internet, and historical exemplars) and develop ideas through a series of studies. They choose and use elements, principles, style, media, and techniques that will best express the intended meaning. Students can write an artist's statement that explains and defends artistic decisions. Students develop and defend personal answers to aesthetic questions: "What is the nature of art?" "What is beauty?" and "Who decides what makes something art?" They draw and defend conclusions about how art is influenced by and influences culture/history.



Sample Question Stems

Examples

Annotation

DOK 1:

What does ____ mean?

Which of the following is a cool color? (red, blue, white, orange)

- List the characteristics of ____.
- What is one way to create a rough texture in a painting?

Students recall previously learned information and provide a rote response.

DOK 2:

How are ____ and ____ alike and/or different?

What colors would you mix to create ____?

- Create a variety of colors, tints, and shades by mixing pigments.

Students show an understanding of a concept through the performance of a basic skill.

DOK 3:

How would you express the idea of ____ in a two-dimensional artwork?

What is the recurring theme in this artist's work? Provide supporting details.

- Use implied texture, rhythmic lines, and emphasis to create an original artwork that communicates group identity (e.g., teens, family, school club).
- Develop a plan for expressing ____ in artwork addressing decisions on the use of elements, principles, subject matter, theme, style, media, and techniques.

Students make decisions, plan, and create art within given parameters.

Students make decisions where there are multiple acceptable solutions.

DOK 4:

Investigate and draw conclusions about how people's physiological, cultural, and personal experience affect their responses to various artworks.

How do distinctly different characteristics in this artwork work together to express ____?

- Use a variety of resources to research a "big idea" of your choice. Develop multiple images that communicate a personal interpretation of the idea and refine them into a plan for a two- or three-dimensional artwork. Select elements, principles, media, style, and techniques most appropriate to the expression of the idea. During the creative process, self-evaluate and improve the work. Write an artist's statement.

Students need extended time and use a variety of student-selected resources for inspiration. Students work as self-directed artists who use complex reasoning and planning. Students generate multiple correct answers to the artistic problems they set. They choose and use art elements, principles, style, media, and techniques to achieve a desired effect.



Fine Arts DOK Committee

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Jennifer Forest-James, Theatre
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Ken Franke, Theatre
Hazelwood School District

Rheba Vetter, Dance
Northwest Missouri State University

Linda Lange, Visual Art
Francis Howell School District



Acronym and Key Term Glossary for Secondary Teachers

- **ACT:** The ACT was designed to measure academic skills required for success in college and university settings. College and universities commonly use results to help determine which students to admit. There are four college readiness benchmark areas: 1) English, 2) Mathematics, 3) Reading, and 4) Science. Student's reaching ACT benchmarks have a 75% or better chance of getting a "C" or higher and a 50% chance or better of getting a "B" or higher in a college course in that subject. The ACT is administered to all 11th graders within the Canyons School District in the spring.
- **BLT:** Building leadership teams are comprised of key members of the school staff and an external coach. Each school's BLT is charged with the following tasks:
 - To identify, plan, and develop the instruction, intervention, and supports for all students to be successful
 - To sustain improvement over time
 - To develop collective capacity for quality instruction (e.g. support all teachers in professional learning and growth)
- **Canvas:** Canvas is a LMS, Learning Management System, (i.e. a software application for the administration, documentation, tracking, reporting and delivery of online learning). Canvas was selected as the LMS for Canyons schools because of its extensive use in Utah institutes of higher learning, along with its ability to increase collaboration among students, teachers, and parents.
- **CBM:** Curriculum-Based Measurement – a brief standardized measurement procedure designed to ascertain a student's overall academic performance in a basic subject area: e.g. reading, spelling, or writing. CBMs were designed to help teachers monitor academic growth over time, so that instruction could be modified and learning rates accelerated.
- **CFA:** Common Formative Assessment – An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course, in order to improve instruction with a current group of students. Common formative assessments are frequently administered throughout the year to identify:
 - Individual students who need additional time and support for learning
 - The teaching strategies most effective in helping students acquire the intended knowledge and skills
 - Program concerns – areas in which students generally are having difficulty achieving the intended standard, and
 - Improvement goals for individual teachers and the team
 - *Dufour (2004). *Learning by Doing*, p. 214

- **CSA:** Common Summative Assessment – An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course in order to evaluate whether or not students reached common standards at the completion of an instruction cycle.
- **CTESS:** Canyons Teacher Effectiveness Support System- In compliance with Senate Bill 64, this is Canyons School District teacher evaluation system that includes documentation of student growth, evidence of instructional quality, and response to stakeholder input.
- **District-Wide Standards-Based Assessment:** These assessments are given in all content areas at key times during the school year. Data from these benchmarks will be used for student growth in compliance with House Bill 201.
- **DLT:** The District Leadership Team supports implementation of the CSD Academic Framework and is comprised of representatives from school and district administration. The DLT is charged with the following:
 - Develop tools necessary for successful scaling-up of CSD Framework (i.e. evidence-based practices)
 - Provide a consistent feedback loop between school leaders and district leaders
 - Provide cascading levels of support to building leaders
 - Implement the district academic plan
- **HMH Math Inventory:** Houghton Mifflin Harcourt math inventory is a research-based, adaptive assessment that measures math abilities and longitudinal progress from Kindergarten through Algebra II
- **IPLC:** Instructional Professional Learning Communities meet regularly to focus on data and instruction to improve student achievement.
- **IPOP:** Instructional Priorities Observation Protocol – The classroom observation tool used for evidence of instructional quality.
- **ISD:** The Instructional Supports Department (commonly known as the curriculum department). This is where you will find the content leads and support for the curriculum.
- **LMS: Learning Management System** - A software application for the administration, documentation, tracking, reporting and delivery of online learning. **Canvas** was selected as the LMS for Canyons schools because of its extensive use in Utah institutes of higher learning, along with its ability to increase collaboration among students, teachers, and parents.

- **MTSS:** Multi-tiered Systems of Support (see Rtl) is practice of providing high quality instruction, using data to make decisions about instruction and intervention for students that is based upon the students' performance, and providing multiple levels of support for both academic and behavioral standards.
- **PBIS:** Positive Behavioral Intervention and Supports is an evidence-based system that helps define the key components of a well-managed classroom.
- **Progress Monitoring:** A procedure that involves frequent measurement of student performance for the purpose of evaluating a student's growth toward a targeted objective. For example, the trajectory of reading growth can be measured with weekly administration of R-CBM.
- **Lexile Scores:** Lexiles can be a measure of text difficulty or of reading proficiency. They range from 0 to 1700. Below is a list of descriptors of Lexile scores by grade level. Students reading in the Proficient and Advanced levels are on track to graduate college and career ready.
- **SEM:** Standard error of measurement is one standard deviation of error around a student's true score.
- **SRI:** Scholastic Reading Inventory is a computer administered reading test that measures inferential and literal reading comprehension skills. Scores are reported in a numeric Lexile scores. Percentile ranks are also available. SRI was designed primarily to match students with books of an appropriate level of difficulty. It measures both literal and inferential comprehension. It is a particularly good assessment for identifying advanced readers. It has a disadvantage of not being as sensitive to growth as are CBM measures, of being subject to student sloughing, and having limited reliability if administered a few number of times.
- **R-CBM:** Reading Curriculum-Based Measurement (R-CBM) also known as Oral Reading Fluency (ORF) and CBM-Read Aloud, this is a one-minute measure which results in two primary numerical scores: number of words read correctly per minute (or correct words per minute, CWPM), and percentage of correctly read words (accuracy rate). This measure is highly correlated with reading comprehension in elementary school but outlives its usefulness once students read at the same rate at which they speak. Maze has been identified as a more appropriate CBM once students are reading grade-level texts at rates above 130 words read correctly per minute, with greater than 97% accuracy.

- **Reliability:** The degree to which a measure is free of error. All tests contain error and it results from characteristics of the test (such as poorly designed questions), characteristics of the test taker (bad day, lack of sleep, misreading questions, anxiety, and lack of effort), and characteristics of the environment (distracting noises, room temperature, and distracting odors).
- **RtI:** “Response to Intervention” (see MTSS) is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions”. (Batsche et al, 2007).
- **Turnitin Revision Assistant:** A core-aligned formative writing tool that gives students immediate feedback on their writing.
- **Universal Screening:** A procedure in which all students are evaluated for the purpose of identifying those students who need more intensive interventions. For example, reading is a critical and foundational academic skill, for which CSD screens in middle school with the SRI.
- **Utah Core Standards:** The standards for teaching and learning adopted by the Utah State Board of Education and implemented by local school districts and charter schools with guidance and support from the Utah State Office of Education.
- **Validity:** The degree to which a test measures what it is intended to measure. Establishing the validity of a measurement procedure involves empirical study of item content, accurate prediction, and alignment with theories about what is being measured.

Visual Art Effective Teaching Practices

	Visual Art Specific Best Practices	What good instruction looks like in Visual Art
Set Up	5-10 minutes of set-up each day depending on materials used	<ul style="list-style-type: none"> • Students are actively setting up materials in preparation for studio time. • Students know where to find their work/supplies. • Teacher monitors and gives input as needed. • Safe practices are used.
Instruction	Explicit Instruction - "I do" (10-20 minutes daily)	<ul style="list-style-type: none"> • Teacher demonstrates any necessary techniques. • Visual examples are referenced/explained. • Non-examples provided or explained (what not to do). • Explicit vocabulary instruction, if necessary.
	Goals and Objectives stated	<ul style="list-style-type: none"> • Goals are set so student know what they need to accomplish by the end of their studio time. • Teacher requires student feedback to check for understanding. (OTR)
Studio Time	Studio Time (Students working on projects) 30-40 minutes	<ul style="list-style-type: none"> • Students are actively engaged in art project: Sketching, Drawing, Sculpting, Painting, etc. (OTR) • Formative assessments taken by teacher through observation of student work constantly! Re-teaching happens on the spot with individual students, small groups or whole group depending on the needs of the students. Teacher models as needed. (OTR) • Students feel comfortable asking the teacher and peers questions as they arise. (OTR) • Creative problem solving is constantly taking place. Students are comfortable problem solving with teacher and peers.
Clean-up	Clean Up: 5-10 minutes every day depending upon the materials used	<ul style="list-style-type: none"> • Students are actively cleaning up materials that were used during studio time. • Safe practices are used. • Students know where to put away their work/supplies. • Teacher monitors and gives input as needed.
Assessment	Summative/Formative Assessment & Critique:	<ul style="list-style-type: none"> • Formative assessments taken by teacher through observation of student work constantly! Re-teaching happens on the spot with individual students, small groups or whole group depending on the needs of the students. Teacher models as needed. (OTR) • Students self-critique/assess (OTR) • Teacher critiques/summatively assesses every student. • Peer critiques are sometimes used to prompt self-critiques. • Rubrics are used to provide feedback. • "I can" statements (objectives) are reviewed.
Grading	Based on skill development	<ul style="list-style-type: none"> • Elements and principles of art • Rubric/criterion based • Utah core standards used

SECONDARY VISUAL ARTS

GRADES 7 AND 8

VISUAL ARTS

7TH–8TH GRADE

Strand: CREATE (7–8.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards 7–8.V.CR.1–11**).

- **Standard 7–8.V.CR.1:** Apply methods to overcome creative blocks.
- **Standard 7–8.V.CR.2:** Document early stages of the creative process visually and/or verbally in traditional or new media.
- **Standard 7–8.V.CR.3:** Develop criteria to guide making a work of art or design to meet an identified goal.
- **Standard 7–8.V.CR.4:** Collaboratively shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.
- **Standard 7–8.V.CR.5:** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- **Standard 7–8.V.CR.6:** Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
- **Standard 7–8.V.CR.7:** Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.
- **Standard 7–8.V.CR.8:** Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
- **Standard 7–8.V.CR.9:** Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

- **Standard 7–8.V.CR.10:** Select, organize, and design images and words to make visually clear and compelling presentations.
- **Standard 7–8.V.CR.11:** Reflect on and explain important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Strand: PRESENT (7–8.V.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards 7–8.V.P.1–4**).

- **Standard 7–8.V.P.1:** Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
- **Standard 7–8.V.P.2:** Develop and apply criteria for evaluating a collection of artwork for presentation.
- **Standard 7–8.V.P.3:** Develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer.
- **Standard 7–8.V.P.4:** Express meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Strand: RESPOND (7–8.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards 7–8.V.R.1–6**).

- **Standard 7–8.V.R.1:** Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- **Standard 7–8.V.R.2:** Explain how a person’s aesthetic choices are influenced by culture and environment.
- **Standard 7–8.V.R.3:** Analyze multiple ways that images influence specific audience.
- **Standard 7–8.V.R.4:** Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- **Standard 7–8.V.R.5:** Interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics

of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.

- **Standard 7–8.V.R.6:** Apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.

Strand: CONNECT (7–8.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards 7–8.V.CO.1–4**).

- **Standard 7–8.V.CO.1:** Individually or collaboratively, create visual documentation of places and times in which people gather to make and experience art or design in the community.
- **Standard 7–8.V.CO.2:** Make art collaboratively to reflect on and reinforce positive aspects of group identity.
- **Standard 7–8.V.CO.3:** Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
- **Standard 7–8.V.CO.4:** Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

LEVEL 1

Strand: CREATE (L1.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards L1.V.CR.1–6**).

- **Standard L1.V.CR.1:** Use multiple approaches to begin creative endeavors.
- **Standard L1.V.CR.2:** Shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.
- **Standard L1.V.CR.3:** Engage in making a work of art or design without having a preconceived plan.
- **Standard L1.V.CR.4:** Explain how traditional and nontraditional materials may affect human health and environment, and demonstrate safe handling of materials, tools, and equipment.

- **Standard L1.V.CR.5:** Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- **Standard L1.V.CR.6:** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Strand: PRESENT (L1.V.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards L1.V.P.1–3**).

- **Standard L1.V.P.1:** Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- **Standard L1.V.P.2:** Analyze and evaluate the reasons and ways an exhibition is presented.
- **Standard L1.V.P.3:** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Strand: RESPOND (L1.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer, as well as the creator (**Standards L1.V.R.1–4**).

- **Standard L1.V.R.1:** Hypothesize ways in which art influences perception and understanding of human experiences.
- **Standard L1.V.R.2:** Analyze how one's understanding of the world is affected by experiencing visual imagery.
- **Standard L1.V.R.3:** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- **Standard L1.V.R.4:** Establish relevant criteria in order to evaluate a work of art or collection of works.

Strand: CONNECT (L1.V.CO.)

Students will relate artistic skills, ideas and work with personal meaning and external context (**Standards L1.V.CO.1–2**).

- **Standard L1.V.CO.1:** Document the process of developing ideas from early stages to fully elaborated ideas.

- **Standard L1.V.CO.2:** Describe how knowledge of culture, traditions, and history may influence personal responses to art.

LEVEL 2

Strand: CREATE (L2.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards L2.V.CR.1–6**).

- **Standard L2.V.CR.1:** Individually or collaboratively formulate new creative problems based on own existing artwork.
- **Standard L2.V.CR.2:** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- **Standard L2.V.CR.3:** Demonstrate acquisition of skills and knowledge in a chosen art form through experimentation, practice, and persistence.
- **Standard L2.V.CR.4:** Demonstrate awareness of ethical implications of making and distributing creative work.
- **Standard L2.V.CR.5:** Redesign an object, system, place or design in response to contemporary issues.
- **Standard L2.V.CR.6:** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Strand: PRESENT (L2.V.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning through the manner in which the art is presented (**Standards L2.V.P.1–3**).

- **Standard L2.V.P.1:** Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- **Standard L2.V.P.2:** Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- **Standard L2.V.P.3:** Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Strand: RESPOND (L2.V.R.)

Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator (**Standards L2.V.R.1–4**).

- **Standard L2.V.R.1:** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- **Standard L2.V.R.2:** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- **Standard L2.V.R.3:** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- **Standard L2.V.R.4:** Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Strand: CONNECT (L2.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards L2.V.CO.1–2**).

- **Standard L2.V.CO.1:** Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
- **Standard L2.V.CO.2:** Compare uses of art in a variety of societal, cultural, and historical contexts, making connections to uses of art in contemporary and local contexts.

LEVEL 3

Strand: CREATE (L3.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards L3.V.CR.1–6**).

- **Standard L3.V.CR.1:** Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can effect social change.
- **Standard L3.V.CR.2:** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions to plan the making of multiple works of art and design based on a theme, idea, or concept.
- **Standard L3.V.CR.3:** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- **Standard L3.V.CR.4:** Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
- **Standard L3.V.CR.5:** Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

- **Standard L3.V.CR.6:** Reflect on, re-engage in, revise, and refine works of art or design considering relevant traditional and contemporary criteria, as well as personal artistic vision.

Strand: PRESENT (L3.V.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards L3.V.P.1–3**).

- **Standard L3.V.P.1:** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- **Standard L3.V.P.2:** Investigate, compare, and contrast methods for preserving and protecting art.
- **Standard L3.V.P.3:** Curate a collection of objects, artifacts, or artwork to affect the viewer’s understanding of social, cultural, and/or political experiences.

Strand: RESPOND (L3.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards L3.V.R.1–4**).

- **Standard L3.V.R.1:** Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- **Standard L3.V.R.2:** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- **Standard L3.V.R.3:** Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- **Standard L3.V.R.4:** Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Strand: CONNECT (L3.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards L3.V.CO.1–2**).

- **Standard L3.V.CO.1:** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
- **Standard L3.V.CO.2:** Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Scope and Sequence
Art Foundations 1
2016-2017

Focus 1: Elements of Art (Overview) Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can students identify the elements of art and use them in their artwork? 	<ul style="list-style-type: none"> Value Line Color Space Form Texture Shape 	<ul style="list-style-type: none"> Element "Guy" Book Artist Palette Scales (Value, Color, etc.) 	<ul style="list-style-type: none"> Language Arts: writing, character development
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>			<ul style="list-style-type: none"> I can demonstrate that I can identify and understand the elements of art by using them in my artwork.
Other Content Standards			Resources/Materials
<p>ELA grade 7 – Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Objective A – Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfold naturally and logically.</p> <p>Objective B – Use narrative techniques, such as dialogue, pacing, and description, to develop experience, events, and/or characters.</p> <p>Objective E – Provide a conclusion that follow from and reflects on the narrated experiences or events.</p>			<ul style="list-style-type: none"> Paper Color Pencils Pencils Erasers

Scope and Sequence
Art Foundations 1
2016-2017

Art Element Bro
Takes a Hike



BY: Mr. CRANDALL

Scope and Sequence
Art Foundations 1
2016-2017

Focus 2: Shape Approximately 3 weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can students use a variety of line in their work? • Can they understand the difference between line vs. shape/form? 	<ul style="list-style-type: none"> • Line • Contour • Line Weight/Quality • Vanishing point • Horizon • Orthogonal line 	<ul style="list-style-type: none"> • Henna hand • Shoe Contour drawings • Line landscapes • Upside down drawing 	<ul style="list-style-type: none"> • Math: parallel lines
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>			<ul style="list-style-type: none"> • I can demonstrate an understanding of line by using it in my artwork. • I can draw lines from observation instead of drawing with symbols/from my imagination.
Other Content Standards			Resources/Materials
<p>Math 7: Domain – Geometry: Draw construct, and describe geometrical figures and describe the relationships between them.</p> <p>Standard 7.G.2 – Draw (freehand) geometric shapes with given conditions.</p>			<ul style="list-style-type: none"> • Paper • Pencil • Colored Pencils • Eraser

Scope and Sequence
Art Foundations 1
2016-2017



Scope and Sequence
Art Foundations 1
2016-2017

Focus 3: Value Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can the student create a value scale? • Can the student shade smoothly without smudging or smearing? • Can the student match values from a reference? 	<ul style="list-style-type: none"> • Highlight • Mid-tone • Core shadow • Reflected light • Cast shadow • Value • Gradient • Hatching • Cross hatching • Stippling • Artful scribble • Form • Contrast 	<ul style="list-style-type: none"> • Geometric shapes (still life) • Value drawing of a teacher's face • Seven-step value scale 	<ul style="list-style-type: none"> • Science: light
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> • I can demonstrate value in my artwork. • I can shade smoothly by lightly layering with pencil going in a circular motion. • I can observe and object from real life or photo and match the value. • I can create a value scale.
Other Content Standards			Resources/Materials
<p>Science 6: Standard 6 – Students will understand properties and behavior of heat, light, and sound.</p> <p>Objective 2: Describe how light can be produced, reflected, refracted, and separated into visible light of various colors.</p> <ul style="list-style-type: none"> a. Compare light from various sources (e.g., intensity, direction, color). b. Compare the reflection of light from various surfaces (e.g., loss of light, angle of reflection, reflected color). 			<ul style="list-style-type: none"> • Pencil • Paper • Document camera

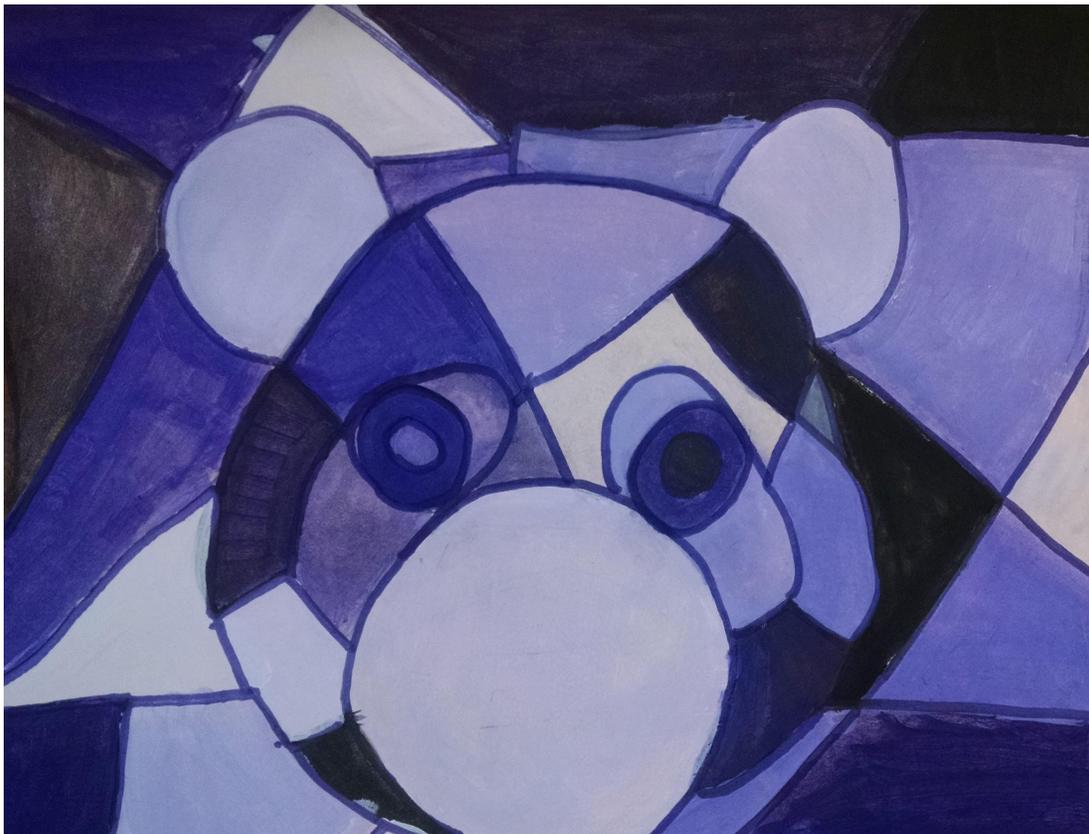
Scope and Sequence
Art Foundations 1
2016-2017



Scope and Sequence
Art Foundations 1
2016-2017

Focus 4: Color Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can the students use colors schemes in their artworks? • Can the student mix colors to make a colorwheel? 	<ul style="list-style-type: none"> • Color • Monochromatic • Complimentary • Analogous • Primary • Secondary • Tertiary • Tints • Shades • Hues 	<ul style="list-style-type: none"> • Color wheel made with primary colors • Warm and cool colors • Monochromatic painting 	Science: Light & Color
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> • I can use color schemes in my artworks. • I can mix colors to make a colorwheel.
Other Content Standards			Resources/Materials
<p>Science 6: Standard 6 – Students will understand properties and behavior of heat, light, and sound.</p> <p>Objective 2: Describe how light can be produced, reflected, refracted, and separated into visible light of various colors.</p> <ol style="list-style-type: none"> a. Compare light from various sources (e.g., intensity, direction, color). b. Compare the reflection of light from various surfaces (e.g., loss of light, angle of reflection, reflected color). 			<ul style="list-style-type: none"> • Paint • Brushes • Paper • Color pencils • Cups • Rags • Pastels • Watercolors

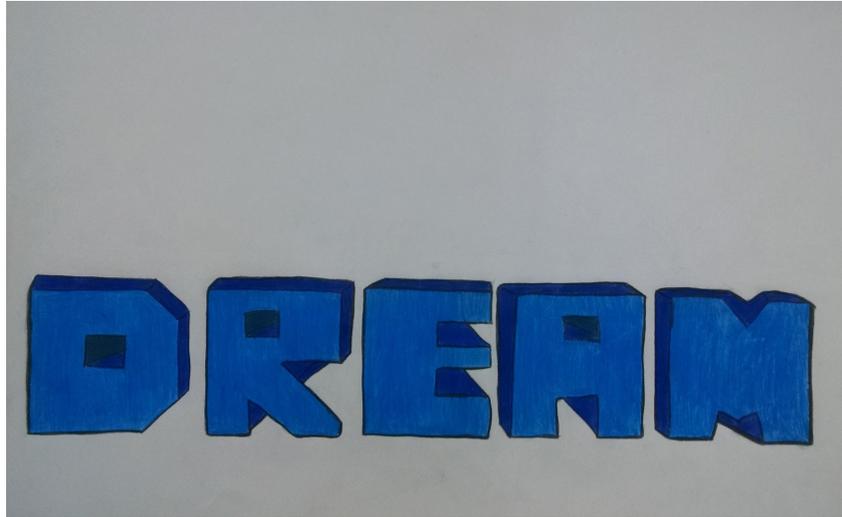
Scope and Sequence
Art Foundations 1
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Scope and Sequence
Art Foundations 1
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Focus 5: Shape/Form Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can the students create form in their artworks? • Can the students correctly use one/two-point perspective? • Can they identify essential vocabulary such as a horizon line? 	<ul style="list-style-type: none"> • Shape • Form • Organic • Geometric • Structure • Proportions • Positive/negative space • Contour • Value • Ellipse • Horizontal • Vertical 	<ul style="list-style-type: none"> • 3D letters • Positive/negative space bugs • Room interior Drawings/cityscape 	<ul style="list-style-type: none"> • Math: geometry/perspective
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> • I can use organic and geometric shapes in my artwork. • I can show I can create a 3d form with value. • I can demonstrate positive/negative space in my artwork. • I can use one-point perspective/ two-point perspective correctly.
Other Content Standards			Resources/Materials
<p>Math 7: Domain – Geometry: Draw construct, and describe geometrical figures and describe the relationships between them.</p> <p>Standard 7.G.2 – Draw (freehand) geometric shapes with given conditions.</p>			<ul style="list-style-type: none"> • Rulers • Pencils • Paper • Color pencils

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Focus 6: Texture Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the students use texture in their art projects? 	<ul style="list-style-type: none"> Texture Implied texture Actual texture Proximity of line 	<ul style="list-style-type: none"> Pen and ink Texture landscape Texture hands 	Dance 7-8: Texture
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> I can create texture in my artworks.
Other Content Standards			Resources/Materials
<p>Dance: Strand 2 – Perform: Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.</p> <p>Standard 7-8.D.P.3: Direct energy and dynamics in technique exercises and dance performance in such a way that movement is textured and enhanced.</p>			<ul style="list-style-type: none"> Paper Pencil Pen/ink Color pencil

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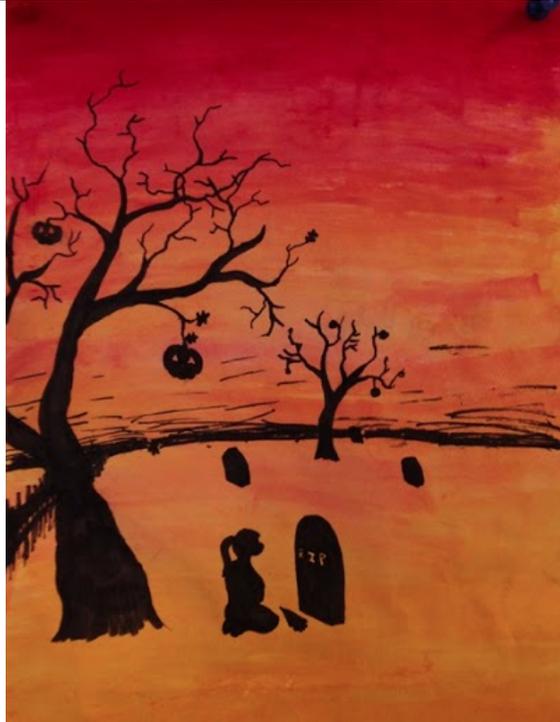
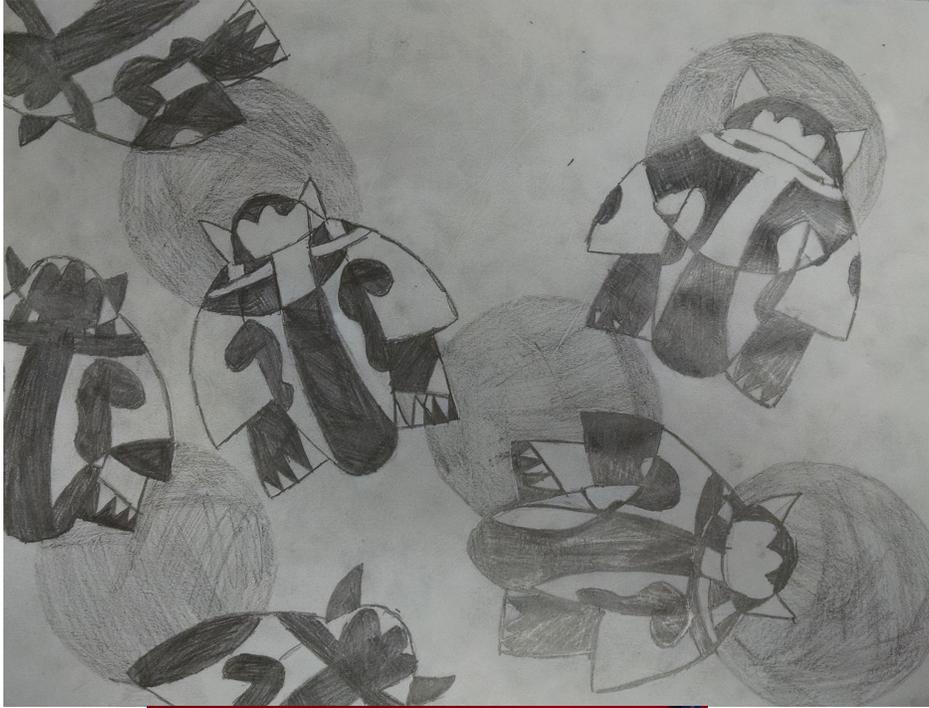


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Focus 7: Space
Approximately 3 Weeks

Focus 7: Space Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the student create space within their artwork? 	<ul style="list-style-type: none"> Positive/negative space Contour Silhouette Foreground Midground Background Proportion/scale 	<ul style="list-style-type: none"> Silhouettes Positive/negative space bugs Assignment with depth of space 	Dance 7-8: Space
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> I can create space within my artworks.
Other Content Standards			Resources/Materials
<p>Dance: Strand 2 – Perform: Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.</p> <p>Standard 7-8.D.P.1: Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways.</p>			<ul style="list-style-type: none"> Paper Pencil Ruler Colored pencil Markers Paints Other

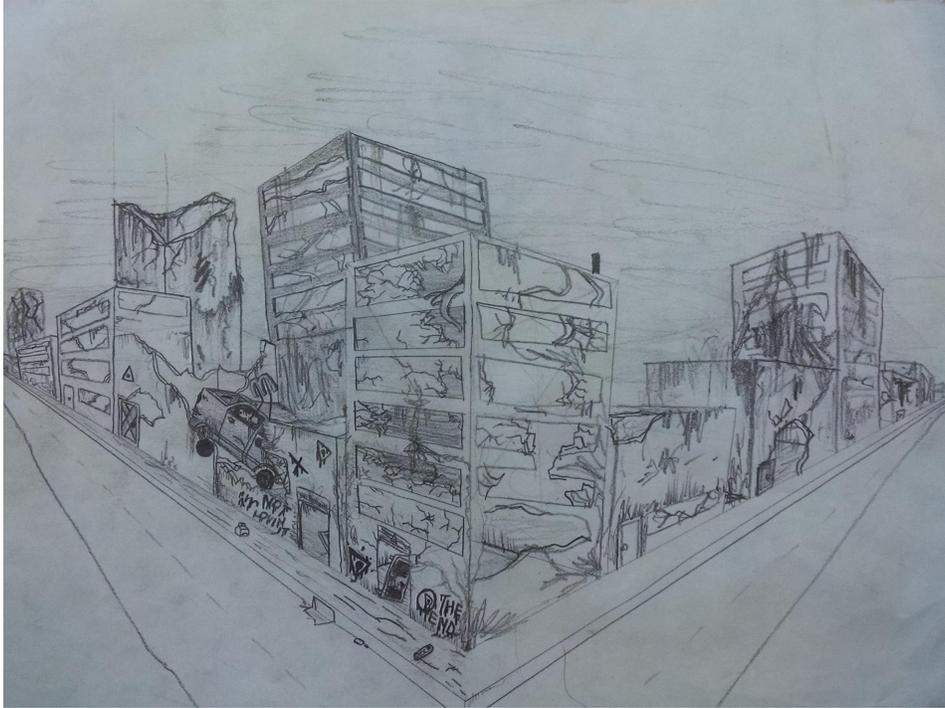
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Focus 8: Perspective Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can student draw in one-point perspective? • Can the students draw in two-point perspective. 	<ul style="list-style-type: none"> • Horizon line • Orthogonal line • Vanishing point • Vertical • Horizontal • Parallel 	<ul style="list-style-type: none"> • Block letters in perspective • Cityscape or building in perspective • Room in perspective 	Math: horizontal, vertical, parallel lines
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> • I can draw in one-point perspective. • I can draw in two-point perspective.
Other Content Standards			Resources/Materials
<p>Math 7: Domain – Geometry: Draw construct, and describe geometrical figures and describe the relationships between them.</p> <p>Standard 7.G.2 – Draw (freehand) geometric shapes with given conditions.</p>			<ul style="list-style-type: none"> • Paper • Pencils • Rulers • Colored pencils <p>http://elementaryartfun.blogspot.com/2012/02/drawing-steps-for-one-point-perspective.html</p>

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Focus 9: Sculptural Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the students create a 3D form that is well constructed? 	<ul style="list-style-type: none"> Form Structure Pinch pot Score Slip Glaze Firing Kiln Bisque fire Leather hard Paper maché Greenware Bone dry 	<ul style="list-style-type: none"> Paper Mache Masks Ceramic Gargoyle 	Dance 7-8: Sculpture
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> I can sculpt a 3D object/form. I can successfully attach objects together in making a sculpture.
Other Content Standards			Resources/Materials
<p>Dance: Strand 2 – Perform: Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.</p> <p>Standard 7-8.D.P.1: Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways.</p>			<ul style="list-style-type: none"> Clay Kilns Paper maché Paper Paint Brushes

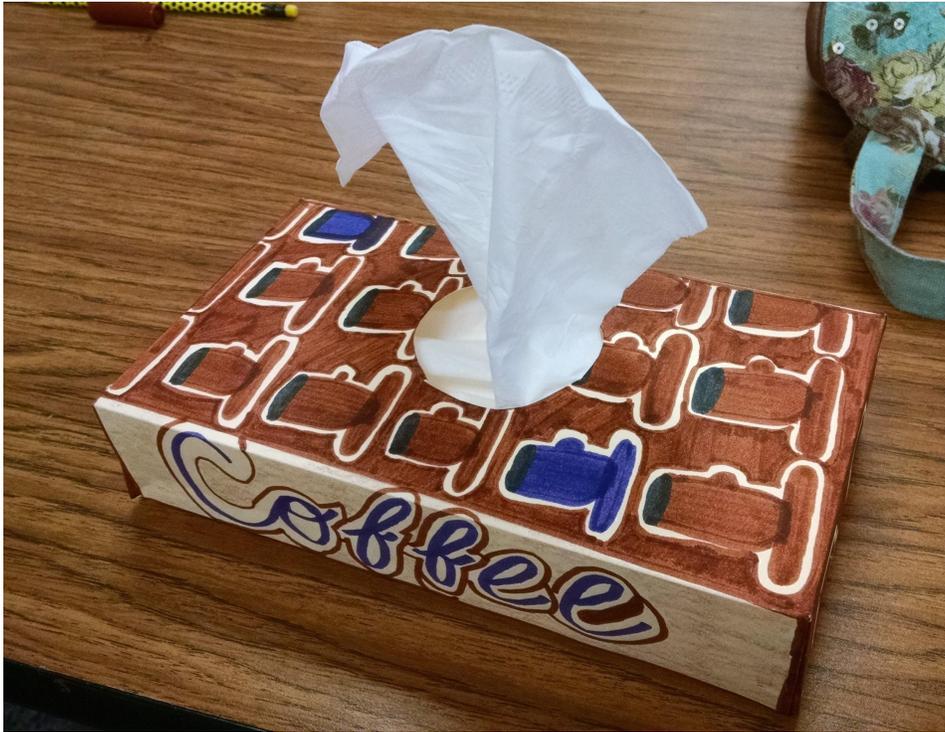
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Focus 10: Graphic Art Approximately 3 weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the students recognize and create a graphic artwork? 	<ul style="list-style-type: none"> Composition Proximity Repetition Alignment Typography Layout Color theory Layers Subject matter Target audience Rule of thirds 	<ul style="list-style-type: none"> Logo designs Coat of arms Tissue box project Stencils Flyer/posters Comic books Typography 	<ul style="list-style-type: none"> Language arts: storyboard Careers: graphic arts
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> I can create a graphic artwork. I can create a graphic artwork that reaches a target audience.
Other Content Standards			Resources/Materials
<p>ELA 7 - Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Objective A: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Objective B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Objective D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Objective E: Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Introduction to Communication Technology – Standard 6: Students will identify and demonstrate graphic communication.</p>			<p>http://ilovetypography.com</p>

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Focus 11: Expressing Ideas/Emotions Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can the students express their own ideas in their artworks? • Can the students create artwork based on a theme? 	<ul style="list-style-type: none"> • Realism • Impressionism • Cubism • Surrealism • Abstraction • Concept • Conceptualism 	<ul style="list-style-type: none"> • Surreal art project • Collage • Cubists art project • Impressionism art projects • Contemporary art project • Abstraction 	<ul style="list-style-type: none"> • History: Art History/Famous Artists
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>Strand 3 – RESPOND: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.</p> <p>Standard 7-8.V.R.2: Explain how a person’s aesthetic choices are influenced by culture and environment.</p> <p>Standard 7-8.V.R.4: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p>Standard 7-8.V.R.5: Interpret intent and meaning in artistic work and process by analyzing how the interactions of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.</p> <p>Strand 4 - CONNECT: Students will relate artistic skills, ideas, and work with personal meaning and external context.</p>			<ul style="list-style-type: none"> • I can express my own idea or themes in my artworks. <p>http://www.nea.org/tools/lessons/exploring-impressionism-6-8.html</p> <p>http://www.incredibleart.org/files/picasso.htm</p>
Other Content Standards			Resources/Materials
<p>Art History – Standard 1: Students will examine how works of art were created by manipulating media and organizing images with art elements and principles.</p>			<ul style="list-style-type: none"> • Variable depending upon artwork.

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Objective 2: Explore how works of art are organized using art elements and principles.

Standard 2: Students will find meaning by analyzing, criticizing, and evaluating works of art.

Standard 4: Students will find meaning in works of art through settings and other modes of learning.

Social Studies Grade 6 – Standard 1: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Objective 4: Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.

C: Identify cultural expressions that reflect these systems (e.g., architecture, artistic expressions, medicine, philosophy, drama, literature.)

Standard 2: Students will understand the transformation of cultures during the middle Ages and the Renaissance and the impact of this transformation on modern times.

Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.

B: Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (e.g., Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis).



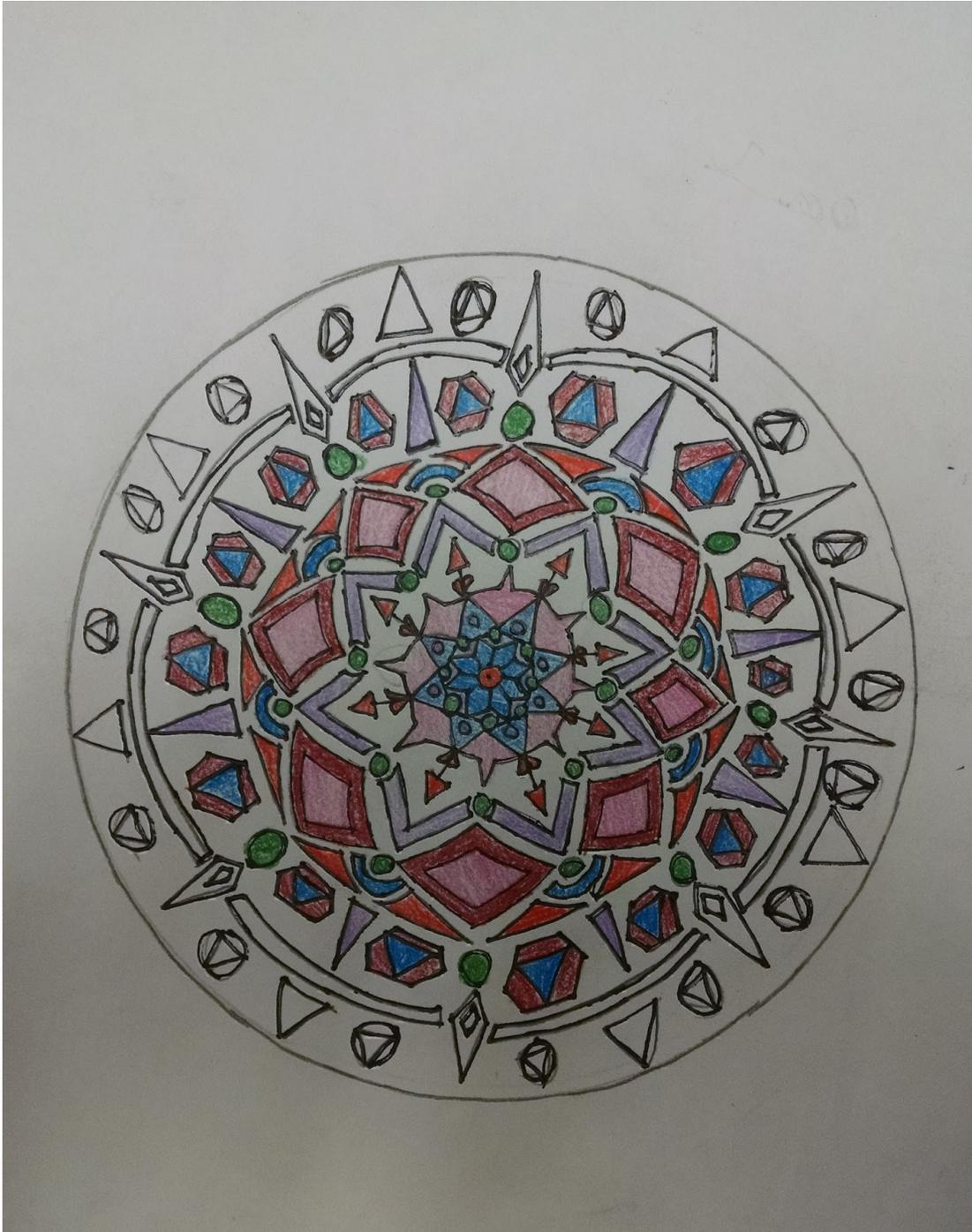
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Focus 12: Cultural Art Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the student create artworks that are inspired by diverse cultural art forms? 	<ul style="list-style-type: none"> Appropriate vocab will be introduced based on which assessment is used. 	<ul style="list-style-type: none"> Mandalas Native American coil baskets African Masks Americana (pop art) Notan Day of the Dead Japanese blossoms 	<ul style="list-style-type: none"> Social Studies: geography, history Math: Geometry
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>Strand 3 – RESPOND: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.</p> <p>Standard 7-8.V.R.2: Explain how a person’s aesthetic choices are influenced by culture and environment.</p> <p>Standard 7-8.V.R.4: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p>Standard 7-8.V.R.5: Interpret intent and meaning in artistic work and process by analyzing how the interactions of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.</p> <p>Strand 4 - CONNECT: Students will relate artistic skills, ideas, and work with personal meaning and external context.</p> <p>Standard 7-8.V.CO.4: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>			<ul style="list-style-type: none"> I can create artworks that inspired by diverse cultural art forms.
Other Content Standards			Resources/Materials
<p>Social Studies Grade 6 – Standard 1: Students will understand how</p>			<ul style="list-style-type: none"> Variable, depending upon

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<p>ancient civilizations developed and how they contributed to the current state of the world.</p> <p>Objective 4: Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.</p> <p>C: Identify cultural expressions that reflect these systems (e.g., architecture, artistic expressions, medicine, philosophy, drama, literature.)</p> <p>Standard 2: Students will understand the transformation of cultures during the middle Ages and the Renaissance and the impact of this transformation on modern times.</p> <p>Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.</p> <p>B: Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (e.g., Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis).</p> <p>Math 7: Domain – Geometry: Draw construct, and describe geometrical figures and describe the relationships between them.</p> <p>Standard 7.G.2 – Draw (freehand) geometric shapes with given conditions.</p>	<p>artwork</p> <p>http://www.art-is-fun.com/how-to-draw-a-mandala/</p>
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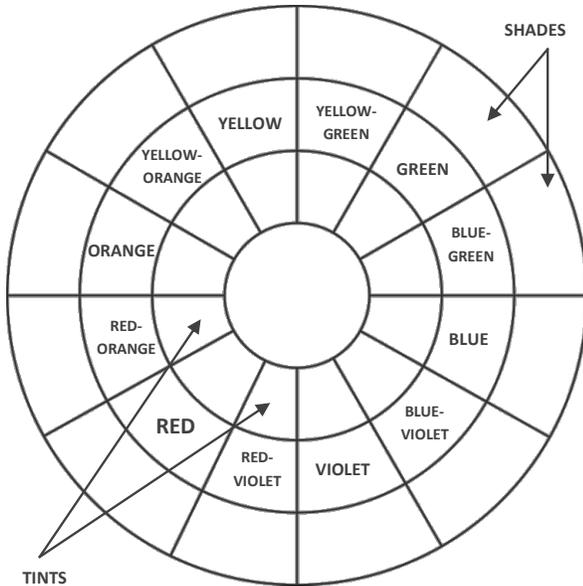
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What Will I Learn in Sixth Grade Art?



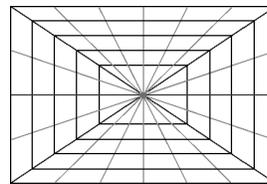
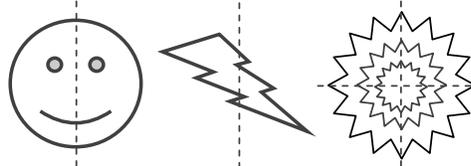
Color schemes: Warm, Cool, Neutral, Monochromatic, Complementary



I can demonstrate how to use the tools, materials, and techniques of various 2D and 3D media to make intentional choices in my original art.

Specific concepts:

Symmetrical, Asymmetrical and Radial balance



One-point perspective

I can consider how the E/Ps are used in art creation.

Elements of Art:

- Line
- Shape
- Color
- Space
- Value
- Form
- Texture

Principles of Design:

- Balance
- Contrast
- Movement
- Rhythm
- Pattern
- Emphasis
- Unity

Color + white = Tint
 Color + black = Shade

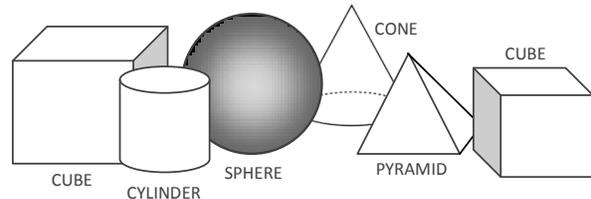
Intensity: The brightness or dullness of a color

Value: The lightness or darkness of a color



I can identify and draw 3D forms.

I can use size, placement and overlapping to create depth in my artwork.



6th grade vocabulary:

- | | | |
|--------------|-------------------|---------------|
| contour | plastic | color theory |
| gesture | leatherhard | hues |
| silhouette | greenware | tone |
| slab | bisque | unity |
| slip & score | glazeware | rhythm |
| perspective | Cubism | intensity |
| symmetry | Surrealism | converging |
| asymmetry | Impressionism | parallel |
| radial | craftsmanship | perpendicular |
| ancient | critical thinking | |

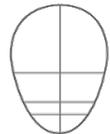
I can discover characteristics of 2 or more ancient art history periods and movements.

Examples may include:

- Egyptian
- Greek
- Chinese

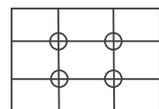


I can demonstrate how to use proportion, especially within the human figure and facial features.



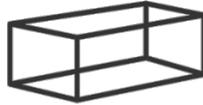
Photography terms:

- Rule of thirds
- Depth of field
- Crop
- Composition



The Elements of Art

The building blocks of making art

Line		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
Shape		Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.
Color		Color is perceived by the way light reflects off a surface. There are three properties of color: hue (color name), intensity (strength/purity), and value (lightness and darkness).
Value		Value describes the lightness or darkness of a surface.
Texture		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
Space		Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.
Form		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.

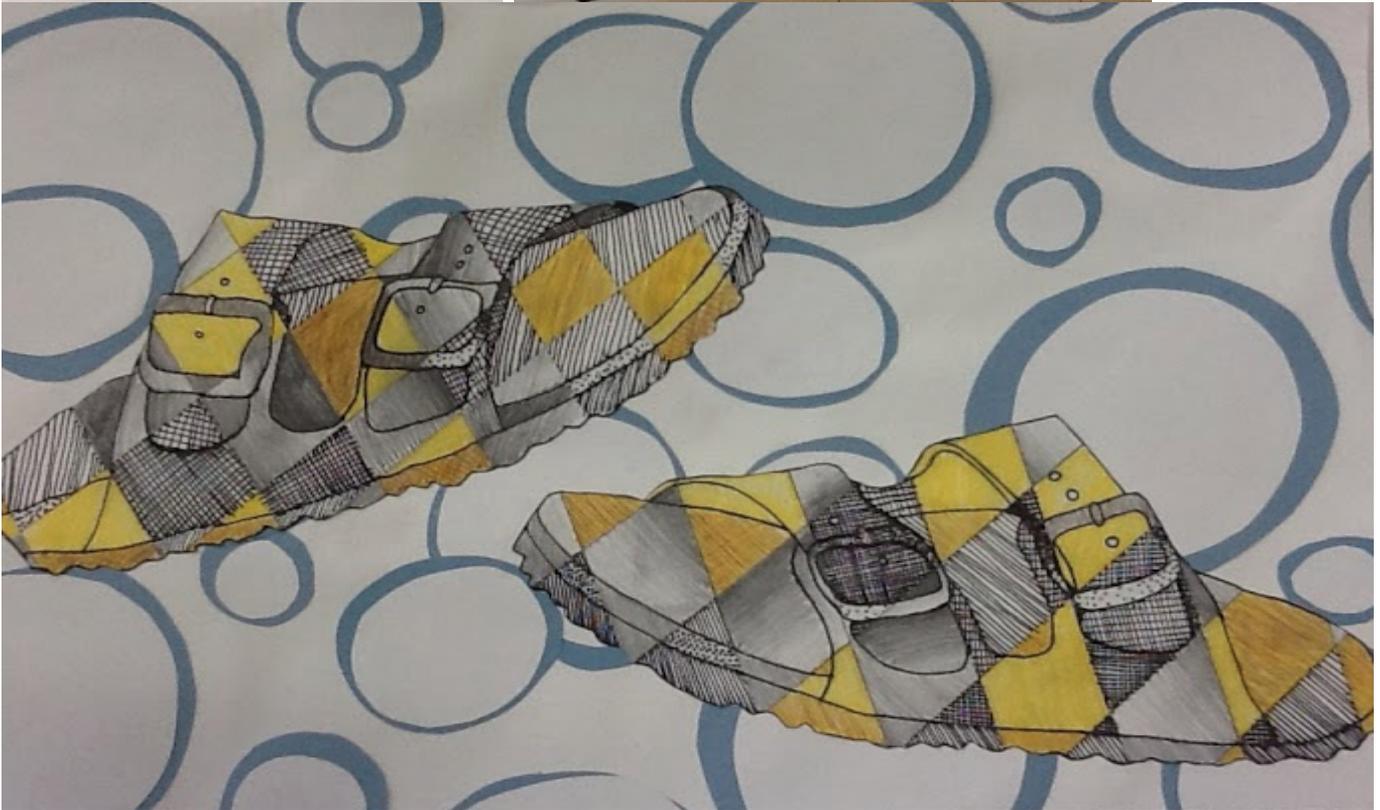
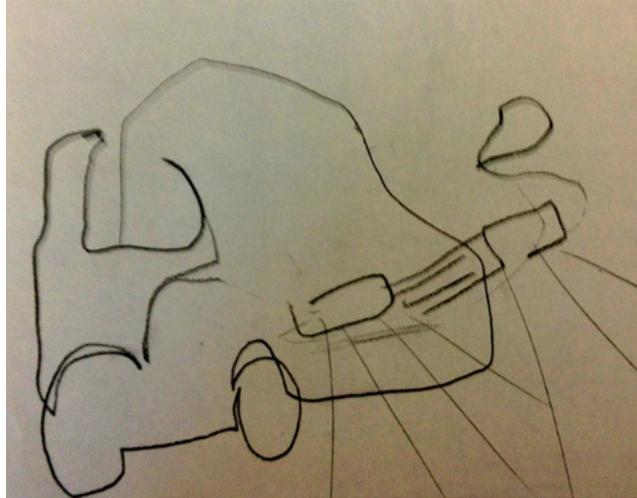
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Focus 1: Elements of Art (Overview) Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can students identify the elements and principles of art and use them in my artwork? 	<ul style="list-style-type: none"> • Value • Line • Color • Space • Form • Texture • Shape • Pattern • Movement • Rhythm • Emphasis • Contrast • Balance • Unity 	<ul style="list-style-type: none"> • Paint palette project • Accordion book for note taking 	<ul style="list-style-type: none"> • Art History
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>			<ul style="list-style-type: none"> • I can identify and understand the elements and principles of art by using them in my artwork.
Other Content Standards			Resources/Materials
<p>Art History – Standard 1: Students will examine how works of art were created by manipulating media and organizing images with art elements and principles.</p> <p>Objective 2: Explore how works of art are organized using art elements and principles.</p> <p>Standard 2: Students will find meaning by analyzing, criticizing, and evaluating works of art.</p> <p>Standard 4: Students will find meaning in works of art through settings and other modes of learning.</p>			<ul style="list-style-type: none"> • Dependent upon artwork

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Focus 2: Line Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can students use a variety of line in their work? • Can students understand the difference between line vs. shape/form? 	<ul style="list-style-type: none"> • Line • Contour • Line Weight/Quality • Blind contour • Continuous line 	<ul style="list-style-type: none"> • Shoe Contour drawings • Upside down drawing Blind contour • Six ways to draw a hand • Still life • Wire sculpture bust 	<ul style="list-style-type: none"> • Math: parallel lines
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>			<ul style="list-style-type: none"> • I can demonstrate an understanding of line by using it in my artwork. • I can draw lines from observation instead of drawing with symbols from my imagination.
Other Content Standards			Resources/Materials
<p>Math 7: Domain – Geometry: Draw construct, and describe geometrical figures and describe the relationships between them.</p> <p>Standard 7.G.2 – Draw (freehand) geometric shapes with given conditions.</p>			<ul style="list-style-type: none"> • Dependent upon artwork

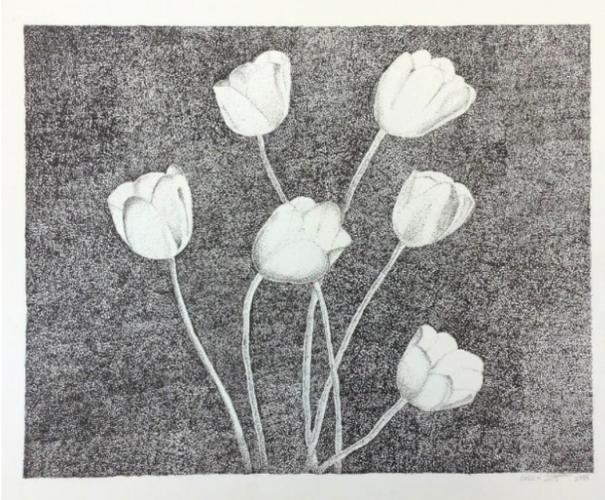
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Focus 3: Value/Contrast Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can the student create a value scale? Can student shade smoothly without smudging or smearing? • Can student match values from a reference? • Can student create contrast in their artwork? 	<ul style="list-style-type: none"> • Highlight • Mid-tone • Core shadow • Reflected light • Cast shadow • Value • Gradient • Hatching • Cross hatching • Stippling • Artful scribble • Form • Contrast 	<ul style="list-style-type: none"> • Geometric shapes (still life) • Value drawing of a human/portrait • Seven step value scale Still life 	<ul style="list-style-type: none"> • Science: light
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>			<ul style="list-style-type: none"> • I can demonstrate value in my artwork. • I can shade smoothly by lightly layering with pencil going in a circular motion. • I can observe and object from real life or photo and match the value. • I can create a value scale.
Other Content Standards			Resources/Materials
<p>Science 6: Standard 6 – Students will understand properties and behavior of heat, light, and sound.</p> <p>Objective 2: Describe how light can be produced, reflected, refracted, and separated into visible light of various colors.</p> <ol style="list-style-type: none"> a. Compare light from various sources (e.g., intensity, direction, color). b. Compare the reflection of light from various surfaces (e.g., loss of light, angle of reflection, reflected color). 			<ul style="list-style-type: none"> • Dependent upon artwork

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Focus 4: Color/Balance Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can student use colors schemes in their artworks? • Can student mix colors with only the primary colors plus black and white? 	<ul style="list-style-type: none"> • Color • Monochromatic • Complimentary • Analogous • Warm • Cool • Triad • Tetrad • Split-complementary • Primary • Secondary • Tertiary • Tints • Shades • Hues 	<ul style="list-style-type: none"> • Color wheel made with primary colors • Warm and cool colors • Monochromatic painting 	<ul style="list-style-type: none"> • Science: light/color
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> • I can use color schemes in my artworks. • I can mix colors to make a colorwheel.
Other Content Standards			Resources/Materials
<p>Science 6: Standard 6 – Students will understand properties and behavior of heat, light, and sound.</p> <p>Objective 2: Describe how light can be produced, reflected, refracted, and separated into visible light of various colors.</p> <p style="padding-left: 20px;">a. Compare light from various sources (e.g., intensity, direction, color). Compare the reflection of light from various surfaces (e.g., loss of light, angle of reflection, reflected color).</p>			<ul style="list-style-type: none"> • Dependent on artwork

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Focus 5: Shape/Form Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the student create form and shape in their artworks? 	<ul style="list-style-type: none"> Shape Form Organic Geometric Structure Proportions Positive/negative space Contour Value Ellipse Horizontal Vertical 	<ul style="list-style-type: none"> Positive/negative space Still life Portraits Perspective projects 	<ul style="list-style-type: none"> Math: geometry/perspective
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> I can use organic and geometric shapes in my artwork. I can show I can create a 3d form with value. I can demonstrate positive/negative space in my artwork.
Other Content Standards			Resources/Materials
<p>Math 7: Domain – Geometry: Draw construct, and describe geometrical figures and describe the relationships between them.</p> <p>Standard 7.G.2 – Draw (freehand) geometric shapes with given conditions.</p>			<ul style="list-style-type: none"> Dependent upon artwork

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Focus 6: Texture/Unity Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can student use texture to unify their art projects? 	<ul style="list-style-type: none"> Texture Implied texture Actual texture Proximity of line 	<ul style="list-style-type: none"> Texture landscape Printmaking Wire sculptures 	<ul style="list-style-type: none"> Art History
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> I can create unity using texture in my artworks.
Other Content Standards			Resources/Materials
<p>Art History - Standard 1: Students will examine how works of art were created by manipulating media and organizing images with art elements and principles.</p> <p>Objective 2: Explore how works of art are organized using art elements and principles.</p> <p>Standard 2: Students will find meaning by analyzing, criticizing, and evaluating works of art.</p> <p>Standard 4: Students will find meaning in works of art through settings and other modes of learning.</p>			<ul style="list-style-type: none"> Dependent upon artwork

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Focus 7: Space/Movement Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the student create space and movement within their artwork? 	<ul style="list-style-type: none"> Positive/negative space Contour Silhouette Foreground Midground Background Proportion/scale 	<ul style="list-style-type: none"> Contour line sculpture Notan Cardboard relief Printmaking Landscapes 	Dance: Creating Space in an artistic work
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> I can create space within my artworks.
Other Content Standards			Resources/Materials
<p>Dance: Strand 2 – Perform: Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.</p> <p>Standard 7-8.D.P.1: Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways.</p>			<ul style="list-style-type: none"> Paper Pencil Ruler Colored pencil Markers Paints Other as needed for artwork <p>http://emptyeasel.com/2008/08/12/seeing-notan-how-to-make-stronger-compositions-using-lights-and-darks/</p>

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Focus 8: Perspective
Approximately 3 Weeks

Focus 8: Perspective Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary:	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can student draw in one-point perspective? • Can the student draw in two-point perspective. 	<ul style="list-style-type: none"> • Horizon line • Orthogonal line • Vanishing point • Vertical • Horizontal • Parallel 	<ul style="list-style-type: none"> • Sketch-up • Adobe Illustration • Perspective 	<ul style="list-style-type: none"> • Math: horizontal, vertical, parallel
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> • I can draw in one-point perspective. • I can draw in two-point perspective.
Other Content Standards			Resources
<p>Math 7: Domain – Geometry: Draw construct, and describe geometrical figures and describe the relationships between them.</p> <p>Standard 7.G.2 – Draw (freehand) geometric shapes with given conditions.</p>			<ul style="list-style-type: none"> • Paper • Pencils • Rulers • Colored pencils

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Focus 9: Sculptural/Form/ Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the students create a 3D form that is well constructed? 	<ul style="list-style-type: none"> Form Structure Pinch pot Score Slip Glaze Firing Kiln Bisque fire Leather hard Paper mache Greenware Bone dry 	<ul style="list-style-type: none"> Ceramic Wire portraits Altered books Flat reed sculptures 	Dance 7-8: Sculpture
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> I can sculpt a 3D object/form. I can successfully attach object together in making a sculpture.
Other Content Standards			Resources
<p>Dance: Strand 2 – Perform: Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.</p> <p>Standard 7-8.D.P.1: Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways.</p>			<ul style="list-style-type: none"> Clay Kilns Paper maché Paper Paint Brushes

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Focus 10: Graphic Art
Approximately 3 Weeks

Focus 10: Graphic Art Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the students recognize and create a graphic artwork? 	<ul style="list-style-type: none"> Composition Proximity Repetition Alignment Typography Layout Color theory Layers Subject matter Target audience Rule of thirds 	<ul style="list-style-type: none"> Adobe Illustrator projects Adobe Photoshop 	<ul style="list-style-type: none"> Language arts: storyboard Careers: graphic arts
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>			<ul style="list-style-type: none"> I can create a graphic artwork. I can create a graphic artwork that reaches a target audience.
Other Content Standards			Resources
<p>ELA 7 - Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Objective A: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Objective B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Objective D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Objective E: Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Introduction to Communication Technology – Standard 6: Students will identify and demonstrate graphic communication.</p>			<p>http://ilovetypography.com</p>

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Focus 11: Expressing Ideas/Emotions Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can the students express their own ideas in their artworks? • Can the students create artwork based on a theme? 	<ul style="list-style-type: none"> • Realism • Impressionism • Cubism • Surrealism • Abstraction • Concept • Conceptualism 	<ul style="list-style-type: none"> • Installation • Aconceptual art projects • Self-directed projects 	<ul style="list-style-type: none"> • History: Art History/Famous Artists
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>Strand 3 – RESPOND: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.</p> <p>Standard 7-8.V.R.2: Explain how a person’s aesthetic choices are influenced by culture and environment.</p> <p>Standard 7-8.V.R.4: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p>Standard 7-8.V.R.5: Interpret intent and meaning in artistic work and process by analyzing how the interactions of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.</p> <p>Strand 4 - CONNECT: Students will relate artistic skills, ideas, and work with personal meaning and external context.</p>			<ul style="list-style-type: none"> • I can express my own idea or themes in my artworks.
Other Content Standards			Resources
<p>Art History – Standard 1: Students will examine how works of art were created by manipulating media and organizing images with art elements and principles.</p> <p>Objective 2: Explore how works of art are organized using art elements</p>			<ul style="list-style-type: none"> • Dependent upon artwork

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and principles.

Standard 2: Students will find meaning by analyzing, criticizing, and evaluating works of art.

Standard 4: Students will find meaning in works of art through settings and other modes of learning.

Social Studies Grade 6 – Standard 1: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Objective 4: Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.

C: Identify cultural expressions that reflect these systems (e.g., architecture, artistic expressions, medicine, philosophy, drama, literature.)

Standard 2: Students will understand the transformation of cultures during the middle Ages and the Renaissance and the impact of this transformation on modern times.

Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.

B: Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (e.g., Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis).

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Focus 12: Art History Based Art Production Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Can the student create artworks that are inspired by diverse cultural art forms? 	<ul style="list-style-type: none"> Appropriate vocab will be introduced based on which assessment is used. 	<ul style="list-style-type: none"> Artistic art history report Chuck Close collaborative art thing Projects inspired by artists 	<ul style="list-style-type: none"> Social Studies: geography, history, Math: geometry
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 – Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>Strand 3 – RESPOND: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.</p> <p>Standard 7-8.V.R.2: Explain how a person’s aesthetic choices are influenced by culture and environment.</p> <p>Standard 7-8.V.R.4: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p>Standard 7-8.V.R.5: Interpret intent and meaning in artistic work and process by analyzing how the interactions of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.</p> <p>Strand 4 - CONNECT: Students will relate artistic skills, ideas, and work with personal meaning and external context.</p> <p>Standard 7-8.V.CO.4: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>			<ul style="list-style-type: none"> I can create artworks that inspired by diverse cultural art forms.
Other Content Standards			Resources
<p>Social Studies Grade 6 – Standard 1: Students will understand how ancient civilizations developed and how they contributed to the current</p>			<ul style="list-style-type: none"> Dependent upon artwork and/or assessment

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state of the world.

Objective 4: Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.

C: Identify cultural expressions that reflect these systems (e.g., architecture, artistic expressions, medicine, philosophy, drama, literature.)

Standard 2: Students will understand the transformation of cultures during the middle Ages and the Renaissance and the impact of this transformation on modern times.

Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.

B: Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (e.g., Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis).

Math 7: Domain - Geometry: Draw construct, and describe geometrical figures and describe the relationships between them.

Standard 7.G.2 - Draw (freehand) geometric shapes with given conditions.

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Focus 1: Pendants and Coasters Approximately 2 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> Does the student understand the process of creating a ceramic piece? 	<ul style="list-style-type: none"> Slab Wet Clay Leather Hard Greenware Bisque Tools Kiln Wedging Firing 	<ul style="list-style-type: none"> Pair share Vocabulary terms Rubric self-assessment Preliminary sketches Teacher observation Check for understanding Pendants Coasters Tiles 	<ul style="list-style-type: none"> Vocabulary Speaking and Listening Responsibility History – Ceramics use throughout history
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>			<ul style="list-style-type: none"> I can make a slab with proper thickness. I can demonstrate my ability to carve in high and low relief. I can follow studio practices. I can plan my 3 dimensional project using 2d sketched design.
Other Content Standards			Resources
<p>ELA 7 – Reading Informational Text Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>ELA 7 – Language Standard 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>ELA 7 – Speaking and Listening Standard 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Educational Technology 6-8 – Standard 4: Use content-specific tools, software, simulations to support learning and research.</p>			<ul style="list-style-type: none"> Visuals Projects Nasco Blick Sax Capital Ceramics Scholastic Goodbye Art Academy

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Focus 2: Pinch Pots Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can student make a pinch pot using proper technique? • Can student attached the pieces using the 4 attachment steps? 	<ul style="list-style-type: none"> • Pinch pot • Wire cutters • Thickness • Score • Slip • Press • Compress • Structure of vase terms • Glaze 	<ul style="list-style-type: none"> • Pair share • Vocabulary terms • Rubric self-assessment • Preliminary sketches • Teacher observation • Check for understanding • Project specific rubric 	<ul style="list-style-type: none"> • Vocabulary • Science/Chemistry • Reading • History/Geography
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>Strand 3 - Response: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.</p> <p>Standard 7-8.V.R.6: Apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.</p>			<ul style="list-style-type: none"> • I can create a pinch pot with equal thickness. • I can attach pieces securely using each attachment step. • I can use glaze properly on my project.
Other Content Standards			Resources
<p>ELA 7 – Reading Informational Text Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>ELA 7 – Language Standard 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</p>			<ul style="list-style-type: none"> • Visuals • Projects • Nasco • Blick • Sax • Capital Ceramics

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gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA 7 - Writing Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Science 6: Standard 6 – Students will understand properties and behavior of heat, light, and sound.

Objective 2: Describe how light can be produced, reflected, refracted, and separated into visible light of various colors.

- a. Compare light from various sources (e.g., intensity, direction, color).
- b. Compare the reflection of light from various surfaces (e.g., loss of light, angle of reflection, reflected color).

Social Studies 6: Standard 1, Objective 4C: Identify cultural expressions that reflect these systems (e.g.; architecture, artistic expressions, medicine, philosophy, drama, literature).

- [Scholastic](#)
- [Goodbye Art Academy](#)



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Focus 3: Coil Pot Approximately 3 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Can student construct a coil pot 6 inches tall? • Can student add multiple layers of coils attached well? 	<ul style="list-style-type: none"> • Coil, • Structure • Pattern • Score • Slip • Press • Compress 	<ul style="list-style-type: none"> • Pair share • Vocabulary terms • Rubric self-assessment, • Preliminary sketches • Teacher observation • Check for understanding • Specific project rubric 	<ul style="list-style-type: none"> • Vocabulary • History/Geography
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>Strand 3 - Response: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.</p> <p>Standard 7-8.V.R.6: Apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.</p>			<ul style="list-style-type: none"> • I can control the dryness of my clay project. • I can build a solid coil structure, at least 6 inches tall.
Other Content Standards			Resources
<p>ELA 7 - Reading Informational Text Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>			<ul style="list-style-type: none"> • Visuals • Projects • Nasco • Blick

Scope and Sequence
Ceramics
2016-2017

ELA 7 – Language Standard 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA 7 – Writing Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Social Studies 6: Standard 1, Objective 4C: Identify cultural expressions that reflect these systems (e.g.; architecture, artistic expressions, medicine, philosophy, drama, literature).

- [Sax](#)
- [Capital Ceramics](#)
- [Scholastic](#)
- [Goodbye Art Academy](#)



Scope and Sequence
Ceramics
2016-2017

Focus 4: Ceramic Sculpture Remainder of school year with various specific objectives & projects			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • Does the student understand the purpose of the structure? • Does the student understand the importance of dryness of structure? 	<ul style="list-style-type: none"> • Architecture • Structure • Additive • Subtractive • Texture • Conceptual 	<ul style="list-style-type: none"> • Pair share • Vocabulary terms • Rubric self-assessment, • Preliminary sketches • Teacher observation • Check for understanding • Specific project rubric 	<ul style="list-style-type: none"> • Reading • Writing • Vocabulary • Art History • Dance
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1 - Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.</p> <p>Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>Strand 3 - Response: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.</p> <p>Standard 7-8.V.R.6: Apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.</p>			<ul style="list-style-type: none"> • I can build my sculpture to be balanced and strong. • I can make my project hollow.
Other Content Standards			Resources
<p>ELA 7 – Reading Informational Text Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>			<ul style="list-style-type: none"> • Visuals • Projects • Nasco • Blick

Scope and Sequence
Ceramics
2016-2017

ELA 7 – Language Standard 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA 7 – Writing Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Dance: Strand 2 – Perform: Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard 7-8.D.P.1: Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways.

Art History – Standard 1: Students will examine how works of art were created by manipulating media and organizing images with art elements and principles.

Objective 2: Explore how works of art are organized using art elements and principles.

Standard 2: Students will find meaning by analyzing, criticizing, and evaluating works of art.

Standard 4: Students will find meaning in works of art through settings and other modes of learning.

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