

Mastery Statements

Fine Arts

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Philosophy Statement

Music Education

Definition

Music education is the study and practice of organized sound and silence used to express and elicit human emotion.

Purpose

Music education students gradually build musical, cultural and cross curricular literacy while developing intuition, reasoning, imagination, and dexterity through musical forms of expression and communication.

Students will:

- explore, practice, and develop musical skills through singing, dancing, or playing an instrument.
- enhance their social and emotional well-being.
- build self-confidence.
- participate in experiences that transcend culture and history.

GENERAL MUSIC

KINDERGARTEN

Focus Statement: Students will sing through modeling and will perform rhythm patterns.

Outcomes:

- GMK:1 Students will sing through modeling.**
GMK:1-1 Sing in rhythm with relative pitch accuracy.
GMK:1-2 Differentiate high and low pitches.
GMK:1-3 Differentiate between fast and slow tempo.
- GMK:2 Students will perform on classroom instruments.**
GMK:2-1 Perform simple rhythmic and melodic patterns as directed.
GMK:2-2 Echo short rhythm patterns.
GMK:3-3 Improvise simple rhythmic and melodic patterns.
- GMK:3 Students will move to music.**
GMK:3-1 Perform a physical representation of the music.
GMK:3-2 Perform choreographed movements.
GMK:3-3 Improvise movements to express the music.
- GMK:4 Students will count and clap simple rhythms using the Kodaly System.**
GMK:4-1 Count quarter and eighth note rhythms while patting the beat.
GMK:4-2 Count and clap quarter note and eighth note rhythms.
GMK:4-3 Count/clap/pat the beat to quarter and eighth note rhythms individually.

FIRST AND SECOND GRADE

Focus Statement: Students will sing with an awareness of their own voice and apply vocal techniques of posture and breathing. They will also read and perform notated music.

Outcomes:

- GM1-2:1 Students will sing while applying beginner vocal techniques.**
GM1-2:1-1 Perform with and without sing-a-phones to recognize their own voices and if they are singing the correct pitches while singing within a group.
GM1-2:1-2 Demonstrate and explain in words how to take a silent big breath.
GM1-2:1-3 Demonstrate and explain in words how to sing with correct posture.
- GM1-2:2 Students will read and perform notated music.**
GM1-2:2-1 Count and clap the rhythm of short melodies.
GM1-2:2-2 Read and sing short melodies using the Kodaly pitch syllable system.
GM1-2:2-3 Read and play short 3-note melodies on a melodic instrument.
- GM1-2:3 Students will demonstrate various dances.**
GM1-2:3-1 Dance various forms of folk and popular dances.
GM1-2:3-2 Identify and exhibit various steps or movements that are used while performing folk and popular dances.
GM1-2:3-3 Compare different forms of dance.

- GM1-2:4 Students will perform in the First and Second Grade Concert.**
GM1-2:4-1 Memorize song selections.
GM1-2:4-2 Respond to conductor cues.
GM1-2:4-3 Demonstrate appropriate concert/performance etiquette.

THIRD AND FOURTH GRADE

Focus Statement: Students will apply vocal techniques of phrasing and vowel production and will read and write rhythms. They will also perform a variety of songs on the recorder.

Outcomes:

- GM3-4:1 Students will sing while applying intermediate vocal techniques.**
GM3-4:1-1 Demonstrate and explain in words how to use breathing techniques to sing purposeful musical phrases.
GM3-4:1-2 Demonstrate and explain in words the importance of and how to sing with correct vowel sounds.
GM3-4:1-3 Demonstrate and evaluate the use of proper diction in singing (ie. deemphasized and over-emphasized consonance sounds).
- GM3-4:2 Students will read and write rhythms.**
GM3-4:2-1 Demonstrate the difference between the beat and the rhythm of the words.
GM3-4:2-2 Count and clap rhythms using the number system.
GM 3-4:2-3 Recall parts of the staff, names of notes and the value of the notes and rests.
GM3-4:2-4 Compose a 4- or 5-line rhythm piece in small groups with each student being responsible for a line.
GM3-4:2-5 Perform compositions for the class.
- GM3-4:3 Students will perform a variety of songs on the recorder.**
GM3-4:3-1 Demonstrate and explain various selections of fingerings/pitches on the recorder.
GM3-4:3-2 Play the recorder with correct technique (ie. Correct holding and blowing technique).
GM3-4:3-3 Improvise short melodies on the recorder.
- GM3-4:4 Students will demonstrate and create dances.**
GM3-4:4-1 Dance various forms of folk and popular dances not included in previous grades.
GM3-4:4-2 Identify and exhibit various steps or movements that are used while performing the above folk and popular dances.
GM3-4:4-3 Create and perform dance movements to teacher approved music of their choice.
- GM3-4:5 Students will perform in the Third and Fourth Grade Concert.**
GM3-4:5-1 Memorize song selections.
GM3-4:5-2 Respond to conductor cues.
GM3-4:5-3 Demonstrate appropriate concert/performance etiquette.

FIFTH GRADE

Focus Statement: Students will perform basic rhythms and melodies on classroom instruments. They will classify and compose music, distinguish instrument families, and apply key terms in musical theater.

Outcomes:

- GM5:1 Students will perform basic rhythms on classroom instruments.**
- GM5:1-1 Apply rhythm device to basic notes (i.e. Rhythm Garage).
 - GM5:1-2 Perform all exercises in a rhythm book (i.e. Rhythm Readers).
 - GM5:1-3 Transcribe a basic heard rhythm (rhythmic dictation).
 - GM5:1-4 Compose and perform basic rhythms in a small ensemble.
 - GM5:1-5 Identify basic notes and note values.
- GM5:2 Students will perform with proper drumming technique.**
- GM5:2-1 Identify the different parts of an African drum.
 - GM5:2-2 Perform simple rhythms using open and bass tone on the drum.
 - GM5:2-3 Describe the differences between various world music styles.
 - GM5:2-4 Compare and contrast the use of drums and other instruments in various world music styles.
- GM5:3 Students will perform simple melodies on classroom instruments.**
- GM5:3-1 Label the letter names of the Treble Clef staff.
 - GM5:3-2 Identify and sing steps, leaps and repeats.
 - GM5:3-3 Match melodies heard with given written melodies.
 - GM5:3-4 Determine melody of a known song and perform it.
- GM5:4 Students will classify music by form.**
- GM5:4-1 Sing songs in binary, ternary, rondo, theme and variations, and blues form.
 - GM5:4-2 Create movement to demonstrate a musical form.
 - GM5:4-3 Define and give examples of various musical forms.
 - GM5:4-4 Compose a song using a studied musical form.
- GM5:5 Students will perform simple songs on the keyboard.**
- GM5:5-1 Identify the notes on the keyboard.
 - GM5:5-2 Compose a simple melody and perform on the keyboard.
 - GM5:5-3 Choose, practice and perform multiple songs from a given collection.

SIXTH GRADE

Focus Statement: Students will perform basic melodies and harmonies on the recorder, perform syncopated rhythms, and outline the characteristics of Baroque music.

Outcomes:

- GM6:1 Students will perform syncopated rhythms.**
- GM6:1-1 Apply rhythm device to syncopated notes (i.e. Rhythm Garage).
 - GM6:1-2 Perform syncopated exercises in a rhythm book (i.e. Rhythm Readers 2).
 - GM6:1-3 Transcribe heard, syncopated rhythms.
 - GM6:1-4 Compose and perform syncopated rhythms in small ensembles.
 - GM6:1-5 Identify syncopated notes and note values.

- GM6:2 Students will compose and perform melodies of moderate difficulty.**
 GM6:2-1 Identify letter names of the Treble and Bass Clef staff.
 GM6:2-2 Identify intervals by number.
 GM6:2-3 Compose a melody using specific intervals in Treble and Bass Clef.
 GM6:2-4 Perform a known melody of moderate difficulty.
- GM6:3 Students will outline the characteristics of Baroque music.**
 GM6:3-1 Summarize the main ideas of art and music from the Baroque period.
 GM6:3-2 Compare and contrast the Baroque composers Bach and Handel.
 GM6:3-3 Diagram the similarities and differences of opera and oratorio.
 GM6:3-4 Create a board game using terms and facts from the Baroque unit.
- GM6:4 Students will apply key terms in musical theater and distinguish instrument families.**
 GM5:5-1 Define key terms related to musical theater.
 GM5:5-2 Relate key terms of musical theater while watching a musical.
 GM5:5-3 Classify instruments by family and identify symphonic instruments used in musical theater, aurally and visually.
- GM6:5 Students will perform basic melodies and harmonies on the recorder.**
 GM6:5-1 Identify the parts of the recorder and the fingering of selected notes.
 GM6:5-2 Demonstrate and perform various notes separately and in a song.
 GM6:5-3 Echo simple and complex patterns on the recorder.
 GM6:5-3 Compose and perform short melodies on the recorder alone and in a group.

SEVENTH GRADE

Focus Statement: Students will create a project that integrates and applies the importance of Jazz in terms of American music and history and will perform simple melodies and chords on the guitar and the harmonica.

Outcomes:

- GM7:1 Students will compare and contrast early jazz styles and composers.**
 GM7:1-1 Define key terms relating to New Orleans jazz.
 GM7:1-2 Identify facts about early jazz composers.
 GM7:1-3 Defend jazz as a vital, American art form.
 GM7:1-4 Analyze how early jazz and American history are intertwined.
- GM7:2 Students will teach mini lessons, compose and perform blues music.**
 GM7:2-1 List important facts about blues music.
 GM7:2-2 Teach a mini lesson on a given blues musician.
 GM7:2-3 Compose and perform a song in the 12-bar blues form.
 GM7:2-4 Identify aurally various blues songs.
 GM7:2-5 Paraphrase and demonstrate improvisation guidelines.
- GM7:3 Students will compare and contrast various jazz styles.**
 GM7:3-1 Define key terms relating to Swing, Big Band and other jazz styles.
 GM7:3-2 Analyze how jazz and American history are linked during and beyond the Great Depression.
 GM7:3-3 Label common jazz band instruments by section.

GM7:4 **Students will create a project that integrates and applies the importance of Jazz in terms of American music and history.**

GM7:4-1 Apply knowledge of American and jazz history to create a fictional jazz musician and a fictional band background.

GM7:4-2 Apply knowledge of jazz to develop a simulated tour itinerary, publicity, and journals.

GM7:4-3 Hypothesize physical and mental difficulties encountered on band tours.

GM7:5 **Students will perform simple melodies and chords on the guitar and the harmonica.**

GM7:5-1 Identify the notes on the guitar and the harmonica.

GM7:5-2 Compose a simple melody and perform on the guitar.

GM7:5-3 Choose, practice and perform multiple songs from a given collection on the guitar and the harmonica.

GM7:5-4 Perform a chordal accompaniment to one or more songs on the guitar and the harmonica.

INSTRUMENTAL MUSIC

FOURTH GRADE BAND

Focus Statement: Students will use a four step process to play songs on their selected instruments.

Outcomes:

IM4:1 Students will use a four step process to play songs on their selected instruments.

- IM4:1-1 Count and clap the rhythm of the music.
- IM4:1-2 Say letter names in rhythm and tap their feet to the beat.
- IM4:1-3 Perform the above and finger along on their instruments.
- IM4:1-4 Play the music with correct fingerings, rhythms and foot tapping.

IM4:2 Students will perform in concert.

- IM4:2-1 Perform song selections.
- IM4:2-2 Respond to conductor cues.
- IM4:2-3 Demonstrate appropriate concert/performance etiquette.

FIFTH GRADE

Focus Statement: Students will perform music, applying pitches, rhythms, fingerings, bowings, stickings and techniques at a level of 1.5. They will also perform two given major scales in concert pitch.

Outcomes:

IM5:1 Students will perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo while playing a selection at a level of 1.5.

- IM5:1-1 Perform scales in concert pitch: Band – Bb, Eb; Orchestra – D,G.
- IM5:1-2 Perform level 1.5 compositions independently utilizing correct fingerings, bowings, stickings and techniques.
- IM5:1-3 Perform level 1.5 compositions in groups utilizing correct fingerings, bowings, stickings and techniques.

IM5:2 Students will read and notate music in order to perform at a level of 1.5.

- IM5:2-1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, ¾, and 4/4 meter signatures.
- IM5:2-2 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
- IM5:2-3 Accurately sight-read music with a level of 1.5.

IM5:3 Students will analyze and describe aural music examples at a level of 1.5 in terms of form, notation and instrumentation.

- IM5:3-1 Identify simple musical forms.
- IM5:3-2 Apply correct terminology when explaining music.
- IM5:3-3 Compare and contrast the sounds of band and/or orchestral instruments.
- IM5:3-4 Analyze and describe aural music examples in terms of notation and instrumentation.

- IM5:4 Students will evaluate the quality and effectiveness of their own level 1.5 performances, and the compositions and arrangements of others.**
- IM5:4-1 Develop and apply criteria for evaluating individual performance.
 - IM5:4-2 Develop and apply criteria for evaluating ensemble performance.
 - IM5:4-3 Develop and apply criteria for evaluating live or pre-recorded performance.
 - IM5:4-4 Develop and apply criteria for evaluating level 1.5 compositions and arrangements.

SIXTH GRADE

Focus Statement: Students will perform music, applying pitches, rhythms, fingerings, bowings, stickings and techniques at a level of 2. They will also perform four major scales in concert pitch.

Outcomes:

- IM6:1 Students will perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo while playing a selection at a level of 2.**
- IM6:1-1 Perform scales in concert pitch: Band – Bb, Eb, Ab, F; Orchestra – D, G, A, C.
 - IM6:1-2 Perform level 2 compositions independently utilizing correct fingerings, bowings, stickings and techniques.
 - IM6:1-3 Perform level 2 compositions in groups utilizing correct fingerings, bowings, stickings and techniques.
- IM6:2 Students will read and notate music in order to perform at a level of 2.**
- IM6:2-1 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, $\frac{3}{4}$, 4/4, 6/8 and 2/2 meter signatures.
 - IM6:2-2 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
 - IM6:2-3 Accurately sight-read music with a level of 2.
- IM6:3 Students will analyze and describe aural music examples at a level of 2 in terms of form, notation and instrumentation.**
- IM6:3-1 Identify simple musical forms.
 - IM6:3-2 Apply correct terminology when explaining music.
 - IM6:3-3 Compare and contrast the sounds of band and/or orchestral instruments.
 - IM6:3-4 Analyze and describe aural music examples in terms of notation and instrumentation.
- IM6:4 Students will evaluate the quality and effectiveness of their own level 2 performances, and the compositions and arrangements of others.**
- IM6:4-1 Develop and apply criteria for evaluating individual performance.
 - IM6:4-2 Develop and apply criteria for evaluating ensemble performance.
 - IM6:4-3 Develop and apply criteria for evaluating live or pre-recorded performance.
 - IM6:4-4 Develop and apply criteria for evaluating level 2 compositions and arrangements.

SEVENTH GRADE

Focus Statement: Students will perform music, applying pitches, rhythms, fingerings, bowings, stickings and techniques at a level of 2.5. They will also perform four major scales in concert pitch.

Outcomes:

- IM7:1 Students will perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo while playing a selection at a level of 2.5**
- IM7:1-1 Perform scales in concert pitch: Band – C, G, D, Db; Orchestra – E, F, Bb, Eb.
 - IM7:1-2 Perform level 2.5 compositions independently utilizing correct fingerings, bowings, stickings and techniques.
 - IM7:1-3 Perform level 2.5 compositions in groups utilizing correct fingerings, bowings, stickings and techniques.
- IM7:2 Students will read and notate music in order to perform at a level of 2.5.**
- IM7:2-1 Read whole, half, quarter, eighth, sixteenth, triplet and dotted notes and rests in 2/4, $\frac{3}{4}$, 4/4, 6/8 and 2/2 meter signatures.
 - IM7:2-2 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
 - IM7:2-3 Accurately sight-read music with a level of 2.5.
- IM7:3 Students will analyze and describe aural music examples at a level of 2.5 in terms of form, notation and instrumentation.**
- IM7:3-1 Identify various musical forms.
 - IM7:3-2 Apply correct terminology when explaining music.
 - IM7:3-3 Compare and contrast the sounds of band and/or orchestral instruments.
 - IM7:3-4 Analyze and describe aural music examples in terms of notation and instrumentation.
- IM7:4 Students will evaluate the quality and effectiveness of their own level 2.5 performances, and the compositions and arrangements of others.**
- IM7:4-1 Develop and apply criteria for evaluating individual performance.
 - IM7:4-2 Develop and apply criteria for evaluating ensemble performance.
 - IM7:4-3 Develop and apply criteria for evaluating live or pre-recorded performance.
 - IM7:4-4 Develop and apply criteria for evaluating level 2.5 compositions and arrangement.

EIGHTH GRADE

Focus Statement: Students will perform music, applying pitches, rhythms, fingerings, bowings, stickings and techniques at a level of 3. They will also perform four major scales in concert pitch: Band – Gb, A, E, B; Orchestra – B, Ab, Db, Gb.

Outcomes:

- IM8:1 Students will perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo while playing a selection at a level of 3.**

- IM8:1-1 Perform scales in concert pitch: Band – C, G, D, Db; Orchestra – E, F, Bb, Eb.
- IM8:1-2 Perform level 3 compositions independently utilizing correct fingerings, bowings, stickings and techniques.
- IM8:1-3 Perform level 3 compositions in groups utilizing correct fingerings, bowings, stickings and techniques Students will read and notate music in order to perform at a level of 1.5.

IM8:2 Students will read and notate music in order to perform at a level of 3

- IM8:2-1 Read whole, half, quarter, eighth, sixteenth, triplet and dotted notes and rests in 2/4, $\frac{3}{4}$, 4/4, 6/8 and 2/2 meter signatures
- IM8:2-2 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- IM8:2-3 Accurately sight-read music with a level of 3

IM8:3 Students will analyze and describe aural music examples at a level of 3 in terms of form, notation and instrumentation.

- IM8:3-1 Identify various musical forms.
- IM8:3-2 Apply correct terminology when explaining music.
- IM8:3-3 Compare and contrast the sounds of band and/or orchestral instruments.
- IM8:3-4 Analyze and describe aural music examples in terms of notation and instrumentation.

IM8:4 Students will evaluate the quality and effectiveness of their own level 3 performances, and the compositions and arrangements of others.

- IM8:4-1 Develop and apply criteria for evaluating individual performance.
- IM8:4-2 Develop and apply criteria for evaluating ensemble performance.
- IM8:4-3 Develop and apply criteria for evaluating live or pre-recorded performance.
- IM8:4-4 Develop and apply criteria for evaluating level 3 compositions and arrangements

Philosophy Statement

Art Education

Definition

Art encompasses art production, as well as a study of art heritage, art criticism and aesthetics.

Purpose

Through the study of art, students will develop perceptual awareness, creativity, self-expression, aesthetic literacy, problem solving and critical thinking skills. Students will also have enhanced self-esteem, self awareness, and an understanding of past and present world cultures.

Students will:

- explore a variety of media and methods
- practice and improve technical skills
- communicate with other people through visual images
- have confidence in their abilities as artists
- participate in critiques and develop confident aesthetic judgments
- experiment with divergent and original thinking and solutions to problems
- make connections between art and their everyday lives, other disciplines and other times and cultures

ART

KINDERGARTEN – SECOND GRADE

Focus Statement: Students will create with various media and techniques including: drawing, painting, collage, and craft project(s).

Outcomes:

AK-2:1 Students will create a variety of drawings with an emphasis on shape, using traditional drawing materials with the option of also using computer drawing programs.

AK-2:1-1 Identify and free draw shapes.

AK-2:1-2 Use templates to create shapes.

AK-2:1-3 Assemble shapes to create more complex drawings.

AK-2:2 Students will identify and use several important art concepts to create artwork, including: 2D and 3D, primary and secondary colors, warm and cool colors, texture, and symmetry.

AK-2:2-1 Use texture sheets to create rubbings/textural effects.

AK-2:2-2 Use primary colors to mix secondary colors.

AK-2:2-3 Use paper to create 2D and 3D projects.

AK-2:2-4 Use drawing materials, paper, and/or paint to create symmetrical designs.

AK-2:2-5 Use warm and cool colors to create a work of art.

AK-2:3 Students will create collages with construction paper and other materials such as fabric, wallpaper, buttons, wood pieces, yarn, etc.

AK-2:3-1 Plan, cut, and arrange materials to create a collage.

AK-2:3-2 Glue materials to make collage stable.

AK-2:3-3 Assess visual effect and adjust and/or embellish to complete collage.

AK-2:4 Students will create a variety of paintings, using both watercolor and tempera.

AK-2:4-1 Sketch or mentally plan idea for painting.

AK-2:4-2 Use brush and water to create flow onto paper.

AK-2:4-3 Experiment with techniques such as: sponge painting, wet-into-wet, crayon resist, stippling, color mixing, etc., and use to create a finished work of art.

AK-2:5 Students will create craft projects such as papier mache sculpture or stitchery.

AK-2:5-1 Identify appropriate tools and processes for selected craft project.

AK-2:5-2 Plan the craft project design (design should be student-created rather than pre-designed).

AK-2:5-3 Execute the necessary steps to complete the project.

AK-2:6 Students will analyze great art by looking at a variety of reproductions and comparing line, shape, color, texture, and expressive qualities.

AK-2:6-1 Define elements of art.

AK-2:6-2 Identify elements of art as seen in various works of art.

AK-2:6-3 Give examples of how elements of art create mood in works of art.

THIRD GRADE AND FOURTH GRADE

Focus Statement: Students will create with various 2D media and techniques such as: drawing, painting, computer graphics, and printmaking. They will also create a variety of 3D and/or craft projects such as weaving, origami, foil tooling and clay.

Outcomes:

- A3-4:1 Students will create drawings using drawing exercises of gesture and contour drawing.**
A3-4:1-1 Draw looking at an object or figure in the real world.
A3-4:1-2 Use gesture drawing to draw objects/figures.
A3-4:1-3 Use contour drawing to draw objects/figures.
- A3-4:2 Students will create a variety of 2D artwork, using watercolor, ink, computer drawing programs, tempera and/or acrylic.**
A3-4:2-1 Plan subject for a 2D work of art.
A3-4:2-2 Sketch subject from real life or imagination.
A3-4:2-3 Paint and/or add color to complete a work of art.
- A3-4:3 Students will create a simple printmaking project.**
A3-4:3-1 Create a print plate using corrugated board and string, or other simple materials.
A3-4:3-2 Ink and print the plate, either singly or as a pattern.
A3-4:3-3 Hand-color the print to complete the project.
- A3-4:4 Students will create a variety of 3D projects such as: weaving, origami, clay, and foil tooling.**
A3-4:4-1 Identify appropriate tools and processes for a selected 3D project.
A3-4:4-2 Plan design of the project.
A3-4:4-3 Execute the 3D project with appropriate techniques.
- A3-4:5 Students will identify and use several important art concepts to create artwork, such as: color relationships, proportion, pattern, composition, contrast, emphasis, unity, balance and variety.**
A3-4:5-1 Create a color wheel including primary, secondary and tertiary/intermediate colors.
A3-4:5-2 Create an art work which emphasizes one of the above art concepts.
A3-4:5-3 Create an art work which emphasizes a different choice of one of the above art concepts.
- A3-4:6 Students will create an artwork based on the study of the life and work of a great artist. (Teacher may select an artist for the whole class or each student may select their own artist.)**
A3-4:6-1 Identify important aspects of a great artist's life and work.
A3-4:6-2 Define unique aspects of this artist's work, focusing on one particular work.
A3-4:6-3 Create an interpretation of this artist's work.

FIFTH GRADE AND SIXTH GRADE

Focus Statement: Students will create with various media using self-generated solutions and unique applications.

Outcomes:

A5&6:1 Students will create a Graphic Design Project.

- A5&6:1-1 Create a font that symbolizes the meaning of the word it represents.
- A5&6:1-2 Combine their font with pictures into an interesting composition keeping in mind the elements and principles of design.
- A5&6:1-3 Experiment with a variety of media including marker, colored pencil and pastels, then choose which media works best for their idea.

A5&6:2 Students will create a project using one point perspective.

- A5&6:2-1 Transform a shape into a three-dimensional object employing converging lines and a vanishing point.
- A5&6:2-2 Employ color, value and shading to make their object three-dimensional
- A5&6:2-3 Utilize change in size & scale to give a sense of depth to their picture.

A5&6:3 Students will create artwork aligned to the culture of a current social studies unit.

- A5&6:3-1 Analyze art and artifacts from the given time period to determine characteristics and style.
- A5&6:3-2 Create an original artwork based on the style of the period.
- A5&6:3-3 Use a rubric to critique their own work and/or the works of others.

A5&6:4 Students will create a unique ceramic sculpture.

- A5&6:4-1 Roll an even clay slab.
- A5&6:1-2 Transfer an image, utilize textures, and connect parts through slipping and scoring and additive and subtractive techniques.
- A5&6:4-3 Experiment with glazes and underglazes to decide which fits best with the idea of their project.

Seventh and Eighth Grade

Focus Statement: Students will combine components of various media to create a big idea or project.

Outcomes:

A7&8:1 Students will create a large three dimensional realistic drawing.

- A7&8:1-1 Create simple three dimensional shapes with pencil/ charcoal &/or pastels.
- A7&8:1-2 Grid a photograph, analyze for angles and shapes, then enlarge.
- A7&8:1-3 Create a realistic drawing which includes correct angles and proportions, a variety of values, and contrasting colors to form a dynamic whole.

A7&8:2 Students will relate visual art to various careers and assess personal interests.

- A7&8:2-1 Students will take a field trip &/or listen to a guest speaker and note important facts about art related career(s).

- A7&8:2-2 Write a short summary in language arts class of information about one or more art related careers.
- A7&8:2-3 Assess and report (orally, in writing or visually) personal preferences concerning art related careers.

A7&8:3 Students will create a block print.

- A7&8:3-1 Analyze the paintings of Van Gogh and other Impressionist artists to determine the similarities between these paintings and linoleum block prints.
- A7&8:3-2 Compare and contrast the prints of Japan and Kathe Kollwitz for similarities and differences.
- A7&8:3-3 Create a print from a famous painting or personal drawing demonstrating the contrast of positive and negative shapes and a variety of textures that express meaning.

A7&8:4 Create a painting.

- A7&8:4-1 Draw from an upside down image demonstrating correct angles, shapes, and proportions.
- A7&8:4-2 Create a contour drawing with slow, tactile edges.
- A7&8:4-3 Paint a color wheel from the three primary colors including the secondary, intermediate, and tertiary colors.
- A7&8:4-4 Recognize and differentiate among the three color schemes: (monochromatic, analogous/related, and complementary) and explain when to use each one.
- A7&8:4-5 Create a painting using one of the above color schemes, demonstrating a variety of color shades and tones.

A7&8:5 Create a ceramic sculpture.

- A7&8:5-1 Compare and contrast the paintings of Dali and Magritte and explain their similarities and differences.
- A7&8:5-2 Describe the special characteristics of surrealism and apply surrealist terms to the paintings of Dali and Magritte.
- A7&8:5-3 Create a ceramic sculpture juxtaposing different images so that the final product represents something personal.