

Ganado Unified School District

K-5th - Visual Art

PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 st Qtr. Week 1 “Lines” Resources: Internet/online Books Discovering Art, Davis Publishing Art Connection	Strand 1: Create Concept 1: Creative Process PO 001. & PO 101. Contribute to a discussion about ideas for his or her own artwork.	. What kinds of lines did you use in your design? How did you decide to place your lines where you did? Did you fill your paper? What is the mood or feeling of your artwork? Did you use six different kinds of lines in your design? Explain...	I will be able to: understand and use a variety of lines in creating an artwork. Identify thick, thin, rough, smooth, broken, and solid lines in the artwork and in their environment.	Lines , straight, zigzag, scribble, curved, curled, thick, thin, vertical, smooth, rough, horizontal, vertical, diagonal
1 st Quarter Unit 2 “Calm Lines” Resources:	Strand 1: Create Concept 1: Creative Process PO 001. & PO 101. Contribute to a discussion about ideas for his or her own artwork.	How’s your landscape of a real or imaginary place? What did you include in your landscape?	I will be able to: understand and use a variety of lines in creating an artwork. Locate vertical and horizontal lines in their environment.	Horizontal line: from side to side Vertical line: up and down

<p>Internet/online Books Discovering Art, Davis Publishing Art Connection</p>		<p>What colors did you use? Name the line directions you used. What does each line directions do? How do the lines make your landscape feel? What season is it? What time of day? How can you tell? Did you use vertical and horizontal lines to make your landscape? Is this a place you would like to go for a quiet time?</p>		
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<p>1st Quarter Unit 3</p> <p>“Diagonal Lines”</p> <p>Resources: Internet/online Books Discovering Art, Davis Publishing Art Connection</p>	<p>Strand 1: Create Concept 1: Creative Process</p> <p>PO 001. & PO 101. Contribute to a discussion about ideas for his or her own artwork.</p>	<p>How many zigzag and diagonal lines are in your picture? Which are thick? Which are thin? Are some classmates’ designs more active-looking than others? Why? What is the feeling or mood of your design? Is your painting as busy as van Gogh’s Bedroom at Arles? Can you imagine your painting in van Gogh’s bedroom?</p>	<p>I will be able to: Locate diagonal and zigzag lines in their environment.</p>	<p>Diagonal: a slanted line that moves from corner to corner.</p>
<p>2nd Quarter Unit 4</p> <p>“Curved Lines”</p> <p>Resources: Internet /online Books Discovering Art, Davis Publishing Art Connection</p>	<p>Strand 1: Create Concept 1: Creative Process</p> <p>PO 001. & PO 101. Contribute to a discussion about ideas for his or her own artwork.</p>	<p>What activity have you drawn? How do the curved lines make you move? What part of your drawing tells how you feel? How different would your picture look if you used diagonal or zigzag lines?</p>	<p>I will be able to: Identify curved lines in art.</p>	<p>Curved line: a line that is always bending.</p>
<p>2nd Quarter Unit 5</p> <p>“Building Have Lines”</p>	<p>Strand 1: Create Concept 1: Creative Process</p>	<p>How many shapes did you make with horizontal and vertical lines?</p>	<p>I will be able to: Locate vertical and horizontal lines in buildings and identify them by name.</p>	<p>Architect: an artist who draws plans for buildings.</p>

Resources: Internet /online Books Discovering Art, Davis Publishing Art Connection	PO 001. & PO 101. Contribute to a discussion about ideas for his or her own artwork.	How do the vertical and horizontal lines work together to build shapes? How do the shapes work together to build a building? Did you use only vertical, horizontal, and diagonal lines? What could you create with zigzag and curved lines for your building?		Building: a place where we live, eat, work, or play.
2 nd Quarter Unit 6 “Lines Show Movement” Resources: Internet /online Books Discovering Art, Davis Publishing Art Connection	Strand 1: Create Concept 1: Creative Process PO 001. & PO 101. Contribute to a discussion about ideas for his or her own artwork.	What are you playing in the picture? Tell about the game you and your friends are playing. What different lines did you use to create a feeling of movement? What kind of music would fit the action in your picture? Did you choose the best line direction for the fastness or slowness of the movement you are making?	I will be able to: Identify diagonal, zigzag, and curved lines in the movements they make .	Diagonal: a line that moves from corner to corner Zigzag: diagonal lines that connect and change direction sharply. Curved: a line that bends and changes direction slowly.
3 rd Quarter Unit 1	Strand 2: Relate Concept 2: Materials, Tools, and Techniques	How many geometric and free-form shapes did you put in your design?	I will be able to: Distinguish between free-form and geometric shapes.	Shape: a two-dimensional form that can be measured in two

<p>“Shapes are Everywhere”</p> <p>Resources: Internet /online Books Discovering Art, Davis Publishing Art Connection</p>	<p>PO 001. & PO 101. Identify the relationship between tools, materials, and /or techniques PO 102. Describe what tools, materials and techniques were used to create artwork from diverse cultures and times.</p>	<p>Where are they? Are any of the shapes repeated? How do the shapes look different when they are colored differently? What is the feeling or mood of your design? Were you able to use a variety of geometric and free-form shapes in your rug?</p>		<p>ways: height and width. Geometric shape: a precise math shape like a circle, square, triangle, or rectangle. Free-form shape: an uneven, irregular shape; any shape that is not geometric is free-form.</p>
<p>3rd Quarter Unit 2</p> <p>“People Shapes”</p> <p>Resources: Internet/Online Books Discovering Art, Davis Publishing Art Connection</p>	<p>Strand 2: Relate Concept 2: Materials, Tools, and Techniques PO 001. & PO 101. Identify the relationship between tools, materials, and /or techniques PO 102. Describe what tools, materials and techniques were used to create artwork from diverse cultures and times.</p>	<p>What activity are you performing in your artwork? What makes your artwork look real? What did you put in your portrait to make it look like you? Where could you add more details to your portrait?</p>	<p>I will be able to: Describe free-form people shapes in their own movements and in the artwork.</p>	<p>Free-form shape: an uneven, irregular shape; any shape that is not a geometric shape.</p>
<p>3rd Quarter Unit 3 Color & Value Level 2 Art Connection</p>	<p>Strand3: Evaluate Concept 2: Materials, Tools, and Techniques PO 101. Describe the visual effects created by an artist’s use of tools,, materials, and techniques in an artwork PO 201. Explain how an artist’s use of tools., materials, and techniques</p>	<p>The student will reflect on, and determine how materials, tools, and techniques affect meanings, purposes, and value in artworks. DOK: Describe: Level 2 (skill/Concept).</p>	<p>I will be able to: Learn and distinguish different types of tools used for artwork. Use skills to explain and discuss the outcome of my artwork.</p>	<p>I will recognize that mixing two primary hues makes a secondary hue. I will create a rainbow-colored stencil print. I will recognize the artist colorful artwork.</p>

	affect an artwork's meaning, purpose and value. PO 301. Analyze how an artist's use of tools and techniques affect an artwork's meaning purpose, and value.	Explain: Level 3 (Strategic Thinking), Analyze: Level 4 (Extended Thinking)		
4 th Quarter Unit 4 Movement and Rhythm Level 2	Strand 3: Evaluate Concept 1: Arts Issues and Values PO 101. Form and support opinions about art (e.g. what art is and why it is important). PO 102. Distinguish art from other objects.	The student will justify general conclusions about the nature and value of art. DOK: support: Level 3 (Strategic Thinking), Distinguish: Level 2 (Skill/Concept)	I will be able to: Compare artwork and be able to distinguish and describe differences	I will recognize that lines create visual movements and make our eyes move through a painting. I will use diagonal and zigzag lines to draw people in motion. I will recognize different artist create visual movement in their artwork.
4 th Quarter Unit 5 Balance, Texture, and Emphasis Level 2	Strand 1: Create Concept 1: Creative Process PO 001, PP 101. Contribute to a discussion about ideas for his or her own artwork. PO 203: Develop plans for his or her own artwork (e.g. sketches, models, and notes)	The student will use materials, tools, and techniques in his or her own artwork. DOK: Identify: Level 1 (Recall), Demonstrate: Level 2 (Skill/Concept)	I will be able to: Keep, monitor my progress and abilities in my personal artwork, and apply my techniques by reflecting back on my artwork to help me.	I will recognize that objects have formal balance, or symmetry. I will cut a symmetrical jar shape and cover each side with symmetrical lines, shape, and color designs. I will recognize that the ancient Chinese created art objects out to bronze.
4 th Quarter Unit 6	Strand 1: Create	The student will use materials, tools, and	I will be able to:	I will recognize that harmony is created

Harmony, Variety, and Unity Level 2	<p>Concept 2: Materials, Tools and Techniques</p> <p>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>PO 202. Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.</p>	<p>techniques in his or her own artwork.</p> <p>DDOKK: Identify: Level 1 (Recall), Demonstrate: Level 2 (Skill/Concept)</p>	<p>Become aware of my own techniques and apply them to my new artwork.</p> <p>Describe and use certain elements to my peers.</p> <p>Demonstrate different types of artwork.</p>	<p>by repeating similar elements or parts in a work of art.</p> <p>I will use similar colors to create a picture with harmony.</p> <p>I will name the elements that create harmony.</p>
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