

National:

# 1st Grade Scope and Sequence

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## 1st Grade Course Overview

### Course Description

1st grade students will explore and experiment with a wide variety of art media. They will be introduced to new media as well as engage with familiar media through new techniques and processes. Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, texture and space, as well as principles of design that include pattern and proportion. They will work individually as well as collaboratively with peers. Students will begin to connect artmaking to a larger, shared purpose that has existed over time and place. Students will consider how artists share their work and they will begin to present their artwork, explain their artistic choices and interests, and provide feedback to others.

### Demonstration Time

7 hours

### Student Work Time

39 hours

### Elements of Art:

Line, Shape, Color, Form, Texture, Space

### Principles of Design:

Pattern, Proportion










### Media:

Drawing, Painting, Collage, Printmaking, Sculpture, Ceramics, Mixed Media, Digital, Jewelry, Bookmaking

### Course Notes:

## UNIT 1: Discovering Shape and Color

<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>	
<p><b>Anchor Standard 3:</b> Refine and complete artistic work.</p> <p><b>Enduring Understanding:</b> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b>Essential Questions:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>		<p>Students will explore art vocabulary related to shape and color. Students will practice using art vocabulary to describe works of art. Students will apply their understanding to create two original artworks inspired by shape and color.</p>	
		<b>Theme</b>	<b>Processes &amp; Skills</b>
		<ul style="list-style-type: none"> <li>• Shape</li> <li>• Color</li> </ul>	<p>Reflect, Refine, Revise</p> <p><a href="#">Anticipatory Sets With FLEX</a></p>
		<b>Media</b>	<b>Elements of Art and Principles of Design</b>
		<ul style="list-style-type: none"> <li>• Painting</li> <li>• Sculpture</li> <li>• Paper Weaving</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Color</li> </ul>
		<b>Demonstration Time</b>	<b>Student Work Time</b>
		1 hour	6 hours
<b>Focus Standards</b>		<b>Unit Essential Questions</b>	
<p><b>VA:Cr3.1.1a</b> Use art vocabulary to describe choices while creating art.</p> <p><b>VA:Cr2.2.1a</b> Demonstrate safe and proper procedures for using materials, tools, and equipment.</p>		<p>What words can be used to describe color and shape?</p> <p>How do artists take care of art materials? Why is it important to know safe and proper procedures in an art studio?</p>	
<b>Anchor Resources</b>			
<p><b>VA:Cr3.1.1a</b> Use art vocabulary to describe choices while creating art.</p>		<p><a href="#">My Artwork Choices</a></p>	
<b>Lessons</b>	<b>Key Resources</b>	<b>Artist Connections</b>	
<a href="#">Nature Drawing Color Bleeds</a>	<a href="#">Nature Design Silhouettes</a>	<a href="#">Georgia O’Keeffe</a>	
<a href="#">Painted Paper Weaving</a>	<a href="#">Simple Paper Weaving Process</a>	<a href="#">Sarah Morris</a>	
<a href="#">Josef Albers Optical Mobiles</a>	<a href="#">Working with Wire</a>	<a href="#">A Brief History of Op Art Timeline</a>	

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none"> <li> <a href="#">Expanded Color Wheel</a></li> <li> <a href="#">Basic Collage Vocabulary</a></li> <li> <a href="#">Weaving Vocabulary</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">Organic vs Geometric Shapes</a></li> <li> <a href="#">Shapes in Art and Math</a></li> <li> <a href="#">Basic Drawing Vocabulary</a></li> <li> <a href="#">Basic Painting Vocabulary</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">Mini Artist Statement</a></li> <li> <a href="#">Two Stars and a Wish</a></li> </ul>
<h3 data-bbox="100 358 388 383">Notes and Adjustments</h3>		
<h3 data-bbox="100 824 424 849">Reflections on Instruction</h3>		









## UNIT 2: Investigating Design and Pattern

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.</p> <p><b>2.1 Enduring Understanding:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p><b>Essential Questions:</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><b>2.2 Enduring Understanding:</b> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p><b>Essential Questions:</b> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p> <p><b>2.3 Enduring Understanding:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b>Essential Questions:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	<p>Students will investigate designs and patterns in art. Students will apply their understanding to create three original works of art using and investigating a variety of materials.</p>		
	Theme	Processes & Skills	Anticipatory Set
	<ul style="list-style-type: none"> <li>Design and Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Investigate</li> </ul>	<a href="#">Anticipatory Sets With FLEX</a>
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> <li>Collage</li> <li>Printmaking</li> <li>Mixed Media</li> </ul>	<ul style="list-style-type: none"> <li>Color</li> <li>Form</li> <li>Texture</li> </ul>	<ul style="list-style-type: none"> <li>Line</li> <li>Pattern</li> </ul>	
Demonstration Time	Student Work Time		
1 hour	5 hours		
Focus Standards	Unit Essential Questions		
<p><b>VA:Cr2.1.1a</b> Explore uses of materials and tools to create works of art or design.</p>	How do artists try new materials to make art?		
<p><b>VA:Cr2.2.1a</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p>	How do artists take care of artmaking materials?		
<p><b>VA:Cr2.3.1a</b> Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p>	How can everyday objects be used to create art?		

Anchor Resources			
VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.		<a href="#">Exploring Painting Tools Dice Game</a>	
VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		<a href="#">Art Tools &amp; Materials Skit</a>	
VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.		<a href="#">Everyday Objects Can Be Art</a>	
Lessons	Key Resources	Artist Connections	
<a href="#">Texture Dot Prints</a>	<a href="#">What is Texture?</a>	<a href="#">Yayoi Kusama</a>	
<a href="#">Pop Art Socks</a>	<a href="#">Pop Sock Ideas</a>	<a href="#">Pop Art Timeline</a>	
<a href="#">Piece People</a>	<a href="#">Abstract People Shapes</a>	<a href="#">Jean Dubuffet</a>	
Anchor Charts		Videos	Suggested Assessments
<a href="#">What is Collage?</a>	<a href="#">Basic Sculpture Vocabulary</a>	<a href="#">What is Printmaking?</a>	<a href="#">Mini Artist Statement</a>
<a href="#">Pop Art Pattern Examples</a>	<a href="#">Basic Printmaking Vocabulary</a>	<a href="#">What is Pattern?</a>	<a href="#">Stoplight Exit Ticket</a>
		<a href="#">What is Line?</a>	
		<a href="#">What is Pop Art?</a>	
Notes and Adjustments			
Reflections on Instruction			

## UNIT 3: Observing and Imagining Nature












NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>1.1 Enduring Understanding:</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Essential Questions:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><b>1.2 Enduring Understanding:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p><b>Essential Questions:</b> How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>		<p>Students will explore and observe nature to practice generating ideas for artistic work. Students will apply their knowledge and creativity to imagine, plan, and create three original artworks that are inspired by nature.</p>		
		<b>Theme</b>	<b>Processes and Skills</b>	<b>Anticipatory Set</b>
		<ul style="list-style-type: none"> <li>Nature</li> </ul>	Imagine, Make, Plan	<a href="#">Anticipatory Sets With FLEX</a>
		<b>Media</b>	<b>Elements of Art and Principles of Design</b>	
		<ul style="list-style-type: none"> <li>Drawing (crayons)</li> <li>Ceramics</li> </ul>	<ul style="list-style-type: none"> <li>Texture</li> <li>Form</li> </ul>	
		<b>Demonstration Time</b>	<b>Student Work Time</b>	
		1 hour	6 hours	
<b>Focus Standards</b>		<b>Unit Essential Questions</b>		
<p><b>VA:Cr1.1.1a</b> Engage collaboratively in exploration and imaginative play with materials.</p> <p><b>VA:Cr1.2.1a</b> Use observation and investigation in preparation for making a work of art.</p> <p><b>VA:Cr2.1.1a</b> Explore uses of materials and tools to create works of art or design.</p>		<p>How can artists work together to create art?</p> <p>What can artists learn from observation?</p> <p>How can exploring different materials and tools help artists grow?</p>		
<b>Anchor Resources</b>				
<p><b>VA:Cr1.1.1a</b> Engage collaboratively in exploration and imaginative play with materials.</p> <p><b>VA:Cr1.2.1a</b> Use observation and investigation in preparation for making a work of art.</p>		<p><a href="#">Collaboratively Play and Explore</a></p> <p><a href="#">Observe and Draw</a></p>		
<b>Lessons</b>	<b>Key Resources</b>	<b>Artist Connections</b>		
<a href="#">Texture Scavenger Hunt Collage</a>	<a href="#">Types of Textures</a>	<a href="#">Ten Environmental Artists</a>		
<a href="#">Realistic vs. Abstract Flowers</a>	<a href="#">Realistic vs. Abstract Art</a>	<a href="#">Flowers in Art History</a>		
<a href="#">Sweet Blooms</a>	<a href="#">Coil Pottery Practice</a>	<a href="#">Andy Goldsworthy</a>		

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none"> <li> <a href="#">Creating a Texture Rubbing</a></li> <li> <a href="#">What is Texture?</a></li> <li> <a href="#">What is Collage?</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">Parts of a Flower</a></li> <li> <a href="#">Basic Drawing Vocabulary</a></li> <li> <a href="#">How To Roll A Coil</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">3 2 1 Self Reflection</a></li> <li> <a href="#">Mini Artist Statement</a></li> </ul>
<b>Notes and Adjustments</b>		
<b>Reflections on Instruction</b>		
















## UNIT 4: Exploring Animals

<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>		
<p><b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p> <p><b>Enduring Understanding:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Essential Questions:</b> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>		<p>Students will investigate animals and the characteristics of form necessary to represent them in the artwork. Students will apply their understanding to create a painting and a sculpture of animals.</p>		
		<b>Theme</b>	<b>Processes and Skills</b>	<b>Anticipatory Set</b>
		<ul style="list-style-type: none"> <li>Animals</li> </ul>	Interpret	<a href="#">Anticipatory Sets With FLEX</a>
		<b>Media</b> <ul style="list-style-type: none"> <li>Painting (watercolor, acrylic)</li> <li>Drawing (oil pastel, crayons)</li> <li>Ceramics</li> </ul>	<b>Elements of Art and Principles of Design</b> <ul style="list-style-type: none"> <li>Form</li> <li>Color</li> </ul>	
		<b>Demonstration Time</b>	<b>Student Work Time</b>	
30 minutes		3 hours		
<b>Focus Standards</b>		<b>Unit Essential Questions</b>		
<b>VA:Re8.1.1a</b> Interpret art by categorizing subject matter and identifying the characteristics of form.		What questions might a viewer ask when looking at art?		
<b>VA:Cr2.1.1a</b> Explore uses of materials and tools to create works of design.		How can animals play a role in personal expression?		
<b>VA:Cr2.1.1a</b> Explore uses of materials and tools to create works of design.		How can exploring different materials and tools help artists grow?		
<b>Anchor Resources</b>				
<b>VA:Re8.1.1a</b> Interpret art by categorizing subject matter and identifying the characteristics of form.		<a href="#">🔗 Categorizing Subject Matter</a>		
<b>Lessons</b>	<b>Key Resources</b>	<b>Artist Connections</b>		
<a href="#">🔗 Hide/Seek: The Art of Camouflage</a>	<a href="#">🔗 Talking About Art</a>	<a href="#">🔗 John James Audubon</a>		
<a href="#">🔗 Critter Litter</a>	<a href="#">🔗 Examples of Mammals with Litters</a>	<a href="#">🔗 Deborah Butterfield</a>		

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none"><li><a href="#"> Basic Painting Vocabulary</a></li><li><a href="#"> Watercolor Resources Sheet</a></li><li><a href="#"> How to Join Clay</a></li><li><a href="#"> Making Texture in Clay</a></li></ul>	<ul style="list-style-type: none"><li><a href="#"> Air-Dry Clay Finishes</a></li><li><a href="#"> How to Make Air-Dry Clay Slip</a></li><li><a href="#"> 5 Tips for Using Air-Dry Clay</a></li><li><a href="#"> Basic Sculpture Vocabulary</a></li></ul>	<ul style="list-style-type: none"><li><a href="#"> Gallery Walk Guide</a></li><li><a href="#"> Exit Slip 3 2 1</a></li><li><a href="#"> Artist Statement Template</a></li></ul>
Notes and Adjustments		
Reflections on Instruction		

## UNIT 5: Understanding Why We Create

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Enduring Understanding:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b>Essential Questions:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>		<p>Students will consider that people from different places and times make art for a variety of reasons. Students will apply their understanding by creating artworks inspired by these times and places.</p>		
		Theme	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> <li>Why We Create</li> </ul>	Relate	<a href="#">Anticipatory Sets With FLEX</a>
		Media	Elements of Art and Principles of Design	
		<ul style="list-style-type: none"> <li>Painting (tempera)</li> <li>Mixed Media</li> <li>Bookmaking</li> </ul>	<ul style="list-style-type: none"> <li>Space</li> <li>Shape</li> </ul>	
Demonstration Time	Student Work Time			
1 hour	4 hours			
Focus Standards		Unit Essential Questions		
<p><b>VA:Cn11.1.1a</b> Understand that people from different places and times have made art for a variety of reasons.</p>		<p>What can we learn from artwork created in another time and place? What motivates an artist to create artwork? How can we understand the history of human experience through art?</p>		
<p><b>VA:Re.7.2.1a</b> Compare images that represent the same subject.</p>		<p>What can we learn from looking at multiple images of the same subject?</p>		
Anchor Resources				
<p><b>VA:Cn11.1.1a</b> Understand that people from different places and times have made art for a variety of reasons.</p>		<p> <a href="#">Why Do Artists Make Art?</a></p>		
Lessons	Key Resources	Artist Connections		
<p> <a href="#">Positive and Negative Handprints</a></p>	<p> <a href="#">Understanding Positive and Negative Space</a></p>	<p> <a href="#">Handprints in Prehistoric Art</a></p>		
<p> <a href="#">Two for One</a></p>	<p> <a href="#">Creative Covers</a></p>	<p> <a href="#">10 Functional Designers</a></p>		

Anchor Charts	Videos	Suggested Assessments
<a href="#"> Pamphlet Book</a> <a href="#"> Bookbinding Vocabulary</a>	<a href="#"> <u>The Elements of Art</u></a> <a href="#"> <u>Basic Drawing Vocabulary</u></a>	<a href="#"> <u>Got it!</u></a> <a href="#"> <u>Before and After: Self Assessment &amp; Reflection</u></a>
Notes and Adjustments		
Reflections on Instruction		

## UNIT 6: Digital Storytelling









<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>	
<p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b>Essential Questions:</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>		<p>Students will consider the reasons why people make art, and the spaces where they create. Students will apply their learning to create a collage artwork that communicates a memory. They will use digital tools to add to the artwork and record a story to accompany it.</p>	
		<b>Theme</b>	<b>Processes and Skills</b>
		<ul style="list-style-type: none"> <li>Making Art Inside and Outside of School</li> </ul>	Synthesize  <a href="#">Anticipatory Sets With FLEX</a>
		<b>Media</b>	<b>Elements of Art and Principles of Design</b>
		<ul style="list-style-type: none"> <li>Digital</li> <li>Mixed Media</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Texture</li> </ul>
		<b>Demonstration Time</b>	<b>Student Work Time</b>
		30 minutes	3 hours
<b>Focus Standards</b>		<b>Unit Essential Questions</b>	
<p><b>VA:Cn10.1.1a</b> Identify times, places, and reasons by which students make art outside of school.</p>		<p>What motivates an artist to create? What are some different spaces where an artist could create work? How do storytelling and art relate to one another?</p>	
<p><b>VA:Re.7.1.1a</b> Select and describe works of art that illustrate daily life experiences of one's self and others.</p>		<p>How do personal experiences influence how artists create? How can memory inspire artwork?</p>	
<b>Anchor Resources</b>			
<p><b>VA:Cn10.1.1a</b> Identify times, places, and reasons by which students make art outside of school.</p>		<a href="#">Design My Own Art Project</a>	
<b>Lessons</b>	<b>Key Resources</b>		<b>Artist Connections</b>
<a href="#">Talking About Art</a>	<a href="#">Talking About Art Cards</a>		<a href="#">Christian Robinson</a>
<b>Anchor Charts</b>		<b>Videos</b>	<b>Suggested Assessments</b>
<a href="#">Basic Drawing Vocabulary</a>		<a href="#">What is Collage?</a> <a href="#">What is Digital Art?</a>	<a href="#">Artist Statement Template</a>
<a href="#">Basic Collage Vocabulary</a>			

**Notes and Adjustments**

**Reflections on Instruction**

## UNIT 7: Illustrating Experiences with Imagination

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description	
<p><b>Anchor Standard 7:</b> Perceive and analyze artistic work.</p> <p><b>7.1 Enduring Understanding:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b>Essential Questions:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><b>7.2 Enduring Understanding:</b> Visual imagery influences understanding of and responses to the world.</p> <p><b>Essential Questions:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>		<p>Students will explore how artworks can be influenced by and illustrate personal experiences and imagination. Students will apply their understanding to create two works of art that express their imagination and personal experiences.</p>	
		Theme	Processes and Skills
		<ul style="list-style-type: none"> <li>Memory</li> <li>Imagination</li> </ul>	Perceive, Analyze  <a href="#">Anticipatory Sets With FLEX</a>
		Media	Elements of Art and Principles of Design
		<ul style="list-style-type: none"> <li>Drawing (markers, crayons, oil pastel)</li> </ul>	<ul style="list-style-type: none"> <li>Space</li> <li>Proportion</li> </ul>
		Demonstration Time	Student Work Time
		30 minutes	4 hours
Focus Standards		Unit Essential Questions	
<p><b>VA:Re.7.1.1a</b> Select and describe works of art that illustrate daily life experiences of one’s self and others.</p>		How do personal experiences influence how artists create?	
<p><b>VA:Re.7.2.1a</b> Compare images that represent the same subject.</p>		How can two artworks represent the same subject in different ways?	
<p><b>VA:Cr1.2.1a</b> Use observation and investigation in preparing for making a work of art.</p>		How do artists prepare before making a work of art?	
Anchor Resources			
<p><b>VA:Re.7.1.1a</b> Select and describe works of art that illustrate daily life experiences of one’s self and others.</p>		<a href="#">🔗 Artwork Sorting Mat</a>	
<p><b>VA:Re.7.2.1a</b> Compare images that represent the same subject.</p>		<a href="#">🔗 Dogs in Art</a>	
Lessons	Key Resources	Artist Connections	
<a href="#">🔗 My Imaginary Friend’s World</a>	<a href="#">🔗 All About My Imaginary Friend</a>	<a href="#">🔗 JooYoung Choi</a>	
<a href="#">🔗 Perspective at the Carnival</a>	<a href="#">🔗 The Circus in Art</a>	<a href="#">🔗 George Seurat</a>	

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none"><li> <a href="#">Parts of a Landscape</a></li><li> <a href="#">Imaginary Friend Texture &amp; Details</a></li></ul>	<ul style="list-style-type: none"><li> <a href="#">Basic Drawing Vocabulary</a></li><li> <a href="#">Organic vs Geometric Shapes</a></li></ul>	<ul style="list-style-type: none"><li> <a href="#">What is Space? (Beginner)</a></li><li> <a href="#">Stoplight Exit Ticket</a></li><li> <a href="#">Checking Your Artwork for Depth</a></li><li> <a href="#">Two Stars and a Wish</a></li></ul>
Notes and Adjustments		
Reflections on Instruction		






















## UNIT 8: Exploring Objects of Value

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation.</p> <p><b>Enduring Understanding:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><b>Essential Questions:</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>Enduring Understanding:</b> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><b>Essential Questions:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work.</p> <p><b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b>Essential Questions:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>	<p>Students will explore the value of objects and how they are presented. Students will apply their understanding by creating a collection of jewelry and still life that represents objects of personal value and prepare them for presentation.</p>		
	<b>Theme</b>	<b>Processes and Skills</b>	<b>Anticipatory Set</b>
	<ul style="list-style-type: none"> <li>• Objects</li> <li>• What We Value</li> </ul>	Select, Analyze, Prepare, and Present	<a href="#">Anticipatory Sets With FLEX</a>
	<b>Media</b>	<b>Elements of Art and Principles of Design</b>	
	<ul style="list-style-type: none"> <li>• Jewelry</li> <li>• Drawing (crayons)</li> </ul>	<ul style="list-style-type: none"> <li>• Form</li> </ul>	
	<b>Demonstration Time</b>	<b>Student Work Time</b>	
1 hour	5 hours		

Focus Standards		Unit Essential Questions	
<b>VA:Pr4.1.1a</b> Explain why some objects, artifacts, and artwork are valued over others.		What makes an artwork have value?	
<b>VA:Pr5.1.1a</b> Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.		How should artwork be prepared for others to see?	
<b>VA:Pr6.1.1a</b> Identify the roles and responsibilities of people who work in and visit museums and other art venues.		Who prepares artwork for others to see?	
Anchor Resources			
<b>VA:Pr4.1.1a</b> Explain why some objects, artifacts, and artwork are valued over others.		<a href="#">Objects of Value</a>	
<b>VA:Pr5.1.1a</b> Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.		<a href="#">Presenting Artwork Dice Game</a>	
<b>VA:Pr6.1.1a</b> Identify the roles and responsibilities of people who work in and visit museums and other art venues.		<a href="#">Roles &amp; Responsibilities in Museums</a>	
Lessons	Key Resources	Artist Connections	
<a href="#">Creature Jewelry</a>	<a href="#">Creative Creature Generator</a>	<a href="#">Katie Kameen</a>	
<a href="#">Precious Object Still Life</a>	<a href="#">Preparing Art for Presentation</a>	<a href="#">Janet Fish</a>	
<a href="#">Look What I Found</a>	<a href="#">What Do I Value and Why?</a> <a href="#">Found Objects Materials Menu</a>	<a href="#">Claes Oldenburg</a>	
Anchor Charts		Videos	Suggested Assessments
<a href="#">Techniques to Try with Crayon</a>	<a href="#">Basic Drawing Vocabulary</a>	<a href="#">What is Still Life?</a>	<a href="#">Artist Statement Template</a>
<a href="#">Expanded Color Wheel</a>	<a href="#">Types of Jewelry</a>	<a href="#">What is Sculpture?</a>	<a href="#">Paint Palette Critique</a>
Notes and Adjustments			
Reflections on Instruction			

## UNIT 9: Evaluating Artistic Work

<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>	
<p><b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.</p> <p><b>Enduring Understanding:</b> People evaluate art based on various criteria.</p> <p><b>Essential Questions:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>		<p>Students will investigate and carefully observe art and objects, considering their reasons for preferences and the influence observation has on the art they make. Students will apply their understanding to play a drawing game and create a collaborative collage.</p>	
		<b>Theme</b>	<b>Processes and Skills</b>
		<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<p>Evaluate</p>
		<b>Anticipatory Set</b>	
		<p><a href="#">Anticipatory Sets With FLEX</a></p>	
		<b>Media</b>	<b>Elements of Art and Principles of Design</b>
		<ul style="list-style-type: none"> <li>• Collage</li> <li>• Drawing (colored pencil)</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Line</li> </ul>
		<b>Demonstration Time</b>	<b>Student Work Time</b>
		1 hour	3 hours
<b>Focus Standards</b>		<b>Unit Essential Questions</b>	
<p><b>VA:Re9.1.1a</b> Classify artwork based on different reasons for preferences.</p>		<p>How does observation of other’s art influence the art you make?</p>	
<p><b>VA:Re.7.2.1a</b> Compare images that represent the same subject.</p>		<p>How does observation of objects influence the art you make?</p>	
		<p>How can two artworks represent the same thing in different ways?</p>	
<b>Anchor Resources</b>			
<p><b>VA:Re9.1.1a</b> Classify artwork based on different reasons for preferences.</p>		<p> <a href="#">Artwork Preference Sort</a></p>	
<b>Lessons</b>	<b>Key Resources</b>	<b>Artist Connections</b>	
<p> <a href="#">Shape Collaborative Mural</a></p>	<p> <a href="#">My Personal Shapes</a></p>	<p> <a href="#">Irene Rice Pereira</a></p>	
<p> <a href="#">Search, Draw, and Guess</a></p>	<p> <a href="#">Search and Draw</a></p>	<p> <a href="#">Lee John Phillips Discussion Guide</a></p>	
<p> <a href="#">Cubist Instrument Collage</a></p>	<p> <a href="#">Collage Center</a></p>	<p> <a href="#">Pablo Picasso</a></p>	

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none"> <li> <a href="#">Basic Collage Vocabulary</a></li> <li> <a href="#">Shape Sorter</a></li> <li> <a href="#">Basic Drawing Vocabulary</a></li> <li> <a href="#">Collage Center</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">Venn Diagram</a></li> <li> <a href="#">Using Shapes to Plan Composition</a></li> <li> <a href="#">Organic vs Geometric Shapes</a></li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">First, Then, Next, Finally</a></li> <li> <a href="#">Exit Slip 3 2 1</a></li> </ul>
<h3 data-bbox="100 358 388 383">Notes and Adjustments</h3>		
<h3 data-bbox="100 824 424 849">Reflections on Instruction</h3>		