

Elementary (K-5)

Visual Art Framework



May 1997
(revised Spring 2003)

Millard Public Schools k-12 Visual Arts Philosophy

Art is an essential part of human history; it is a means of communicating ideas of a multicultural society. Art education fosters perceptual awareness, cognitive processes, aesthetic literacy, and life coping skills. Interdisciplinary art experiences promote a visually literate society and a stronger understanding of oneself. We see art education as an integral part of the Millard Public Schools.

Millard Public Schools K-5 Art Beliefs

We believe:

That art is basic to human life and is of value to our society.

That respect and appreciation of individual/global differences and similarities are reflected in art.

All people are artistic. Students will exhibit creativity through self expression and novel solutions with use of varied media and methods.

All students can learn about art through aesthetics, art production, art history and criticism.

All students' knowledge of art will be assessed in a variety of ways.

That integrate curriculum provides meaningful life experiences.

May 1996

Preface Statement by Tom Wise, Millard K-12 Curriculum Specialist:

We live in a visual age. Not only are we inundated with images from the media, but we are all constantly making artistic choices for ourselves. Choosing a shirt, a dress, a coat; buying a painting, a photograph or a poster to put up on the wall; selecting a tie, carpet, house paint, or a new car – all these require decisions related to form, color and design. Just as we reveal ourselves by what we say and do, we all make personal statements visually by the way we dress, cut our hair and decorate our rooms. We are seldom conscious about the artistic decision in our lives or the origins of our tastes and standards. Instead we tend to think of Art primarily as objects in museums, How much of our visual decision making is related to art? Philosophers and aestheticians have been trying to answer that for a long time. Perhaps the painter Marcel Duchamp gave the most interesting suggestion when he said “Art is continuous, only seeing is intermittent.” He implies that there are constant opportunities for artistic vision, but we rarely take advantage of them.. He also suggests that whatever we see as Art becomes Art. It may be paintings in a museum, architecture of some buildings in the community, or the fortuitous combination of colors when children’s raincoats hang on a wall. In this sense, Art becomes an activity rather than merely a thing. It can be both the action of creating and the responsive activity of the viewer.

The Elementary Visual Art Framework provides a “road map” for the elementary classroom teacher to use when delivering Visual Art instruction to his or her students. It is meant to give a clear picture of the district outcomes and assessments relating to Visual Art and the content to be used to enable students to achieve these outcomes. It also provides a means of assessment that is both objective and user friendly, thus ensuring consistent tracking of student progress in meeting the Visual Art outcomes.

I want to thank all of the Elementary Art Initiators for their cooperation and efforts in creating this framework. Although I came into this position with an Art background, I was not familiar with the elementary culture when I started, but the initiators smoothed out the bumps and made this an enjoyable and productive experience for me. I also want to thank Dr. Carol Newton, Director of Early Childhood and Elementary Education for her patience, guidance and support. The committees involved in developing the framework are:

Kindergarten, 1st Grade Team

Sue Dunning – Montclair
Marge Mullin – Morton
Anne Pane – Willowdale
Shelly Wahl Smith – Ezra

4th & 5th Grade Team

Lynn Covert – Cather
Norm Melichar – Holling Heights
Heidi Henningson – Bryan
Tammy Grieve – Abbott

2nd & 3rd Grade Team

Anne Pane – Willowdale
Ann Giebler – Black Elk
Cheryl Glassford – Norris
Sharon Reed – Disney

Differentiation, Menu

Linda Weinert – Cody
Lynn Covert – Cather
Linda Nickos – Neihardt
Cheryl Glassford – Norris

Other Core Committee Members

Dr. Frances Thurber, Instructor, Art Education University of Nebraska at Omaha
Donalyn Heise, Parent, Art & Technology Facilitator, Communication Discovered Project
Mark Schultze, Principal, Disney Elementary School
Linda Kickos, Teacher, Neihardt Elementary School
Linda Weinert, Teacher, Cody Elementary School

K-5 Visual Art Outcomes

Primary (Grades K-1-2-) Outcomes

1. Students will identify the elements of art.
2. Students will create art based on imagination and personal interpretations of varied themes.
3. Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods.
4. Student judgments about art, their own and others, will be based on features they perceive in the artwork.

Intermediate (Grades 3-4-5) Outcomes

1. Students will identify, describe and analyze visual relationships in art.
2. Students create art that develops flexibility and problem solving skills in two and three dimensional media and art forms.
3. Students will recognize and discuss the functions, cultural origin, and relative age of selected artwork.
4. Students will utilize criteria for judgment of their own and other's work. The criteria will be relevant to the form, content and purpose of the selected work.

Art Enablers

(updated spring 2003)

Kindergarten

Demonstrate awareness of elementary art concepts.

Students will identify the elements of art.

- Identifies light/dark colors
- Increases skill in mixing colors
- Explores clay
- Identifies shapes in the environment
- Identifies patterns in environment
- Communicates ideas through the use of lines
- Creates texture with rubbings

Students will create art based on imagination and personal interpretations of varied themes.

- Explores/creates portraits, matter of record
- Represents self within context of families
- Draws a still life
- Creates and draws a home or a favorite room

Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods.

- Explores functions of masks
- Recognizes that people use costumes
- Discusses costume and clothing in artwork

Students judge art, their own and others, based on features they perceive in the artwork.

- Identifies patterns in the environment and in artist's work
- Describes how portraits differ
- Describes different textures

Grade 1

Demonstrate awareness of elementary art concepts

Students will identify the elements of art.

- Identifies color wheel, warm or cool colors
- Demonstrates understanding of the color wheel
- Uses different types/sizes of shapes, create a portrait
- Use shapes, create texture rubbings
- Uses shape and color to create pattern
- Creates texture by making rubbings
- Creates a collage scene

Students will create art based on imagination and personal interpretations of varied themes.

- Plans how to use form and space

- Creates a still life
- Creates a representation of animal habitat and expresses feeling
- Creates a crayon resist
- Creates images of people in action
- Creates images of people or events related to personal experiences
- Creates images of animals – clay
- Forms models in clay and creates texture and details in forms

Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods

- Identifies why people create and wear masks
- Creates a mask
- Learns that mosaics are both utilitarian and artistic in nature
- Identifies history of weaving
- Creates a weaving
- Creates images of animals from craypas
- Creates animal habitats and expresses ideas about habitats

Students judge art, their own and others, based on features they perceive in the artwork.

- Evaluates how their artwork show motion

Grade 2

Demonstrate awareness of elementary art concepts

Students will identify the elements of art.

- Uses shape to create feeling
- Creates collage of face
- Uses varied lines to draw a tree
- Identifies uses of color, comparing effects of different painting techniques
- Creates artwork with positive and negative space

Students will create art based on imagination and personal interpretations of varied themes.

- Creates a relief sculpture/ surface rubbing
- Creates an artwork showing how people move
- Creates a mono-print to show an animal in an environment
- Produces a crayon resist drawing
- Develops and uses sketches and sketch books to explore ideas in art
- Explores the various elements of art to create mood

Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods.

- Creates a woven surface with strips of paper
- Demonstrates awareness of stylistic conventions of Native Americans by creating a sculpture relating to these cultures
- Creates designs for poster about their school

Students judge art, their own and others, based on features they perceive in the artwork.

- Creates, analyzes, and judges their buildings and gardens
- Critiques selected examples of commercial or graphic art based on the success in meeting original intent and selected criteria

Grade 3

Demonstrate awareness of elementary art concepts

Students will identify the elements of art.

- Uses line to suggest texture
- Creates texture of animal
- Identifies and experiments with colors on the color wheel
- Identifies warm/cool colors
- Creates lines that imply movement
- Uses mono-print technique
- Describes positive and negative shapes in the environment and artwork
- Identifies and creates using variety of color/painting techniques

Students will create art based on imagination and personal interpretations of varied themes.

- Creates a scene showing people in perspective
- Draws people showing expression
- Makes a cityscape drawing
- Creates a picture using tints & shades of one color
- Creates a relief print

Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods.

- Creates a clay sculpture of imaginary animals
- Creates a fabric design in burlap
- Sculpts using “found objects”
- Identifies how forms in castle building related to function in history

Students judge art, their own and others, based on features they perceive in the artwork.

- Creates and analyzes a picture based alphabet
- Creates and displays industrial designs
- Creates and analyzes a style of architecture

Grade 4

Demonstrate awareness of elementary art concepts.

Students will identify the elements of art.

- Uses lines and shapes to express motion or send messages
- Reviews color wheel
- Uses positive, negative, and overlapping shapes in a design

- Creates a sketch with a focus on the structure of shapes and forms and add color using a color scheme
- Uses shade and color values for texture
- Creates a still life drawing
- Discusses visual rhythm of overlapping figures

Students will create art based on imagination and personal interpretations of varied themes.

- Uses brushstrokes with light and dark color as expressive elements in artwork
- Uses brushstrokes
- Uses brayers for print making
- Recognizes and creates geometric shapes
- Uses color to create artwork that expresses feeling
- Creates cartoon character

Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods.

- Explains how some hand woven fabrics have cultural significance and symbolic design
- Creates a mosaic collage that relates to their personal history and culture

Students judge art, their own and others, based on features they perceive in the artwork.

- Identifies how visual elements and symbols correlate with the function of the product
- Creates a color designed window after studying use of light
- Creates a drawing focusing on seeing many views of people

Grade 5

Demonstrate awareness of elementary art concepts

Students will identify the elements of art.

- Creates crayon etching showing different view of natural objects
- Explores how lines create rhythm and motion in artwork
- Learns procedures for making a coil pot
- Uses line and shape to create an optical illusion
- Creates the illusion of depth in a 2-D surface
- Creates an abstract painting, attempting to combine colors and other elements harmoniously
- Draws portrait using observation

Students will create art based on imagination and personal interpretations of varied themes.

- Draws portrait using observation
- Draws or paint a still life
- Creates a relief print
- Draws portrait using observation
- Creates a watercolor painting
- Creates a drawing that includes people, planning spaces, and paths of movement to express a mood or idea

Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods.

- Discusses pottery making traditions among Southwestern American Indians
- Compares and contrasts designs, materials, and symbols in North American Indians masks
- Creates a mask with symbolic visual elements

Student judge art, their own and others, based on features they perceive in the artwork.

- Draws a historically based cartoon
- Creates an architectural illustration with a focus on textures, patterns, materials, and design
- Designs and creates a maquette of a sculpture for a park or plaza
- Sets criteria for stamp design and create a layout

Elementary Art

Outcome #1: Students will identify the elements of art.	Text: Discover Art (Davis)	Grade: Kindergarten
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Unit 8, Lesson 1 & 2	60-61 62-63	Identify light and dark colors and increase skills in mixing colors. Include terms: primary and secondary colors	
Unit 9, Lesson 2 & 3	70-73	Increase awareness of shape in the environment. Increase awareness of pattern.	Math
Unit 2, Lesson 3	16-17	Illustrate music using lines.	Music
Unit 10, Lesson 1	76-77	Create texture with rubbings.	Science: five senses, fall leaves
Unit 11	82-89	Clay exploration and formation.	

Elementary Art

Outcome #2: Students will create art based on imagination and personal interpretations of varied themes.	Text: Discover Art (Davis)	Grade: Kindergarten
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Unit 1, Lesson 1	4-5	Explore and create portraits as a matter of record or for personal expression. (Additional lesson: DBAE Portraits: Abstract & Realistic)	Social Studies Unit 1 Language Arts – Theme 1
Unit 1, Lesson 2	6-7	Represent selves within the context of families.	Social Studies Unit 1
Unit 6, Lesson 2	46-47	Draw a still life.	Food Unit
Unit 15, Lesson 2	118-119	Draw animals from observation.	Science: Animals
Unit 18, Lesson 1 / 2	140-143	Create and draw a home or a favorite room.	Social Studies

Elementary Art

Outcome #3: Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods.	Text: Discover Art (Davis)	Grade: Kindergarten
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Unit 4, Lesson 1 & 2	28-31	Explore the functions of masks from various cultures	
Unit 5, Lesson 3	40-41	Understand how people use costumes. Discuss costumes and clothing in artwork	Social Studies

Elementary Art

Outcome #4: Student judgements about art, their own and others, will be based on features they perceive in the artwork.	Text: Discover Art (Davis)	Grade: Kindergarten
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Unit 14, Lesson 1	108-109	Identify patterns in the environment and in artist's works. Create pattern sets.	
Unit 12, Lesson 2	94-95	Describe how portraits differ. Describe different textures.	

Elementary Art

Outcome #1: Students will identify the elements of art.	Text: Adventures in Art (Davis)	Grade: First
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 1 & 14	8-9 34-35	Understand and create line in art.	
Lesson 5	16-17	Use different types and sizes of shape to create a portrait.	
Lesson 6	18-19	Use shape and color to create patterns.	Math
Lesson 8 & 9 - discuss Lesson 10 - production	22-27	Use shapes to create texture rubbings Discussion of Lesson 8 & 9 will help in preparing for Lesson 10.	
Lesson 11 & 12	28-31	Understand color wheel. Create art using warm or cool colors	

Elementary Art

Outcome #2: Students will create art based on imagination and personal interpretations of varied themes.	Text: Adventures in Art (Davis)	Grade: First
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 16-18	40-45	Create images of people or events that relate to personal experiences. Study the lessons, one production lesson should be chosen.	Reading responses to literature
Lesson 22, 24-discuss Lesson 25	52-53 56-57 58-59	Create mood through use of contrasting colors. Preceding Lesson 25 with Lessons 22 & 23 will enrich the lesson's activity	Science: space Literature
Lesson 29	66-67	Create animals in their habitats and visually express individual feelings. (see DBAE Lesson: "Animals and Birds in Jungle")	Language Arts – Gather Around

Elementary Art

Outcome #3: Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods	Text: Adventures in Art (Davis)	Grade: First
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 31 & 35	72-73 80-81	Introduce weaving as a cultural and artistic statement. Multicultural masks	Science – Life Around You
Lesson 39 & 40	88-91	Introduce students to sculptures from different cultures. Use texture to create detail on clay sculptures.	Science – Life Around You
Lesson 42	94-95	Learn that mosaics are both utilitarian and artistic in nature.	Math – lesson 7.3

Elementary Art

Outcome #4: Student judgements about art, their own and others, will be based on features they perceive in the artwork.	Text: Adventures in Art (Davis)	Grade: First
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 50	112-113	Evaluate the connection between illustration and text.	Literature
Lesson 52 & 53	116-119	Plan and construct a community	Social studies – maps Math - geometry
Lesson 59	130-131	Evaluate whether their artwork shows motion.	Science – Life Around You/Growing Plants

Elementary Art

Outcome #1: Students will identify the elements of art.	Text: Adventures in Art (Davis)	Grade: Second
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 1	8-9	Use varied lines to draw a tree.	Schramm Park
Lesson 3	12-13	Shapes create feeling, create collage of face.	Social Studies – We Belong to Many Groups
Lesson 4 - discuss Lesson 5	14-17	Relief surface rubbing. Use Lesson 5 for the production.	Character Study
Lesson 8	22-23	Create an artwork with positive and negative space.	Schramm Park Math – symmetry/shapes
Lessons 12-14	30-35	Use of color, comparing effects of different painting techniques. Production activity for Lesson 13 & 14	

Elementary Art

Outcome #2: Students will create art based on imagination and personal interpretations of varied themes.	Text: Adventures in Art (Davis)	Grade: Second
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 16	38-41	Develop and use sketches and sketch books to explore ideas in art.	
Lesson 17-20	42-49	Explore the various elements of art to create mood. Study of these lessons will enrich future lessons. A production activity could be chosen.	Science – Weather Watches
Lesson 22	50-53	Explore and create portraits as a matter of record or for personal expression. Make a relief sculpture.	
Lesson 23	54-55	Study and portray the human figure in a variety of positions and settings. (DBAE lesson, Degas’s Ballet Scene)	Joslyn Field Trip <i>Song and Dance Man</i> Music
Lesson 28	64-65	Create a mono-print to show an animal in an environment.	Science – Different Faces
Lesson 29	66-67	Produce a crayon resist drawing.	Science – Ocean Odyssey

Elementary Art

Outcome #3: Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods	Text: Adventures in Art (Davis)	Grade: Second
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lessons 31-32	72-75	Demonstrate awareness of stylistic conventions of Native American sculpture by creating a sculpture relating to these cultures. Suggestions: use papier- mache as substitute for clay.	Social Studies – Unit 4 American Indians
Lesson 33	76-77	Use for left-over clay	
Lesson 40	90-91	Create a woven surface with strips of paper	Social Studies – Unit 4 American Indians
Lesson 43	96-97	Create a banner	Social Studies – Chinese New Year

Elementary Art

Outcome #4: Student judgements about art, their own and others, will be based on features they perceive in the artwork.	Text: Adventures in Art (Davis)	Grade: Second
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lessons 46-48 - study Lesson 47	104-109	Judge selected examples of commercial/graphic art based on the success in meeting original intent and selected criteria. Students will create design(s) for poster about their school. Based upon Lesson 47	Social studies – Being a Good Citizen
Lessons 52 & 56	116-117 124-125	Create, analyze, and judge their buildings and gardens.	Math - geometry Social studies – aerial maps

Elementary Art

Outcome #1: Students will identify the elements of art.	Text: Adventures in Art (Davis)	Grade: Third
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 2	10-11	Create art with various lines	
Lesson 3	12-13	Discuss and create lines that imply movement	
Lesson 4 - discuss Lesson 5	14-17	Perceive and describe positive and negative shapes in the environment and artwork. Use production activity in Lesson 5.	
Lesson 8	22-23	Use line to suggest texture Create texture of animal	Science – Relationships of Living Things
Lesson 9	24-25	Mono-print technique	Science – Relationships of Living Things
Lessons 12-13	30-33	Identify and experiment with colors on the color wheel. Identify warm/cool colors. Choose either or both production activities.	
Lesson 14-15	34-37	Color and painting techniques	Seasonal descriptive writing

Elementary Art

Outcome #2: Students will create art based on imagination and personal interpretations of varied themes.	Text: Adventures in Art (Davis)	Grade: Third
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 22	54-55	Relief print making.	Social Studies – Omaha/Cities
Lesson 16 & 18	42-46 46-47	Mix shades and tints to create monochromatic color. Choose one production activity.	Social Studies – Cities Science – Systems in the Sky
Lesson 23 & 26	56-57 62-63	Draw people showing expression. Choose one production activity.	Social Studies – People Working and Living Together
Lesson 25	60-61	Create a scene showing people in perspective.	Cultural Arts – Rose Theatre
Lesson 29 & 30	68-69 70-71	Make a cityscape drawing. (Alternative DBAE, El Greco, mood)	Social Studies – Cities

Elementary Art

Outcome #3: Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods	Text: Adventures in Art (Davis)	Grade: Third
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 43	100-101	Identify and discuss how forms in castle building related to function in history. (Alternate DBAE – study of city)	Social Studies – Omaha/Cities
Lesson 50	118-119	Discuss fabric art from other cultures and create a fabric design in burlap.	Science – Pushes & Pulls
Lesson 53	124-125	Create a clay sculpture of imaginary animals.	Science – Relationship of Living Things
Lesson 54	126-127	Sculpt using “found objects.”	Social Studies – Unit 5

Elementary Art

Outcome #4: Student judgments about art, their own and others, will be based on features they perceive in the artwork.	Text: Adventures in Art (Davis)	Grade: Third
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 31 & 32	76-79	Create and display industrial designs. Students make judgments of these designs.	Social Studies – Unit4
Lesson 34	82-83	Create and analyze a picture based alphabet.	
Lesson 44	102-103	Create and analyze a style of architecture.	Social Studies - Cities

Elementary Art

Outcome #1: Students will identify the elements of art.	Text: Adventures in Art (Davis)	Grade: Fourth
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 2	10-11	Lines and shapes express motion or send messages.	Math - geometry
Lesson 4	14-15	Create a sketch with a focus on the structure of shapes and forms and add details.	Science – Plants & Animals Social Studies – Unit 6
Lesson 5 & 6	16-19	Shading and color values for texture. Use either or both production activities.	Social Studies – Unit 6
Lesson 8	22-23	Discuss and use positive, negative, and overlapping shapes in a design.	Math - geometry
Lesson 12-discuss Lesson 13	30-32	Discuss visual rhythm of overlapping figures. Create a still life drawing. Use Lesson 13's production activity.	
Lesson 14	33-34	Review the color wheel.	Math - geometry

Elementary Art

Outcome #2: Students will create art based on imagination and personal interpretations of varied themes.	Text: Adventures in Art (Davis)	Grade: Fourth
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 10	26-27	Print a stencil design that suggests motion.	Math – geometry, 3D shapes
Lesson 16, 17	40-45	Use brushstrokes with light and dark color as expressive elements in artwork. Use cool or warm colors effectively. Paint with watercolors. (Alternative DBAE: warm/cool colors)	Social Studies – Southeast U.S.
Lesson 18 & 22	46-47 54-55	Use color to create artwork that expresses feeling. Consolidate lessons or use both.	Science – Plants & Animals Social Studies – Northeast U.S.
Lesson 23	56-57	Print making with brayers	Social studies/health
Lesson 24 & 28	58-59 66-67	Drawing people in motion from different views. Consolidate lessons or use both.	Math – 3-D shapes & volumes Language Arts – Lou Gehrig

Elementary Art

Outcome #3: Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods	Text: Adventures in Art (Davis)	Grade: Fourth
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 47	110-111	Create a mosaic collage that relates to their personal history and culture.	Social studies: Nebraska Native Americans
Lesson 52	122-123	Explain how some hand woven fabrics have cultural significance and symbolic design.	Social Studies – Southwest U.S.
Lesson 56	130-131	Recognize and discuss how your sculpture and that of other times and cultures can have similar themes and purposes.	

Elementary Art

Outcome #4: Student judgements about art, their own and others, will be based on features they perceive in the artwork.	Text: Adventures in Art (Davis)	Grade: Fourth
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 32	78-79	Identify how visual elements and symbols correlate with the function of the product.	
Lesson 35	84-85	Cartoon character creations	Literature The Funny Side (Literacy Place)
Lesson 40	94-95	Create a relief sculpture and describe how textures and patterns used imply architectural materials.	
Lesson 42 & 43	98-101	Create a color designed window after studying use of light	

Elementary Art

Outcome #1: Students will identify the elements of art.	Text: Adventures in Art (Davis)	Grade: Fifth
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 2 – discuss Lesson 3	10-13	Create crayon etchings showing different views of natural objects. Use Lesson 3’s production activity	Science
Lesson 4/5 (either)	14-17	Use line and shape to create an optical illusion. (Alternative DBAE: art/symbolism)	Math tessellations
Lessons 6 & 7	18-21	Explore how lines create rhythm and motion in artwork. Consolidate lessons or use both.	
Lesson 8	22-23	Draw portrait using observation. (alternative DBAE: Colonial Times)	Social studies Colonial time
Lesson 12	24-25	Create the illusion of depth in a 2-D surface.	
Lesson 13 – review Lesson 14	32-35	Create an abstract painting, attempting to combine colors and other elements harmoniously.	

Elementary Art

Outcome #2: Students will create art based on imagination and personal interpretations of varied themes.	Text: Adventures in Art (Davis)	Grade: Fifth
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 16	42-43	Examine Abstract Expressionistic painting. Create a watercolor painting.	Writers’ workshop
Lesson 18	46-47	Draw or paint a still life.	Science
Lesson 22-23	52-53	Create an expressive painting, emphasize use of color. Consolidate or use both.	
Lesson 25-27 Select one	60-65	Create a drawing that includes people, planning spaces, and paths of movement to express a mood or idea.	Health
Lesson 30	70-71	Relief print.	

Elementary Art

Outcome #3: Students will demonstrate an awareness of styles, types, and functions of artwork from varied cultures and periods	Text: Adventures in Art (Davis)	Grade: Fifth
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 52	122-123	Compare and contrast designs, materials, and symbols in North American Indian masks. Create a mask with symbolic visual elements.	Social studies: Native Americans
Lesson 54	126-127	Discuss pottery making traditions among Southwestern American Indians. Learn procedures for making a coil pot (clay).	Social studies: Native Americans

Elementary Art

Outcome #4: Student judgements about art, their own and others, will be based on features they perceive in the artwork.	Text: Adventures in Art (Davis)	Grade: Fifth
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Lessons	Pages	Rationale / Concept	Curriculum Integration
Lesson 31-33	76-81	Create an architectural illustration with a focus on textures, patterns, materials, and design. Consolidate and choose one production activity	Social studies
Lesson 36	86-87	Design and create a maquette (small model) of a sculpture for a park or plaza.	
Lesson 39	92-93	Review postage stamp designs and set criteria for stamp design. Create a layout for the Duck Stamp competition.	Science
Lesson 41	96-97	Create a graphic design using letters or words.	Posters
Lesson 44	102-103	Draw a historically-based cartoon.	Social studies

Materials

K - Discover Art - Davis

Teacher wraparound guide	At-a-glance lesson format, literature links, support component correlation, interdisciplinary links and cultural connections, assortment of assessment options, Big Book
Overhead transparencies	Set of 24 fine art transparencies and blank overlays for interactive response activities, guide includes background information and related activities for each image
Large reproductions – Davis	24 full-color fine art prints, accompanying guide includes background information and related activities for each image
Large reproductions – Take 5	Fine art prints
Large reproductions - Shorewood	Fine art prints

Grade 1 - Art Adventures - Davis

Teacher wraparound guide	At-a-glance lesson format, literature links, support component correlation, interdisciplinary links and cultural connections, assortment of assessment options
Teacher Class Big Book	Large easel-style big book of lessons
Overhead transparencies	Set of 24 fine art transparencies and blank overlays for interactive response activities, guide includes background information and related activities for each image
Large reproductions - Davis	24 full-color fine art prints, accompanying guide includes background information and related activities for each image
Large reproductions – Take 5	Fine art prints
Large reproductions - Shorewood	Fine art prints

Grade 2/3/4/5 - Art Adventures - Davis

Teacher wraparound guide	At-a-glance lesson format, literature links, support component correlation, interdisciplinary links and cultural connections, assortment of assessment options
Overhead transparencies	Set of 24 fine art transparencies and blank overlays for interactive response activities, guide includes background information and related activities for each image
Large reproductions - Davis	24 full-color fine art prints, accompanying guide includes background information and related activities for each image

Large reproductions–Take5	Fine art prints
Large reproductions - Shorewood	Fine art prints

Grade 2/3/4/5 - Student Materials

Student text	15 text per classroom for each unit, activities and investigations, presentation of artists, art forms, styles, and cultures, samples of student artwork
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