

Junior High Art-Eighth Grade

Class Description: Junior High Art is a semester long class that gives Eighth Grade students the chance to explore mediums in depth on a daily basis as opposed to the two days a week they had in elementary. Using the Elements of Art and Principles of Design, they create detailed 3D work in mediums such as paper mache, clay and plaster. They also experiment and explore painting and learn that a painting is built up in layers and colors are not applied side-by-side as with a paint-by-number kit. They complete a master reproduction of a famous artist's work to learn how to analyze, match and mix color. They continue to explore drawing and printmaking and build on what they have learned in their elementary classes about composition, sketching, shape, form, value, contrast and color. If time remains at the end of the semester they complete a project of their choosing. They prepare their work for the NVC Art show by choosing their best pieces, matting them, applying hangers and tagging those artworks. Any work not properly prepped will not be taken to the show. They choose two artworks to be photographed and included in their Student Led Conference portfolios. They also complete their SLC evaluation sheet for the portfolio as well. Any work not intended for the art show is taken home.

Month	Elements of Art & Principles of Design Emphasized and Standards Met	Learning Activities	Evaluation Techniques	Resources	Ne Academic Standards (non-core areas)
August	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Paper Mache Sculpture Students sketched out ideas and looked at examples of previous years' sculptures. Students engaged in classroom discussion with the teacher and fellow students for ideas</p> <p>Students began the process and created a 3D paper mache sculpture of a head and shoulders. The sculpture had to express a strong emotion. The colors used to decorate the project also had to convey the emotion such as gray or blue for sadness. Variations of this project include but are not limited to, including a master artist's style or artwork. An example would be the sculpture screaming like the Edward Munch's "The Scream" but splatter painted in the style of Jackson Pollock. Zentangling the sculpture.</p>	<p>1-Did the student follow the project guidelines? 2-Does the sculpture convey a strong emotion? 3-Is the sculpture structurally strong, can't be dented and stands on its own and has good form? 4-Is the sculpture smooth without gaps or puckers? 5-Does the sculptures features stand out from the face and show detail? (contrast and value) 6-Does the color go with the emotion? 7-Does the decoration add to the features or distract from them? 8-Does the sculpture have hair? 9-Does the sculpture show texture and pattern?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	

<p>September</p>	<p>Form, shape, color, value, texture, pattern & contrast National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:2 Using knowledge of structures and functions. National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:4 Understanding the visual arts in relationship to history and cultures National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others. National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Covering the sculpture with found objects or material such as tacks, foil, bark, yarn, leaves twigs, etc.</p> <p>Paper Mache Sculpture Students sketched out ideas and looked at examples of previous years' sculptures. Students engaged in classroom discussion with the teacher and fellow students for ideas Students began the process and created a 3D paper mache sculpture of a head and shoulders. The sculpture had to express a strong emotion. The colors used to decorate the project also had to convey the emotion such as gray or blue for sadness.</p>	<p>1-Did the student follow the project guidelines? 2-Does the sculpture convey a strong emotion? 3-Is the sculpture structurally strong, can't be dented and stands on its own and has good form? 4-Is the sculpture smooth without gaps or puckers? 5-Does the sculptures features stand out from the face and show detail? (contrast and value) 6-Does the color go with the emotion? 7-Does the decoration add to the features or distract from them? 8-Does the sculpture have hair? 9-Does the sculpture show texture and pattern?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>
<p>October</p>	<p>Paper Mache-Form, shape, color, value, texture, pattern & contrast Clay-Form, shape, texture, pattern, contrast and line</p>	<p>Paper Mache-Students sketched out ideas and looked at examples of previous years' sculptures. Students engaged in classroom discussion with the teacher and fellow students for ideas Students began the process and created a 3D paper mache sculpture of a head and shoulders. The sculpture had to express a strong emotion. The</p>	<p>Paper Mache 1-Did the student follow the project guidelines? 2-Does the sculpture convey a strong emotion? 3-Is the sculpture structurally strong, can't be dented and stands on its own and has good form? 4-Is the sculpture smooth without gaps or puckers? 5-Does the sculptures features stand out from the face and show detail? (contrast and</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>

<p>November</p>	<p>Color</p> <p>Drawing- Line, shape, form, value, contrast and emphasis</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>colors used to decorate the project also had to convey the emotion such as gray or blue for sadness.</p> <p>Clay-Students sketch out ideas after being shown several examples from previous students and art shows.</p> <p>Students watched a demonstration of the 3 types of handbuilt construction. They were able to choose from pinch, slab, coil or any combination of methods. They could construct a useful item such as a cup or bowl or a sculpture</p> <p>Color-Students review the color wheel, color mixing and color schemes. Students discuss primary, secondary and tertiary colors, how to create them and how to combine the colors to form color schemes. They complete various worksheets and a quiz over the information.</p> <p>Drawing-Review basic sketching techniques such as starting with thumbnail sketches to decide composition and moving onto more detailed sketches before beginning formal drawing.</p> <p>Students will practice drawing a classroom still life or may bring in a photo of their own from home. They will sketch with a H pencil on newsprint before moving to drawing paper and charcoal.</p> <p>Zentangling-Bellringer Students will zentangle the first</p>	<p>value)</p> <p>6-Does the color go with the emotion? 7-Does the decoration add to the features or distract from them? 8-Does the sculpture have hair? 9-Does the sculpture show texture and pattern?</p> <p>Clay</p> <p>1-Did the student follow project guidelines? 2-Does the sculpture show texture and pattern? 3-Does the sculpture show contrast between textures? 4-Did the students correctly score (making small lines on each piece to help join pieces together) their piece? 5-Did the sculpture stay together without cracks or breaking? 6-Is the piece self-supporting? 7-Did the student glaze or paint the piece correctly using a color scheme?</p> <p>Drawing</p> <p>1-Did the student follow project guidelines? 2-Did the student use good sketching technique? 3-Did the student draw objects using shapes? 4-Did the student use value to make objects look 3-D? 5-Does the value gradually blend from dark to light across the object?</p>	<p>Teacher</p>	<p>Zentangling 1-Did the student use line and pattern?</p>
<p>November</p>	<p>Zentangling-Line,</p>	<p>Students will zentangle the first</p>	<p>Zentangling 1-Did the student use line and pattern?</p>	<p>Teacher</p>	

	<p>Pattern and Value</p> <p>Drawing-Line, shape, value, form, composition</p> <p>Painting-Line, shape, value, color, pattern, texture, contrast, form and emphasis</p> <p>Printmaking-Line, shape, pattern, contrast, emphasis, unity and movement</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>5 minutes of class each day for the remainder of the semester. Zentangling is meditative doodling or artistic journaling. They are to draw pattern without using numbers, letters, figures or pictures. They may use a grid and do a square each class or gradually fill in a 9x12" sheet. The zentangled paper may be used as a reference guide for patterns to use in printmaking or other projects or as a completed project to submit to an art show.</p> <p>Drawing-Students reviewed sketching and drawing techniques. They discussed value and how it is used to make an object look 3-D and have form as opposed to being flat. Adding shading is the difference between a circle and a ball, a square and a cube.</p> <p>Painting-Students reviewed the color wheel, color mixing and color schemes. Students were given a painting demonstration and shown several student examples as well as master artists' paintings. Classroom discussion included how to build a painting up in layers. Students will find a famous artist's work and paint a copy of it.</p> <p>Printmaking-Students reviewed previous print projects and discussed ideas such as Zentangling and reduction printing. Students</p>	<p>2-Did the student create a variety of lines and patterns that also created values in the design? 3-Did the student create a variety of designs? 4-Did the student use variations of their designs? 5-Did the student follow project guidelines?</p> <p>Drawing 1-Did the student follow project guidelines? 2-Did the student's objects in their drawing show 3-5 values gradually going from light to dark? 3-Was each object shaded to look 3-D? 4-Was the background shaded according to the light source and the cast shadows of the objects?</p> <p>Painting 1-Did the student follow project guidelines? 2-Did the student apply a base color to build the painting up on? 3-Did the student work from the back of the picture to the front? 4-Did the student use value to make objects look 3-D and give the painting depth? 5-Did the student correctly mix their colors? 6-Did the students correctly identify and use a color scheme?</p> <p>Printmaking 1-Did the student follow project guidelines? 2-Did the student correctly use and identify a color scheme? 3-Did the student emphasize pattern and line in their design? 4-Did the student properly mat their design? 5-Did the design show unity and movement?</p>	<p>Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>
--	---	---	--	---

	<p>are reminded that printmaking emphasizes line and pattern and color schemes are discussed. Students sketch out ideas before making a full size design. The design is transferred to the foamboard and traced with an ink pen. Students begin printing 10-15 good, clear prints. The best prints are matted on their own. The remaining prints are either cut up and re-assembled for collages or drawn on with markers and colored pencils to add more color and emphasize details that may not be showing or a combination of techniques.</p>	<p>Clay Decoration-Students will choose either underglaze, glaze or painting to decorate their clay sculpture. Glaze and underglaze should be applied with 2-6 coats depending on the type and color of glaze. Students should follow product and/or instructor directions for the number of coats. Underglaze should have two coats of transparent glaze applied over the underglaze to create a shiny surface. Painted surfaces may have gloss varnish applied over the top to create a shiny surface.</p> <p>Printmaking-Students reviewed previous print projects and discussed ideas such as Zentangling and reduction printing. Students are reminded that printmaking emphasizes line and pattern and color schemes are discussed. Students sketch out ideas</p>	<p>Printmaking 1-Did the student follow project guidelines? 2-Did the student correctly use and identify a color scheme? 3-Did the student emphasize pattern and line in their design? 4-Did the student properly mat their design? 5-Did the design show unity and movement?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images Teacher</p>	
<p>December</p> <p>Clay Decoration Shape, Form, Texture and Pattern, Balance</p> <p>Printmaking-Line, shape, pattern, contrast, emphasis, unity and movement</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5</p>		<p>Show Prep 1-Did the student follow project guidelines? 2-Did the student correctly mat their artwork following the directions in the art binders? 3-Did the student correctly fill out and attach all art tags according to the art show guidelines?</p>	<p>SHOW PREP Teacher Art Binders Art Show Directions and Guidelines</p>		

<p>Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>before making a full size design. The design is transferred to the foamboard and traced with an ink pen. Students begin printing 10-15 good, clear prints. The best prints are matted on their own. The remaining prints are either cut up and re-assembled for collages or drawn on with markers and colored pencils to add more color and emphasize details that may not be showing or a combination of techniques</p> <p>SHOW PREP-Students will choose their best work to submit to the spring art show. They will finish up any projects that need touching up and begin show prepping them. Students will mat any flat work that requires it such as drawing, painting and printmaking. They will attach hangers to the back of all flat pieces and write their name, grade and Elgin #18 on the back of the piece. All sculptures will have the student's information on the bottom as well as their show tags. Artwork will be returned in May after the show is completed.</p>	<p>4-Is the student's name, grade and Elgin #18 on all artwork being submitted to the show? 5-Did the student apply hangers to the back of all flat work according to the directions on show prep in the art binders?</p>	
<p>Show Preparation</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>			

High School Art/Advanced Art

Class Description: Advanced Art is an independent study course designed to allow students to develop their own artistic style. Students review color at the beginning of the year before branching out into their own designs. They must complete sketches for each project and receive instructor approval before beginning a project. Students should complete 3-6 projects per quarter depending on size and degree of difficulty. Students are required to correctly prepare and enter work in the NVC Art show that we attend in the spring.

Month	NE State Standard/Benchmark (all standards and "sub-standards"/indicators must be accounted for) Bold all standards assessed on NeSA	Learning Activities	Evaluation Techniques	Resources (Specific textbook chapters, website, videos, activities, novels, etc.)	Ne Academic Standards (non-core areas)
August	<p>Zentangling-Line, Pattern, Unity, Balance and Value</p> <p>Color</p> <p>Drawing-Line, shape, value, form, composition</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5</p>	<p>Review color, color wheel, color mixing and color schemes</p> <p>Students will review the color wheel, including primary, secondary and tertiary colors and how they are created.</p> <p>Students will review color schemes, their definitions and examples. They will complete a worksheet on color schemes demonstrating their knowledge of 5 color schemes.</p> <p>Students will practice mixing the secondary and tertiary colors from the primary colors.</p> <p>Bellringer</p> <p>Zentanling or Sketching</p> <p>Students will zentangle the first 5 minutes of class each day. Zentanling is meditative doodling or artistic journaling. They are to draw pattern without using numbers, letters, figures or pictures. They may zentangle a number, letter or</p>	<p>Color</p> <p>1-Did the student correctly name the primary colors? 2-Did the student correctly name the secondary colors and how to create them? 3-Did the students correctly name the tertiary colors and how to create them? 4-Did the students list the colors in the correct order on the color wheel? 5-Did the student correctly list the color schemes, define them and give an example? 6-Did the student correctly mix the secondary and tertiary colors using only red, yellow and blue?</p> <p>Zentanling</p> <p>1-Did the student use line and pattern? 2-Did the student create a variety of lines and patterns that also created values in the design? 3-Did the student create a variety of designs? 4-Did the student use variations of their designs?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>	

<p>Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>picture but not use those in the zentangle itself. They may use a grid and do a square each class or gradually fill in a 9x12" sheet. The zentangled paper may be used as a reference guide for patterns to use in printmaking or other projects or as a completed project to submit to an art show.</p> <p>Students may sketch the first five minutes of class to warm up their drawing skills, to create ideas for future projects and to focus their creativity.</p>	<p>5-Did the student follow the project guidelines? 6-Did the student avoid using letters, numbers, pictures, symbols and figures in the zentangling itself?</p> <p>Sketching 1-Did the student using proper sketching technique (start with thumbnails to choose composition, move onto larger sketches with more detail once composition has been chosen, finish up with a single sketch to work from for the final project) 2-</p>	
<p>September</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Drawing-Review basic sketching techniques such as starting with thumbnail sketches to decide composition (diagonal, vertical, horizontal, triangular) also referred to as layout and moving onto more detailed sketches before beginning formal drawing.</p> <p>Students will practice drawing a classroom still life or may bring in a photo of their own from home. They will sketch with an H pencil on newsprint before moving to drawing paper and pencil, oil pastel and/or charcoal.</p>	<p>Drawing 1-Did the student follow project guidelines? 2-Did the student's objects in their drawing show 3-5 values gradually going from light to dark? 3-Was each object shaded to look 3-D? 4-Was the background shaded according to the light source and the cast shadows of the objects? 5-Did the student show contrast on their drawing? Light against dark to make objects stand out from each other?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>
<p>October</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3</p>	<p>Independent Work-Students may begin projects of their choosing from previous projects such as drawing, painting, sculpture, clay,</p>	<p>Evaluation Techniques will vary according to project. Some guidelines are... 1-Did the student follow project guidelines as discussed with the</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines</p>

	<p>Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>collage, printmaking or any combination of these mediums. They must complete sketches and have instructor approval before starting a new project.</p>	<p>instructor prior to beginning the project? 2-Did the student correctly apply the Elements of Art and Principles of Design to their work?</p>	<p>Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>	
<p>November</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Independent Work-Students may begin projects of their choosing from previous projects such as drawing, painting, sculpture, clay, collage, printmaking or any combination of these mediums. They must complete sketches and have instructor approval before starting a new project.</p>	<p>Evaluation Techniques will vary according to project. Some guidelines are... 1-Did the student follow project guidelines as discussed with the instructor prior to beginning the project? 2-Did the student correctly apply the Elements of Art and Principles of Design to their work?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>	
<p>December</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in</p>	<p>Independent Work-Students may begin projects of their choosing from previous projects such as drawing, painting, sculpture, clay, collage, printmaking or any combination of these mediums. They must complete sketches and have instructor approval before starting a new project.</p>	<p>Evaluation Techniques will vary according to project. Some guidelines are... 1-Did the student follow project guidelines as discussed with the instructor prior to beginning the project? 2-Did the student correctly apply the Elements of Art and Principles of Design to their work?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>	

	<p>relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>				
January	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>		<p>Independent Work Zentangling-Bellringer Students may branch out on their design. They no longer have to use the grid if they do not want to. They may also begin zentangling letters, numbers, names, objects etc. The zentangling itself should not include letters and numbers but the student may draw a letter and zentangle in the letter.</p>		
February	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5</p>		<p>Independent Work</p>		

<p>Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Independent Work Show Prep</p>	<p>Show Prep-Students must submit artwork to all of the spring art shows. They must also prepare their work for those shows. Shows attended may include the Wakefield Invitational, and the Niobrara Valley Conference Art Show.</p> <ol style="list-style-type: none"> 1-Students must correctly prepare their work by matting all flat work. 2-Students must correctly fill out all tags with a black pen and attached the proper show tag to the bottom, right-hand corner of flat work according to the show's guidelines. 3-The students will apply hangers to the back of all flat work so it may be stapled up for display the day of the show. 4-Students will attach show tags to all 3-D work. 	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>March</p>
		<p>Show Prep-Students must submit artwork to all of the spring art shows. They must also prepare their work for those shows. Shows attended may include the Wakefield Invitational, and the Niobrara Valley Conference Art Show.</p> <ol style="list-style-type: none"> 1-Students must correctly prepare their work by matting all flat work. 2-Students must correctly fill out all tags with a black pen and attached the proper show tag to the bottom, right-hand corner of flat work according to the show's guidelines. 3-The students will apply hangers to the back of all flat work so it may be stapled up for display the day of the show. 4-Students will attach show tags to all 3-D work. 	<p>Independent Work Show Prep</p>	<p>April</p>

	Making connections between visual arts and other disciplines.			
May	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Discuss Art Shows, our work and other schools' work, how our work compared to other schools' what was great about purple winning works and why they stood out from other work.</p> <p>Discuss ideas for next year while completing one last independent project.</p>	<p>Evaluation Techniques will vary according to project. Some guidelines are...</p> <p>1-Did the student follow project guidelines as discussed with the instructor prior to beginning the project?</p> <p>2-Did the student correctly apply the Elements of Art and Principles of Design to their work?</p>	

High School Art/Art 1

Class Description: Art 1 is an introductory course for high school students. Students review concepts studied in elementary and junior high before branching out into independent projects. Color, drawing, clay, painting and printmaking are reviewed and students are allowed to choose their own subject for each project as opposed to having a subject assigned to them as when they were younger. After successfully completing the assigned projects, students that demonstrate the correct skills may begin to branch out into their own projects with instructor approval. Students are required to correctly prepare and enter work in the 3-4 art show we attend in the spring which includes the Niobrara Valley Conference show.

Month	NE State Standard/Benchmark (all standards and "sub-standards"/indicators must be accounted for) Bold all standards assessed on NeSA	Learning Activities	Evaluation Techniques	Resources (Specific textbook chapters, website, videos, activities, novels, etc.)	Ne Academic Standards (non-core areas)
August	Zentangling-Line, Pattern and Value Drawing-Line, shape, value, form, composition Painting-Line, shape, value, color, pattern, texture, contrast, form and emphasis National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:2 Using knowledge of structures and functions. National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:4	<p>Review color, color wheel, color mixing and color schemes</p> <p>Students will review the color wheel, including primary, secondary and tertiary colors and how they are created.</p> <p>Students will review color schemes, their definitions and examples. They will complete a worksheet on color schemes demonstrating their knowledge of 5 color schemes.</p> <p>Students will practice mixing the secondary and tertiary colors from the primary colors.</p> <p>Zentangling-Bellringer</p> <p>Students will zentangle the first 5 minutes of class each day. Zentangling is meditative doodling or artistic journaling. They are to draw pattern without</p>	<p>Color</p> <p>1-Did the student correctly name the primary colors? 2-Did the student correctly name the secondary colors and how to create them? 3-Did the students correctly name the tertiary colors and how to create them? 4-Did the students list the colors in the correct order on the color wheel? 5-Did the student correctly list the color schemes, define them and give an example? 6-Did the student correctly mix the secondary and tertiary colors using only red, yellow and blue?</p> <p>Zentangling</p> <p>1-Did the student use line and pattern? 2-Did the student create a variety of lines and patterns that also created values in the design? 3-Did the student create a variety of</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>	

	<p>Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>using numbers, letters, figures or pictures. They may use a grid and do a square each class or gradually fill in a 9x12" sheet. The zentangled paper may be used as a reference guide for patterns to use in printmaking and/or other projects or as a completed project to submit to an art show.</p>	<p>designs? 4-Did the student use variations of their designs? 5-Did the student follow the project guidelines? 6-Did the student avoid using letters, numbers, pictures, symbols and figures?</p>		
<p>September</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Drawing-Review basic sketching techniques such as starting with thumbnail sketches to decide composition (diagonal, vertical, horizontal, triangular) also referred to as layout and moving onto more detailed sketches before beginning formal drawing. Students will practice drawing a classroom still life or may bring in a photo of their own from home. They will sketch with a H pencil on newsprint before moving to drawing paper and pencil, oil pastel and/or charcoal.</p> <p>Painting -Students reviewed the color wheel, color mixing and color schemes. Students were given a painting demonstration and shown several student examples as well as master artists' paintings. Classroom discussion included how to build a painting up in layers. Students will find a famous artist's work and paint a copy of it. They will analyze which colors the master artist used first and how he/she built up their layers of paint. The goal is to match the colors as close as possible and practice their color mixing skills.</p>	<p>Drawing 1-Did the student follow project guidelines? 2-Did the student's objects in their drawing show 3-5 values gradually blending from light to dark? 3-Was each object shaded to look 3-D? 4-Was the background shaded according to the light source and the cast shadows of the objects? 5-Did the student show contrast on their drawing, light against dark to make objects stand out from each other?</p> <p>Painting 1-Did the student follow project guidelines? 2-Did the student apply a base color to build the painting up on? 3-Did the student work from the back of the picture to the front? 4-Did the student use value to make objects look 3-D and give the painting depth? 5-Did the student correctly mix their colors? 6-Did the students correctly identify and use a color scheme?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>		

		<p>Students will complete their own painting (they choose subject) using the skills learned in the master reproduction.</p>	<p>Clay-Students sketched out ideas after being shown several examples from previous students' work and previous art shows. Students watched a demonstration of the 3 types of handbuilt construction. They were able to choose from pinch, slab, coil or any combination of methods. They could construct a useful item such as a cup or bowl or a sculpture</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:2 Using knowledge of structures and functions. National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:4 Understanding the visual arts in relationship to history and cultures National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others. National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>October</p>
<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>	<p>Clay 1-Did the student follow project guidelines? 2-Does the sculpture show texture and pattern? 3-Does the sculpture show contrast between textures? 4-Did the students correctly score (making small incisions on each piece to help join pieces together) their piece? 5-Did the sculpture stay together without cracks or breaking? 6-Is the piece self-supporting? 7-Did the student glaze or paint the piece correctly using a color scheme?</p>	<p>Printmaking 1-Did the student follow project guidelines? 2-Did the student correctly use and identify a color scheme? 3-Did the student emphasize pattern and line in their design? 4-Did the student properly mat their design? 5-Did the design show unity and movement?</p>	<p>Printmaking-Students reviewed previous print projects and discussed ideas such as Zentangling and reduction printing. Reduction printing the design is printed and then a portion of the foamboard is cut away and more pattern is added. The new design is printed over the previous design in a new color that will coordinate with the previous color. The design is reduced one more time and printed over the two previous printings again. Students are reminded that printmaking emphasizes line and pattern. Color schemes are reviewed and discussed. Students sketch out</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:2 Using knowledge of structures and functions. National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:4 Understanding the visual arts in relationship to history and cultures National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others. National Art Standard:6 Making connections between</p>	<p>November</p>

	<p>visual arts and other disciplines.</p>	<p>ideas before making a full size design. The design is transferred to the foamboard and traced with an ink pen. Students begin printing 10-15 good, clear prints. The best prints are matted on their own. The remaining prints are either cut up and re-assembled for collages or drawn on with markers and colored pencils to add more color and emphasize details that may not be showing or a combination of techniques</p>			
<p>December</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Independent Work-Students may begin projects of their choosing from previous projects such as drawing, painting, sculpture, collage, printmaking or any combination of these mediums. They must complete sketches and have instructor approval before starting a new project.</p>	<p>Evaluation Techniques will vary according to project. Some guidelines are... 1-Did the student follow project guidelines as discussed with the instructor prior to beginning the project? 2-Did the student correctly apply the Elements of Art and Principles of Design to their work?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Art Show Examples Internet Images</p>	
<p>January</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in</p>	<p>Independent Work Zentangling-Bellringer Students may branch out on their design. They no longer have to use the grid if they do not want to. They may also begin zentangling letters, numbers, names, objects etc. The zentangling itself should not include letters and numbers but the student may draw a letter and zentangle in the letter.</p>			

	<p>relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>				
February	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	Independent Work			
March	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5</p>	Independent Work Show Prep	<p>Show Prep-Students must submit artwork to all of the spring art shows. They must also prepare their work for those shows. Shows attended may include the Wakefield Invitational and Niobrara Valley Conference Art Show.</p> <p>1-Students must correctly prepare their work by matting all flat work 2-Students must correctly fill out and attached the proper show tag to</p>		

	<p>Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>		<p>the bottom, right-hand corner of flat work according to the show's guidelines.</p> <p>3-The students will apply hangers to the back of all flat work so it may be stapled up for display the day of the show.</p> <p>4-Students will attach show tags to all 3-D work.</p> <p>5-All show tags will be filled out with a black pen.</p>		
<p>April</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Independent Work Show Prep</p>	<p>Show Prep-Students must submit artwork to all of the spring art shows. They must also prepare their work for those shows. Shows attended may include the Wakefield Invitational, and the Niobrara Valley Conference Art Show.</p> <p>1-Students must correctly prepare their work by matting all flat work.</p> <p>2-Students must correctly fill out and attached the proper show tag to the bottom, right-hand corner of flat work according to the show's guidelines.</p> <p>3-The students will apply hangers to the back of all flat work so it may be stapled up for display the day of the show.</p> <p>4-Students will attach show tags to all 3-D work.</p> <p>5-All show tags will be filled out with a black pen.</p>		
<p>May</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range</p>	<p>Discuss Art Shows, our work and other schools' work, how our work compared to other schools' what was good about purple</p>			

	<p>of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>winning works and what made them stand out from other work. Discuss ideas for next year while completing one last independent project.</p>			
--	---	---	--	--	--

Lower Elementary Art/Kindergarten, First and Second Grades

Kindergarten Art/Class Description: Kindergarten Art is an introductory course for students to begin their school career. They will be introduced to various art mediums and concepts throughout the year. The main focus will be introducing the students to color, color mixing, shapes, forms, pattern and texture. Students will learn about the primary colors and how to create the secondary colors by mixing primary ones. They will learn how to draw people and animals using shapes. They will discuss proportion and why it is important. They will also be instructed on classroom safety and how to properly use equipment and materials such as scissors and glue. Students will be shown that difficult looking objects aren't hard to draw if they are broken down into simple, basic shapes.

First Grade Art/Class Description: First Grade students review concepts studied in Kindergarten and add additional and more in depth details throughout the year. They will continue to focus on color, color mixing, shapes, forms, pattern and texture but the concepts will include more detail and complexity. They will continue to discuss and implement proportion and the Elements of Art and Principles of Design. Classroom safety will continue to be emphasized. They will continue to draw objects, animals and people using geometric shapes.

Second Grade Art/Class Description: Second Grade Art students will continue to review concepts studied in Kindergarten and First Grade. They will continue to add more details to their work and create more complex artworks in order to move on to more difficult projects in the third-sixth grades. They will be reviewing concepts studied in Kindergarten and First Grades but will add more detail to their work.

Month	NE State Standard/Benchmark (all standards and "sub-standards"/indicators must be accounted for) Bold all standards assessed on NeSA	Learning Activities	Evaluation Techniques	Resources (Specific textbook chapters, website, videos, activities, novels, etc.)	Ne Academic Standards (non-core areas)
August	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5</p>	<p>K-2 Introduction and review to the classroom and building. Discussion about classroom safety, where supplies are stored, listening to and following directions. Kindergarten-Students are asked to draw a person. Afterwards they are shown how to draw a person using shapes and starting with the body. They are then asked to compare their first drawing to the drawing using shapes and compare how they turned out. There is also discussion about</p>	<p>Portfolio Design Did the student follow project directions and guidelines? Did the student color the letters using a tint of a color? Did the student draw pattern over the tint using a dark color? Is the background color a contrasting color to the letters? Can you read the name on the portfolio?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	

	<p>Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p> <p>National Standards emphasized in this lesson are:</p> <p>Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>how easy it was to draw a person using the shapes and how much more detail there was in the second drawing.</p> <p>There is also classroom discussion about how they will learn to draw just as they will learn to read and write.</p> <p>K-2 Students created a portfolio to store their artwork in for the year. The teacher drew their names on the folder in bubble letters for the kindergarten and first grades while second grade was shown how to create their own bubble letters. They print their name lightly in pencil making sure there is plenty of space between the letters. They then draw around the printed letters to form the bubble. Next they erase the original printed letters and are ready to color the letters. The letters are colored in a pastel color or a tint and pattern was drawn on the letters in a dark color. Contrast was discussed and that designs show up better when there is dark against light or contrast. They were also encouraged to color the background a contrasting color as time permitted.</p> <p>Color Mixing</p> <p>Discussed primary and secondary colors and how to mix secondary colors by mixing two primary colors. The Kindergarten class used crayons and was shown how to mix red, yellow and blue to create orange, green and purple.</p>	<p>Were the K, 1st and 2nd grade students able to create orange, green and purple by mixing yellow, red and blue?</p> <p>Were the Second grade students also able to create yellow-orange, yellow-green, blue-green, blue-violet, red-orange and red-violet by mixing a primary and a secondary color?</p> <p>Were they able to correctly place them on the Color Wheel?</p>	
--	---	---	--	--

	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>First and Second grades used colored pencil to color in the bubbles on their color wheel worksheet in the correct order. Second graders also created the tertiary colors by mixing a primary and a secondary color and arranged them in the correct order on a color wheel worksheet..</p>			
<p>September</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>Using shapes to draw birds. Kindergarten used the stuffed parrot in the room (Walter) as a model to draw a bird using shapes. Students painted Walter using watercolor and were encouraged to mix their colors the way they practiced for the color wheel.</p> <p>First and Second grade continued on the color unit and practice putting colors together in color schemes. They colored a Pepsi can worksheet coloring 3 cans using a different color scheme for each can. They discussed how different the cans looked in different colors from the original color scheme and what flavor they thought the different colors would be. There was also discussion about how color affected how we perceived a food's taste.</p> <p>K-2-Draw still life objects such as a pitcher and a bowl using shapes. Discuss shapes and how objects can be drawn using basic shapes such as circles, squares, rectangles, triangles and ovals. Look at the still life</p>	<p>Did the students create a bird using basic shapes and in proportion?</p> <p>Did students use color correctly when painting Walter?</p> <p>Did they mix their own colors?</p> <p>Did the student successfully create the secondary and tertiary colors from the primary colors?</p> <p>Did the student follow teacher directions?</p> <p>Did the student use shapes to draw objects?</p> <p>Did the student draw the objects in proportion?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	

<p>October</p>	<p>the characteristics and merits of their work and the work of others.</p>	<p>objects set up in the room. Decide which ones to draw and what shapes to use to draw the objects. Practice using an H pencil and newsprint</p> <p>Draw still life objects such as a pitcher and a bowl using shapes. Discuss shapes and how objects can be drawn using basic shapes such as circles, squares, rectangles, triangles and ovals. Look at the still life objects set up in the room. Decide which ones to draw and what shapes to use to draw the objects. Practice using an H pencil and newsprint</p> <p>Draw a pumpkin using shapes and lines Discuss shapes and how objects can be drawn using basic shapes such as circles, squares, rectangles, triangles and ovals. Demonstrate how to draw a pumpkin and have students draw it using crayons. Paint with watercolor.</p> <p>Clay-Kindergarten-Sculpt a clay evergreen tree. Demonstrate that an evergreen is a pyramid shape or triangle. Roll clay into the pyramid and then pinch out branches from top to bottom. Punch a hole in the bottom using their finger to create a air hole for the middle of the tree to dry. Add names and let air dry. 1st Grade-Clay bird on a nest 2nd Grade-Clay bunny</p>	<p>Did the student follow teacher directions? Did the student use shapes to draw objects? Did the student draw the objects in proportion? Did the student follow teacher directions? Did the student use shapes to draw objects? Did the student draw the objects in proportion? (do parts of the object balance in relation to each other?) Does their drawing look like a pumpkin?</p> <p>Clay Did the student follow project guidelines? Did the student score parts of the clay together? Did the student add texture to the design?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	
-----------------------	---	--	--	--	--

<p>November</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>K-2 Turkey Drawings Discuss how a turkey looks and look at the step-by-step handout. Watch teacher demo and then try on own drawing. Practice a couple of times on newsprint. Draw on white paper with a brown crayon. Paint over design using watercolor paint. Use fall colors (warm) colors such as yellow, red, orange and brown to color turkey's feathers and body.</p>	<p>Did the student follow teacher directions? Did the student use shapes to draw the turkey? Did the student draw the turkey in proportion? (do parts of the object balance in relation to each other?) Did the student use pattern to create the feathers? Did the student use warm or fall colors to decorate the turkey?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	
	<p>Christmas Giftbag The students will follow directions in holiday binder, Kindergarten will create a star design on their bag. They were shown how to draw a five point star on yellow paper and cut it out. It was glued to the giftbag. Each student was given a sheet of star stickers to embellish their star design and bag. They were to randomly place the stars on the big, yellow star and on the background.</p>	<p>Christmas Giftbag The students will follow directions in holiday binder, Kindergarten will create a star design on their bag. They were shown how to draw a five point star on yellow paper and cut it out. It was glued to the giftbag. Each student was given a sheet of star stickers to embellish their star design and bag. They were to randomly place the stars on the big, yellow star and on the background.</p>	<p>Giftbags Did the students follow teacher instruction? Did they draw their designs in proportion? Did they complete the project?</p>		
<p>December</p>		<p>Christmas Giftbag First Grade created a Christmas tree on their giftbag by cutting the pot out of construction paper and gluing it to the bag. Using markers they drew a tree in the pot and added star stickers for ornaments. Second Grade used the ornament design to make a large round ornament from</p>	<p>Card Did the card have two color layers? Were the two open edges of the top layer trimmed with the silly scissors to create a fancy edge? Did the student place the two layers correctly together? Did the student decorate the front of the card? Did the student include a message on the inside of the card?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	

<p>January</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>colored construction paper, cut out and glue onto bag. Add sticker stars around large ornament. Add pattern and hanger to ornament. Tissue paper was added to the bag. K-2 students also created a Christmas card for their bag.</p>	<p>K-2 Radial Designs Students will create snowflakes following the directions in the holiday binders. A radial design is discussed and students watch a demonstration on how to fold and cut a snowflake. They are allowed to try it. Any that come out square or butterfly shaped are wrong and the student watches the demonstration again and are shown where they folded wrong. Students are allowed to make as many snowflakes as they have time for. Kindergarten-Snowmen Students watched a teacher demonstration on how to correctly draw a snowman. They practiced a couple of times before drawing their snowman on blue paper with a white crayon. They added snowflakes by drawing a + with an x over it. They lightly colored in snowdrifts and the snowman with the white crayon. They added stick arms with brown and were shown how to draw a top hat to look 3-D.</p>	<p>Radial Design Did the student follow project guidelines? Was the design cut on all three sides of the folded triangle to create a lacy pattern? Was the snowflake round? Square or butterfly shape ones are wrong!</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>
-----------------------	---	--	---	--	---

	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>Kindergarten-Holidays Valentines, Shamrocks, Easter Eggs Students will learn how to create and use a pattern. They will fold a piece of paper in half and draw a half of a design such as a heart along the fold. They will cut along the line to create a heart that is even on both sides. They may now use this pattern to trace onto colored paper to create valentines, shamrocks and eggs. Students may add embellishments such as pattern, shapes, paper punch shapes</p> <p>1st-2nd Printmaking Subjects may include bugs, fish, any animal with a strong pattern Review and follow the directions in the Printmaking binders. Discuss how other cultures use pattern such as African, Native American and Aboriginal. Demonstrate how to draw a design on foamboard and how to print it. Discuss that a print includes line and pattern. Discuss that a pattern is a design that repeats. Discuss how pattern is used in everyday life such as clothing, furniture, carpet, gift wrap, wall paper and shoe treads and that an artist creates those designs. Point out the difference between a design (only once) and a pattern</p>	<p>Holiday Did the student follow the binder and teacher instructions? Were the two sides of the heart, shamrock, egg even? Did the student use holiday appropriate colors?</p> <p>Printmaking Did the student follow project guidelines? Did the student draw their bug in proportion? Did the student add pattern to their bug? Were the student's prints clear and all parts of the design were visible?</p>		
--	---	---	---	--	--

	<p>February</p>	<p>National Art Standard:1 Understanding and applying</p>	<p>Continue on and finish printmaking.</p> <p>K-2 Drawing People Review drawing people with</p>	<p>Drawing People Did the student follow project</p>	<p>Teacher</p>

(design that repeats) on their clothing. Reinforce that an artist created the designs and patterns on their clothing. Discuss that an artist designs team clothing and that professional teams pay a lot of money for their team's logo and uniform design. K-2 students will create use a bug for their print design.

1st will draw from the toy bug models.

2nd Grade will use a butterfly book for ideas. They will look at the shapes of the bugs and how many segments there are to their bodies and legs.

Students will practice drawing the bugs on newsprint. After practice is completed they will draw their bug on 6"x4.5" newsprint to transfer to the same size foamboard. The drawing is taped to the foamboard and traced with a pen. The drawing is removed and the design is re-traced.

Students view a teacher demo on printing and begin the process themselves. They will create 3-5 good, clear prints. **1st and 2nd Grades** will add more pattern to their foamboard design and print over the original design with another color of ink

<p>March</p>	<p>media, techniques and processes National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>shapes. Emphasize correct proportion. Also emphasize drawing the body first and adding the head and limbs next. Draw people in action; discuss what they do during the day and how their body moves. Draw a picture of a person in action (running, jumping, walking) K-2 Portraits Review the portrait drawing section in the Drawing binder. Discuss the face and its different parts. Discuss that eyes are drawn in the middle of the head and not at the top. Eyes are football or leaf shaped. The nose is half way between the eyes and the chin and the mouth is halfway between the nose and chin. Ears are even with the nose. Add details such as eyelids, eyelashes and eyebrows. Add the hair. Emphasize that the hair should flow like real hair and not be stiff. Practice drawing their own person after watching teacher demo. Draw a portrait of a classmate. Note color of eyes and hair and how their hair is styled.</p>	<p>guidelines? Did the student place the eyes half way on the face? Was the nose half way between the eyes and chin? Was the mouth half way between the nose and chin? Were features drawn in proportion to each other and the face? Did the student draw the hair correctly? Did the student draw the ears even with the nose and in proportion to the head?</p>	<p>Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	
<p>March</p>	<p>National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:4 Understanding the visual arts in</p>	<p>K-2-Easter Eggs To create an Easter egg with pattern. Students will discuss pattern and how Easter eggs have patterns. Discuss Russian Easter Eggs and their patterns. Demonstrate how to draw an egg and make stripes on the egg by drawing smiles to make the egg look round.</p>	<p>Did the student follow the binder and teacher instructions? Were the two sides of the egg even? Did the student use holiday appropriate colors? Did the student add pattern to their egg?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	

<p>relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p>	<p>May draw egg in crayon and paint with watercolor or cut eggs out of construction paper and cut shapes from other colors of paper and glue onto the egg.</p> <p>K-2 Easter Bunny Review using shapes to draw an animal. Start with the body and add head followed by limbs. Watch teacher demo and then practice with an H pencil and newsprint. Transfer design to drawing paper. May color with crayons, colored pencil and/or paint with watercolor. Parts may be cut from construction paper and glued onto construction paper.</p> <p>K-2 Draw a Flower Discuss that flowers are starting to bloom and the parts of a flower Students will view teacher demo and practice on newsprint with an H pencil. Students may draw flower with crayon and paint with watercolor, color with crayon or colored pencil or cut out parts from construction paper and glue onto construction paper.</p> <p>Drawing Buildings Kindergarten will watch a teacher demo on how to draw a building and practice drawing one on their own, using shapes. Kindergarten will draw only the front of the building. 1st and 2nd students will review buildings and how to draw them in proportion and in</p>	<p>Bunny Did the student draw the bunny parts in proportion to each other? Did the student draw a background for the bunny? Did the student add fur for texture and pattern?</p>	<p>Flower Did the student follow project guidelines? Are the petals in proportion to the center, stem and leaves of the flower? Are the leaves the correct size and shape for the flower? Did the student add texture and pattern to the flower with marker, crayon, colored pencil and/or watercolor?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	
<p>April</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>Buildings Did the student follow project guidelines? Did the student draw the building in proportion? Did the student draw a background? Does the background have layers?</p>				

	<p>3-D. Students may look at the drawing binders and how to draw using perspective. They may look at pictures in the binders of various, houses, businesses and barns to draw from. Classroom discussion will include different types of buildings and their functions. Proportion is emphasized. After drawing the basic structure in proportion and in 3-D, students will add pattern such as siding, bricks, shingles etc.</p>	<p>3-D. Students may look at the drawing binders and how to draw using perspective. They may look at pictures in the binders of various, houses, businesses and barns to draw from. Classroom discussion will include different types of buildings and their functions. Proportion is emphasized. After drawing the basic structure in proportion and in 3-D, students will add pattern such as siding, bricks, shingles etc.</p>			
<p>May</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>K-2 Portfolio and Supply Can Design Students will design their portfolio and supply can cover for the following school year. They will review bubble lettering with the teacher and draw their first name on the front of the 12"x18" oaktag portfolio. Students will print their first name on the front of the portfolio and their grade and year on the back. Since many students keep their portfolios to not only store their artwork from the year but other school work as well, this will help them keep the years straight. Students will color their name with a light colored marker and draw pattern over it with a dark marker. They may also color the background time permitting.</p>	<p>Portfolio Design Did the student follow project guidelines? Did the student fold the oaktag evenly into a folder? Did the student print their name evenly on the portfolio? Did the student create full bubble letters that were easy to color and add pattern to? Did the student choose light colors for the letters and color evenly and neatly? Did the student add pattern in a dark, contrasting color over the light, solid color?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>		

Upper Elementary Art/Third, Fourth, Fifth and Sixth Grades

Third Grade Art/Class Description: Third Grade Art meets twice a week for class and every other Friday as opposed to once or twice a week for K-2. At the third grade level, students have more class time and are introduced to not only more concepts but more difficult and detailed concepts. Elements and principles studied in K-2 continue to be reinforced and expanded on. Students will complete projects that may span several class periods instead of one-class projects such as at the introductory Kindergarten level. They are encouraged to develop their own style and not complete cookie cutter, craft-like projects that are all alike. Students are encouraged to ask for, consider and discuss classmates' opinions on their work and on how to proceed on their projects. They begin discussing how to use what they are learning in real life and not just the classroom. They are also allowed some input on subject matter for their projects. Third Grade students are also introduced to Choice Day Fridays. When they have Art on Friday they are allowed to create a project of their choosing using crayon, colored pencil or pencil. They are to apply the drawing concepts that have been studied, reviewed and practiced during regular class time. This allows the student to develop their creativity on a project of their choosing and allows the instructor to check for learning and that the student will correctly apply the studied art concepts to their own work. It is their test. In addition, since students cannot take home art projects if they miss class, this time may also be used to make up missed class work or on projects they may have fallen behind on. The choice project may also be worked on when the student has finished their class project early and is waiting for the rest of the class to finish their project.

Fourth Grade, Fifth and Sixth Grade Art/Class Description: Fourth, Fifth and Sixth Grades also meet twice a week and every other Friday for Elementary Art and continue on previously taught concepts as more detailed and difficult concepts are introduced. For example, at the third grade level students may only have to draw one object for a still life drawing where the Sixth grade may be required to draw five objects. Lessons and concepts from previous years continue to be reviewed, discussed and expanded on. Students discuss how they will use Art concepts, skills and techniques in real life. Independent thinking along with collaborative discussion with classmates is encouraged on how to proceed with a project. Students are allowed more input on their projects at these grade levels such as subject choice. For example, printmaking requires the use of line and pattern such as in a fish, an animal with fur or a strong pattern, plants or designs that support line and pattern. The class may discuss and choose with instructor approval, the subject they will use for their project.

Bellringer-Third, Fourth, Fifth and Sixth Grades complete a bellringer the first five minutes of class. Their bellringer is an Art movement called Zentangling. Zentangling is creative, meditative doodling or artist journaling invented by Marla Thomas and Rick Roberts. Students work on a design that includes line and pattern. They are not allowed to draw pictures, well known shapes (ex. Stars), numbers or letters for the first semester. They follow a grid pattern the first semester and are allowed to experiment second semester. Second semester they may draw a number, picture or letter and zentangle it but should not include a number, picture or letter in the zentangling design itself. They are no longer limited to the grid. Students may use these designs as references for other projects that require the use of pattern such as printmaking or may use the finished design as a project itself. Other bellringers include two minute sketches or review of art terms and concepts as needed

Month	NE State Standard/Benchmark (all standards and "sub-standards"/indicators must be accounted for)	Learning Activities	Evaluation Techniques	Resources (Specific textbook chapters, website, videos, activities, novels, etc.)	Ne Academic Standards (non-core areas)
August	<p>National Standards emphasized in this lesson are:</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p>	<p>Portfolio Design Students will be introduced to the room and class, review classroom procedures and rules. Students will begin portfolio design. The students will fold their 18x24" oaktag in half to create a folder to keep their artwork for the year in. The instructor will demonstrate</p>	<p>Did the student follow project guidelines? Are the letters colored evenly? Did the student use a dark pattern on top of the pastel letters? Did the student outline neatly after coloring and adding pattern?</p>	<p>Teacher Teacher Art Binders Classmates Internet Websites Scholastic Art Magazines Assorted Art Books Previous Student Examples Internet Images</p>	

	<p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p> <p>The Color Wheel National Standards emphasized in this lesson are: National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between</p>	<p>how to draw bubble letters by printing their name in H pencil very lightly. They will be able to use this skill later for class projects that require a poster and events such as Homecoming, Prom and Graduation. If they know how to bubble letter they are not dependent on stencils. They should allow extra space between the letters for the bubbling. After checking the proportion and spacing the students will trace around the letters with H pencil to form the bubble or make the letters thick. The students will color their name using a pastel or light colors. After coloring the letters the student will draw pattern (a design that repeats) over the colored areas and then outline the letters with a black marker.</p> <p>Review color wheel and color mixing. Complete a worksheet on the color wheel. Discuss primary, secondary and tertiary colors and how to create them.</p>	<p style="text-align: center;">Color Wheel</p> <p style="text-align: center;">Did the student successfully create the secondary and tertiary colors from the primary colors in the correct order?</p>		
--	---	--	--	--	--

September	<p>visual arts and other disciplines.</p> <p>Color Schemes National Standards emphasized in this lesson are: National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:4 Understanding the visual arts in relationship to history and cultures National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others. National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Color Schemes Create three to six different color schemes on the pop can worksheet and discuss how that would affect what flavor you would think the pop is. Review and discuss how color influences your perception of flavor in foods.</p>	<p>Color Schemes Did the student complete the worksheet using color schemes correctly and was able to identify the color schemes?</p>		
	<p>Still Life Drawing National Standards emphasized in this lesson are: National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>Still Life Drawing To complete a classroom still life drawing using form, shape, value and color. Review drawing basics; using shapes, H pencil, thumbnail sketches and shading with a B pencil and blending stump. Begin practicing the classroom still life. Objects should be 3-D and in proportion. Students will design their own arrangement. Depending on grade level, students will draw from one to five objects. Grades five and six will include fabric in their</p>	<p>Still Life Drawing Did the student successfully create a still life of one to five objects using shapes, proportion, value and color? Did the student draw and shade fabric? Did the student create 3-5 values across each object?</p>		

	<p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>design. After finishing sketches begin formal drawing on white paper. Draw out the design very lightly with an H pencil, make corrections if needed. Begin shading with the B pencil and blending stump. Value should gradually fade across the object. Students should be able to show 3-5 different values depending on grade level.</p>		
<p>October</p>		<p>Still Life Drawing Continued Review drawing basics using shapes, H pencil, thumb nail sketches and shading with a B pencil and blending stump, begin practicing the classroom still life. Objects should be 3-D and in proportion. After finishing sketches begin formal drawing on white paper. Draw out design very lightly with an H pencil, make corrections if needed. Begin shading with the B pencil and blending stump. Value should gradually fade across the object. Students should be able to show 3-5 different values depending on grade level.</p>	<p>Still Life Drawing Did the student successfully create a still life of one to five objects using shapes, proportion, value and color? Did the student draw and shade fabric? Did the student create 3-5 values across each object?</p>	
<p>November</p>	<p>National Standards emphasized in this lesson are: National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of</p>	<p>Oil Pastel Drawing After finishing pencil still life begin an oil pastel drawing of one of the still life objects using the skills learned during pencil drawing. Tempera painting of a vase is next. Apply same concepts using paint. Watch teacher demo on painting. Lightly sketch out still life on water color paper with H pencil. Begin painting background around objects. Mix colors, do</p>	<p>Did the student create a still life using oil pastels? Did the student mix colors? Did the student build up layers of colors? Did the student create 3-5 values? Did the student draw the object even and in proportion? Did the student successfully create a still life painting using shapes, proportion and value? Did the student mix colors to</p>	

<p>December</p>	<p>others. National Art Standard:6 Making connections between visual arts and other disciplines</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>not use straight from the bottle! Use tints, tones and shades of colors! Use color mixing information from the beginning of the year. After background is dry begin painting objects shading them by adding white and black to create tints and shades to make the objects look 3-D.</p> <p>Clay Clay project using 3 techniques of hand building, coil, pinch and slab. Roll out clay according to technique and project. Shape clay as needed. Score any two pieces of clay that touch! Scoring is cutting grooves into clay where two pieces of clay touch. Pushing the two pieces together on the grooves forces the clay grooves to mesh and permanently bond the clay when dry. Store in plastic bag to prevent drying out. Subject will vary according to grade. Discuss project ideas and what previous classes have created. Also discuss possible variations to previous projects. Discuss the difference between functional and non functional pottery.</p>	<p>create their own tints, tones and shades? Did the student portray 3-5 values?</p> <p>Clay Did the student correctly use the proper clay techniques? Did the student score the clay correctly? Did the student correctly store their project? Did the student label their project with their name and Elgin #18?</p>		
<p>December</p>	<p>National Standards emphasized in this lesson are: National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:2 Using knowledge of structures</p>	<p>Painting-3rd Grade To create a painting of a sunset Brush paper with water and paint yellow, streak in orange and red while wet. Add yellow sun. Let dry and paint black land at the bottom and add a tree with black.</p>	<p>Painting Did the student follow project guidelines? Did the student create value? Did the student mix tints, tones and shades of color? Did the student create contrast? Did the student correctly use a</p>		

<p>January</p>	<p>and functions. National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:4 Understanding the visual arts in relationship to history and cultures National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others. National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Painting-4th-6th To create a painting of their still life design using tempera paint. Watch teacher demo on painting. Lightly sketch out still life on water color paper with H pencil. Choose a color scheme. Begin painting background around objects. Mix colors, do not use straight from the bottle! Use tints, tones and shades of colors! After background is dry begin painting objects shading them by adding white and black to create tints and shades to make the objects look 3-D.</p>	<p>color scheme?</p>		
<p>National Standards emphasized in this lesson are: National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:2 Using knowledge of structures and functions. National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:1</p>	<p>Snowflakes! Radial Design radiates out from the center of the design. One section that keeps repeating the same design, in our case, 8 times.(true snowflakes have 6 sides but our 8 sided design is easier to fold and looks better) Radial designs are seen in hubcaps, rose windows and kaleidoscopes. Follow teacher demo and the directions in the white, holiday binders on the shelf above the art books. 4th-6th, make a small snowflake to make sure the student has the directions correct and then may make 3' snowflake using the bulletin board paper once they have demonstrated they can correctly fold and cut out a small snowflake.</p> <p>Clay Decoration Students will discuss options</p>	<p>Snowflakes Was the student able to repeatedly create round snowflakes? Square or butterfly shapes are WRONG!</p>			

<p>Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Standards emphasized in this lesson are:</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6</p>	<p>for decorating their clay project. Choices may include but are not limited to, glazing, under glazing or painting their project. If paint is chosen they have two options. They may paint their project using watercolor or tempera paint. Tempera paint may be applied in a regular painting format or they may paint the project a dark color and dry brush a lighter color or metallic paint over the top to highlight texture and pattern. If glazing or under glazing is chosen, the students will need to apply 2-4 coats of glaze and/or under glaze and the piece will need to fired one more time.</p> <p>Printmaking Review and follow the directions in the Printmaking binders. Discuss how other cultures use pattern such as African, Native American and Aboriginal cultures. Discuss how we use pattern in clothing and housing. Discuss how pattern is used in everyday life such as clothing, furniture, carpet, gift wrap, wall paper and shoe treads and that an artist creates those designs. Discuss that a print includes line and pattern. Discuss that a pattern is a design that repeats. Point out the difference between a design (only once) and a pattern (design that repeats) on their clothing. Reinforce that an artist created the designs and patterns on their clothing. Discuss that an</p>	<p>Did the student follow project guidelines?</p> <p>Printmaking Did the student follow project guidelines? Did the student create clear prints where all of the design showed and was not filled in with ink? Did the student correctly mat their prints according to binder directions? Did the student create at least one enhanced print?</p>	
--	---	--	--

	<p>Making connections between visual arts and other disciplines.</p>	<p>artist designs team clothing and that professional teams pay a lot of money for their team's logo and uniform design. Industry also uses pattern. Discuss how pattern is important in nature as a defense mechanism. Demonstrate how to draw a design on foamboard and how to print it. Class will be given various options for subject matter and may choose what to print.</p>			
<p>February</p>	<p>National Standards emphasized in this lesson are: National Art Standard:1 Understanding and applying media, techniques and processes National Art Standard:2 Using knowledge of structures and functions. National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas. National Art Standard:4 Understanding the visual arts in relationship to history and cultures National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others. National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Printmaking Continued from last month. Students will print 10-15 good, clear prints. They will choose 1-3 of their best prints to mat on their own merit. The rest of the prints may be enhanced by drawing on them with colored pencil and/or marker. Students may also cut apart and re-arrange remaining prints to create an entirely new design. Students are encouraged to use their imagination.</p>	<p>Portrait Drawing Students will review and discuss the portrait drawing lesson in the drawing binder. The class will discuss and</p>	<p>Portrait Drawing Did the student follow project guidelines? Did the students place facial features correctly on the head?</p>	

	<p>media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>	<p>practice proportion and facial features. The students will watch a teacher demo and begin practicing drawing faces in proportion. Students may look classmates to work from or may be photographed and work from a picture of themselves. Students may work in pencil, colored pencil, charcoal or oil pastel depending on class discussion.</p>	<p>Did the student draw the features in proportion to each other and the head?</p>		
<p>March</p>	<p>National Standards emphasized in this lesson are:</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>Drawing People Students will review and discuss how to draw people in action. Students will review the drawing people binders and discuss correct body proportions. Students will discuss how they move throughout the day and how their limbs bend when they are running, jumping or walking. Students will begin sketching people using newsprint and an H pencil. They will practice drawing people in various poses and actions. They may use the drawing mannequins to pose and work from. After sketching the class will discuss which medium to use for their formal drawing; pencil, colored pencil, charcoal and/or oil pastel.</p>	<p>Drawing People Did the student follow project guidelines? Did the student draw the person in proportion? Did the student show the person in action?</p>		
<p>April</p>	<p>National Standards emphasized in this lesson are:</p>	<p>Drawing Buildings Students will review buildings</p>	<p>Drawing Buildings Did the student follow project</p>		

	<p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4 Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>and how to draw them in proportion and in 3-D. Students may look at the drawing binders and how to draw using perspective. They may look at pictures in the binders of various, houses, businesses and barns to draw from. Classroom discussion will include different types of buildings and their functions. Also how buildings have changed over the years and types of buildings in different cultures and climates. Discuss how they would use this information as an adult, home owner in working with carpenters and architects. Proportion is emphasized. After drawing the basic structure in proportion and in 3-D, students will add pattern such as siding, bricks, shingles etc. Class will discuss and choose a medium to work in such as pencil, colored pencil, charcoal and/or oil pastel. Older grades may be allowed to choose independently which medium they wish to work in.</p>	<p>guidelines? Did the student draw a building in proportion? Did the student draw the building in 3-D? Did the student add details such as siding, shingles and trim around windows and doors?</p>		
<p>May</p>	<p>National Standards emphasized in this lesson are:</p> <p>National Art Standard:1 Understanding and applying media, techniques and processes</p> <p>National Art Standard:2 Using knowledge of structures and functions.</p> <p>National Art Standard:3 Choosing and evaluating a range of subject matter, symbols and ideas.</p> <p>National Art Standard:4</p>	<p>Portfolio Design Students will design portfolios for next year. Students will begin portfolio design. Classroom discussion will include what a portfolio is and how it is used. An example would be their student led conference binder is a portfolio or collection of their work. As an adult they may have to present a portfolio for a job interview. The class will also discuss pattern and its</p>	<p>Portfolio Design Did the student follow project guidelines? Did the student fold the oak tag evenly into a folder? Did the student print their name evenly on the portfolio? Did the student create full bubble letters that were easy to color and add pattern to? Did the student choose light colors for the letters and color evenly and neatly? Did the student add pattern in a</p>		

	<p>Understanding the visual arts in relationship to history and cultures</p> <p>National Art Standard:5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>National Art Standard:6 Making connections between visual arts and other disciplines.</p>	<p>importance in everyday life, industry, cultures and nature. The students will fold their 18x24" oaktag in half to create a folder to keep their artwork for the year in. The instructor will demonstrate how to draw bubble letters by printing their name in H pencil very lightly. They should allow extra space between the letters for the bubbling. After checking the proportion and spacing the students will trace around the letters with H pencil to form the bubble or make the letters thick. The students will color their name using a pastel or light colors of markers. After coloring the letters the student will draw pattern (a design that repeats) over the colored areas and then outline the letters with a black marker. Students may also discuss an alternate method or do they wish to continue how current practice. Students will print their first name on the front of the portfolio and their grade and year on the back. Since many students keep their portfolios to not only store their artwork from the year but other school work as well, this will help them keep the years straight.</p>	<p>dark, contrasting color over the light, solid color?</p>	
--	---	---	---	--

Yearbook

Yearbook/Class Description: To create a lifetime of memories by designing pages for the school yearbook that includes all pertinent information to the event, sport, academic or activity so that all EHS students, teachers, sponsors and/or coaches are included. This includes but is not limited to the following; **YEARBOOK**-Take photos of all school events, sports, activities, academics, classes and student life. Check announcements, the newsletter and the newspaper for events and scores. Continue on Double Page Spreads (DPS) in the yearbook. Be sure to include students, sponsors/advisors, teachers and/or coaches, helpers and anyone important to the class, activity, sport or event. Be asking teachers, advisors and/or coaches for write-ups, scores etc. Students will also be expected to sell business ads and the yearbook themselves. **PHOTO FOLDERS**-Every student will be assigned photo folders for students who buy them. The annual staff will add good, quality photos of their assigned student to that student's folder. Folders will be burned at the end of the year to a CD or jumpdrive. These are to be high quality pictures! The folders should include class photos, team, action, activities, academics, events and fun shots that the student is prominently featured in. They should be a photo that you would want for yourself if you were buying the photo.

Month	NE State Standard/Benchmark (all standards and "sub-standards"/indicators must be accounted for) Bold all standards assessed on NeSA	Learning Activities	Evaluation Techniques	Resources (Specific textbook chapters, website, videos, activities, novels, etc.)	Ne Academic Standards (non-core areas)
August	Classroom discussion to include the introduction to the class and instructor expectations Students should have excellent computer, art, grammar and writing skills. Students should also have good photography skills or be willing to learn them. Students must complete their pages well and take pride in their work. People will look at the yearbook for decades to come. Elgin Public has been publishing some type of yearbook since 1913. Copies of those yearbooks are still out there and reflect on the students and staff that created them. We want our yearbook to reflect well on our school and on our staff for generations to come. We are creating memories for a lifetime!	1-Did the student participate in classroom discussion and offer suggestions and ideas for theme, ladder and ad sales? 2-Did the student help sell ads to business owners? 3-Did the student help mail ad flyers to business owners that we did not visit personally? 4-Did the student choose a variety of pages to create. 5-Is the student willing to learn the yearbook software and how to use the cameras? 6-Is the student willing to take their own pictures and take pictures for other students?	August-May Previous Elgin Public yearbooks Other schools' yearbooks Company website and examples Teacher Fellow students Internet		

Theme Development

Discuss a theme. The theme is a unifying or dominant idea used for the cover and throughout the book to tie it together. For example it may be a song title, popular commercial or a current event. Examples previously used would be the song "Another Brick in the Wall", which was tied to a victory in sports, activities, an achievement in academics etc. were all another brick in our wall.

In 2003 we use the Master Card commercial which was tied to how much things cost for particular events such as how much a calculator cost, a book bag, an ACT test etc and that earning an A was "priceless".

For the 2012 yearbook we choose a Facebook theme and modified it to a "schoolbook" theme with Facebook templates. For 2013, the prediction of the end of the world on 12-22-12 was in the news and that we choose the theme we were "Living Like It Was The End of The World".

Discuss not only how the idea would work on the cover but on the divider pages and other pages throughout the book.

Ad sales

Discuss selling face-to-face and how to present yourself to a potential customer. Students should make eye contact, have a firm handshake. They should introduce themselves to the business owner and state what school they are from and what their purpose is (to sell a yearbook ad).

Students should discuss a sales goal and how many ads they sell affects the price students pay for the yearbook. The more ads that are sold the lower the price for students.

<p>September</p>		<p>Ladder Development Students will begin discussing the ladder or layout of the yearbook, what order the pages go in. Discuss if any new pages should be added or if pages should be omitted. Bring in other schools' yearbooks and look at them for ideas. Discuss who will design the various pages. Students need to make sure they choose a mix of types of pages (academic, activity, student, event etc.) and due dates. They should not choose pages that are all due 1st semester and nothing 2nd semester and vice versa. Students should give consideration how the yearbook flows from one section to another. Do we lay it out by sections or have the pages go in the order things happen during the year?</p>			
		<p>Page Design Demonstrate how the yearbook company software works. Students may attend a workshop if one is available. Students will practice and experiment with the software and how to design their pages. Students will keep a binder of information to be included on their pages such as students, coaches, sponsors, and teachers involved in the class, sport, activity, academic or event in case someone else has to take over their page or their page crashes and has to be reconstructed. Students should make sure they have lists or rosters of who is involved in the activity. Students should have good page composition. They should have a dominant photo such as the group or team photo and pictures of as many, if not all, of the students involved in the activity. Each photo should have a caption</p>	<p>September-May 1-Did the student include all students, players, participants, coaches, sponsors and teachers involved in the academic, class, sport, activity or event? 2-Did the student gather all pertinent information about the sport, activity, academic, class or event such as rosters, records, honors won or interesting happenings or memories? 3-Did the student take photos or arrange for someone to take photos for their pages? 4-Did the student create one article per quarter for the webpage? 5-Did the student complete pages on time? 6-Did the student keep up on and complete their photo folders?</p>		

		<p>that includes but is not limited to, the name of the student, where they were and what they were doing when the photo was taken. Students should refer to their handout of ten different ways to write good captions leads.</p> <p>Clip art and backgrounds should enhance the page not distract from it.</p> <p>Photography</p> <p>Photos should be clear and in focus. Students should be doing something that pertains to the event or activity. An example would be students conducting an experiment in science or acting out a scene in English instead of just sitting at their desk and staring at the board. Photos should be flattering. Always consider what type of photo you would like of yourself to be in the book for future generations when choosing a photo of someone else. Learn to use photo editing sites such as www.picmonkey.com to edit and/or enhance photos.</p> <p>Photo Folders</p> <p>Students should be checking all sports and activities so they can be adding good, clear and interesting photos to their assigned student folders. Students should decide which photos to include by asking "if this was a photograph of me, would I want a copy of it?" Delete blurry and uninteresting photos.</p> <p>Yearbook students are creating a memory for a student and it should be a good one!</p>		
October		Students will continue on theme, page development and design and photo folders.		
November		Students will continue on page development and design and photo folders.		
December		Students will continue on page		

			development and design and photo folders. Students who have been assigned football, volleyball, homecoming, one-act and class (senior, junior, sophomore, freshmen, junior high and elementary) and academic pages should be completing them before Christmas vacation.			
January			Students will continue on page development and design and photo folders. Students will be finishing pages as they happen such as basketball, wrestling, speech etc. Academic pages should be finalized except for last minute events such as the WSC Math Day in the spring.			
February			Students will continue on page development and design and photo folders. Students will be designing pages for spring events so they can plug in photos and information as the events happen. Students should have track, golf, music, band, art shows, prom, FFA, FCCLA, NHS, student council, graduation, fun pages ready to go.			
March			Students will continue on page development and design and photo folders. Students will be designing pages for spring events so they can plug in photos and information as the events happen. Students should have track, golf, music, band, art shows, prom, NHS, graduation, fun pages ready to go.			
April			Students will continue on page development and design and photo folders. Students will be designing pages for spring events so they can plug in photos and information as the events happen. Students should have track, golf, music, band, art shows, prom,	1-Did the student include all students, players, participants, coaches, sponsors and teachers involved in the academic, class, sport, activity or event? 2-Did the student gather all pertinent information about the sport, activity, academic, class or event such as rosters, records, honors won or interesting happenings or memories?		

		<p>NHS, graduation, fun pages ready to go. Finish up any remaining academic pages and submit.</p>	<p>3-Did the student take photos or arrange for someone to take photos for their pages? 4-Did the student create one article per quarter for the webpage? 5-Did the student complete pages on time? 6-Did the student keep up on and complete their photo folders on time?</p>	
<p>May</p>		<p>Students will continue on page development and design and photo folders. Photo folders will be finished and saved to CDs or jump drives to give out to the students who ordered them. Students will finish up all pages and submit to instructor for final submission to the company. All pages MUST be completed before checking out for the summer!</p>	<p>1-Did the student finish all pages and submit those pages for final approval to the instructor? 2-Did the student finish their assigned photo folders and save them to a CD or jump drive?</p>	