



# **VISUAL ART GRADE 3-5**

## **CURRICULUM**

**Middle Township Public Schools**

**216 S. Main Street**

**Cape May Court House, NJ 08210**

**Born On Date: 2015**

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 CAPE MAY COURT HOUSE, NJ 08210  
 CURRICULUM GUIDE

DISCIPLINE: Visual Arts – Creating GRADE LEVEL/COURSE: Grade 3 - ART		
<b>Anchor Standard 1, 2, 3</b>	<p><b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.</p> <p><b>Anchor Standard 3:</b> Refine and complete artistic work.</p>	
<b>Essential Questions</b>	<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>2. How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>3. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>4. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</li> <li>5. How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</li> <li>6. What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> </ol>	
<b>Activities for Differentiation &amp; *Modifications</b>	<p><b>VA:Cr1.1.3a</b></p> <p><b>VA:Cr1.2.3a</b></p> <p><b>VA:Cr2.1.3a</b></p> <p><b>VA:Cr2.2.3a</b></p> <p><b>VA:Cr2.3.3a</b></p> <p><b>VA:Cr3.1.3a</b></p>	<ul style="list-style-type: none"> <li>• Students will understand how nature influences art by doing landscapes.</li> <li>• Students will understand how nature influence man made designs by turning flat shapes into solid shapes and designing common objects.</li> <li>• Students will understand how lines symbols and drawings sustain cultures and periods by using lines and shapes to create a meaning.</li> <li>• Students will know the difference between a viewed and a mechanical drawing by drawing different sides of objects.</li> <li>• Students will learn that art was and still is a major component to communicate.</li> <li>• Students will understand how and why certain objects capture our attention more than others in the</li> </ul>

\*for each proceeding disciplines \*\*every lesson will be provided in an atmosphere to include esl and ed students by use of individual support, re-teaching, and hands on support.

**\*Modifications for ELL, Special Education, Title I, and Gifted**

Board approval date: June 18, 2015

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		same art piece.	
<b>Interdisciplinary Connections</b>	Throughout the project maintain withitness to ensure all students are engaged.		
<b>21<sup>st</sup> Century Skills Integration</b>	Critical thinking and problem solving.	Create personally satisfying artwork using a variety of artistic processes and materials.	Cross-cultural understanding and interpersonal communication.
<b>Benchmark Assessments</b>	Stage assessments of project. Individually and collaboratively.		
<b>Instructional Materials</b>	*chalkboard work on one together *show examples Share ideas	Examples of flat shapes and solid; compare and contrast.	Show and discuss cave drawings and cultural drawings.
<b>Timeframe</b>	2 weeks; 2- 40 minutes classes		

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DISCIPLINE: Visual Arts – Presenting, Responding, and Connecting GRADE LEVEL/COURSE: Grade 3 - ART	
<b>Anchor Standard</b> <b>4, 5, 6, 7, 8 , 9, 10</b>	<p><b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation.</p> <p><b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work.</p> <p><b>Anchor Standard 7:</b> Perceive and analyze artistic work</p> <p><b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p> <p><b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.</p> <p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p>
<b>Essential Questions</b>	<p><b>Essential Question(s):</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and select them for presentation?</p> <p><b>Essential Question(s):</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b>Essential Question(s):</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p><b>Essential Question(s):</b> How do life experience influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><b>Essential Question(s):</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p><b>Essential Question(s):</b> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><b>Essential Question(s):</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><b>Essential Question(s):</b> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

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<b>Activities for Differentiation &amp; *Modifications</b>	<b>VA:Pr4.1.3a</b> <b>VA:Pr5.1.3a</b> <b>VA:Pr6.1.3a</b> <b>VA:Re.7.1.3a</b> <b>VA:Re.7.2.3a</b> <b>VA:Re8.1.3a</b> <b>VA:Re9.1.3a</b> <b>VA:Cn10.1.3a</b>	<ol style="list-style-type: none"> <li>1. Students will create comic strip without words; trade with a partner to fill in words. Students will present strips together.</li> <li>2. Students will create a drawing using objects placed on opposite sides of paper. Students will fill in open space with balance &amp; unity to make one piece. Students will explain their completed work.</li> <li>3. Students will be able to identify design elements to advertise a product. –product enhancement.</li> <li>4. Architect- structures; Designers- products.</li> <li>5. Students will be able to identify similarities and difference of touch and appearance.</li> <li>6. Students will be able to research meaning of their names</li> <li>7. Students will complete a drawing using research material</li> <li>8. Students will illustrate meaning and add favorite foods, hobbies; students will present their work to class</li> </ol>		
<b>Interdisciplinary Connections</b>	Throughout the project maintain withitness to ensure all students are engaged.			
<b>21<sup>st</sup> Century Skills Integration</b>	Creativity and innovation	Critical thinking and problem solving.	Cross-cultural understanding and interpersonal communication.	
<b>Benchmark Assessments</b>	Project stage assessments individually and collaboratively.			
<b>Instructional Materials</b>	Students will be shown all elements working together. Students will create one of their own.	Students will draw with teacher step by step. Students will see through their drawings how symmetry relates.	Create a room. Create a product.	An example will be shown, procedure given. Students will fill in drawing with textured objects and mediums.
<b>Timeframe</b>	2 weeks; 2 – 40 minute classes			

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	DISCIPLINE: Visual Arts – Connecting GRADE LEVEL/COURSE: Grade 3 - ART		
<b>Anchor Standard 11</b>	<b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
<b>Essential Questions</b>	<b>Essential Question(s):</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of society? How does art preserve aspects of life?		
<b>Activities for Differentiation &amp; *Modifications</b>	<b>VA:Cn11.1.3a</b>	1. Student will understand that weaving was a cultural way of life. Now just a craft.	
<b>Interdisciplinary Connections</b>	Throughout the project maintain withitness to ensure all students are engaged.		
<b>21<sup>st</sup> Century Skills Integration</b>	Critical thinking and problem solving.	Creativity and innovation	Cross-cultural understanding and interpersonal communication.
<b>Benchmark Assessments</b>	Project stage assessments individually and collaboratively.		
<b>Instructional Materials</b>	Explain why it was an important part of culture and society.	Students will create a weaving piece using paper strips.	
<b>Timeframe</b>	2 weeks; 2-40 minute classes.		

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DISCIPLINE: Visual Arts – Creating GRADE LEVEL/COURSE: Grade 4 - ART		
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<b>Essential Questions</b>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>• How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>• How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</li> <li>• How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</li> <li>• What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>	
<b>Activities for Differentiation &amp; *Modifications</b>	<p><b>VA:Cr1.1.4a</b>  <b>VA:Cr1.2.4a</b>  <b>VA:Cr2.1.4a</b>  <b>VA:Cr2.2.4a</b>  <b>VA:Cr2.3.4a</b>  <b>VA:Cr3.1.4a</b></p>	<ol style="list-style-type: none"> <li>1. Students will learn through drawing that different side views will have different lines and shape.</li> <li>2. Students will continue to understand that art was and still is a major component of communication.</li> <li>3. Students will understand how &amp; why certain objects capture our attention more than others in the same place.</li> <li>4. Students will be able to identify design elements to advertise – product enhancement</li> <li>5. Students will be able to understand, visualize &amp; create one point perspective objects &amp; vanishing points.</li> <li>6. Students will be able to pick own outside objects to draw landscapes.</li> <li>7. Students will be able to use lines to create multiple spaces &amp; fill in new shapes.</li> </ol>

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<b>Benchmark Assessments</b>	Stage assessments of project. Individually and collaboratively.		
<b>Instructional Materials</b>	<ol style="list-style-type: none"> <li>1. chalkboard work on one together;*show examples; share ideas</li> <li>2. Examples of flat shapes and solid; compare and contrast.</li> <li>3. Show and discuss cave drawings and cultural drawings.</li> <li>4. Students create a poster, drawing a profile of a missing person</li> <li>5. Students will be shown all elements working together to create a Cape May County Poster</li> <li>6. A step order will be shown utilizing one vanishing point, parallel &amp; horizontal lines</li> <li>7. Students pick outside objects to draw and back, fore, and mid grounds.</li> <li>8. Draw step by step on chalkboard. A line drawing to a completed composition.</li> </ol>		
<b>Timeframe</b>	2 weeks; 2- 40 minutes classes 1 week; 1- 40 minute class		

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<b>Essential Questions</b>	<p><b>Essential Question(s):</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and select them for presentation?</p> <p><b>Essential Question(s):</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b>Essential Question(s):</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p><b>Essential Question(s):</b> How do life experience influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><b>Essential Question(s):</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p><b>Essential Question(s):</b> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><b>Essential Question(s):</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><b>Essential Question (s):</b> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

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<b>Interdisciplinary Connections</b>	Throughout the project maintain withitness to ensure all students are engaged.			
<b>21<sup>st</sup> Century Skills Integration</b>	Creativity and innovation	Critical thinking and problem solving.	Cross-cultural understanding and interpersonal communication.	
<b>Benchmark Assessments</b>	Project stage assessments individually and collaboratively.			
<b>Instructional Materials</b>	Show examples on board. Explain importance. Have students do own.	Students will utilize the plotting process to enlarge a drawing with multiple objects and grounds.	Students will present billboards to class.	Students will use their own work to explain creative process.
<b>Timeframe</b>	2 weeks; 2 – 40 minute classes; 1 week; 1 – 40 minute class.			

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<b>Essential Questions</b>	<b>Essential Question(s):</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of society? How does art preserve aspects of life?		
<b>Activities for Differentiation &amp; *Modifications</b>	<b>VA:Cn11.1.4a</b>	1. Students will be able to identify similarities & differences of touch & appearance by weaving. 2. Student will understand that weaving was a cultural way of life. Now it's just a craft	
<b>Interdisciplinary Connections</b>	Throughout the project maintain withitness to ensure all students are engaged.		
<b>21<sup>st</sup> Century Skills Integration</b>	Critical thinking and problem solving.	Creativity and innovation	Cross-cultural understanding and interpersonal communication.
<b>Benchmark Assessments</b>	Project stage assessments individually and collaboratively.		
<b>Instructional Materials</b>	Students will be shown how wearing different materials enhance their texture and design.	Explain why it was an important part of culture and society.	
<b>Timeframe</b>	2 weeks; 2-40 minute classes.		

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<b>Essential Questions</b>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>• How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>• How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</li> <li>• How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</li> <li>• What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>	
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<b>Benchmark Assessments</b>	Stage assessments of project. Individually and collaboratively.		
<b>Instructional Materials</b>	<ol style="list-style-type: none"> <li>1. chalkboard work one together; *show examples; share ideas</li> <li>2. Examples of flat shapes and solid; compare and contrast.</li> <li>3. Show and discuss cave drawings and cultural drawings.</li> <li>4. Discussion of how and why different shapes work for structural design. Students will manipulate space &amp; shape to construct free standing structures. Students' through trial and error, conform pieces to fit.</li> <li>5. Student's presentations explain why and how their forms took shape.</li> </ol>		
<b>Timeframe</b>	2 weeks; 2- 40 minutes classes 4 weeks; 4- 40 minute classes		

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DISCIPLINE: Visual Arts – Presenting, Responding, and Connecting GRADE LEVEL/COURSE: Grade 5 - ART	
<b>Anchor Standard</b> <b>4, 5, 6, 7, 8 , 9, 10</b>	<p><b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation.</p> <p><b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work.</p> <p><b>Anchor Standard 7:</b> Perceive and analyze artistic work</p> <p><b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p> <p><b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.</p> <p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p>
<b>Essential Questions</b>	<p><b>Essential Question(s):</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and select them for presentation?</p> <p><b>Essential Question(s):</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b>Essential Question(s):</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p><b>Essential Question(s):</b> How do life experience influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><b>Essential Question(s):</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p><b>Essential Question(s):</b> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><b>Essential Question(s):</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><b>Essential Question (s):</b> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

\*for each proceeding disciplines \*\*every lesson will be provided in an atmosphere to include esl and ed students by use of individual support, re-teaching, and hands on support.

**\*Modifications for ELL, Special Education, Title I, and Gifted**

Board approval date: June 18, 2015

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
CAPE MAY COURT HOUSE, NJ 08210  
CURRICULUM GUIDE

DISCIPLINE: Visual Arts – Presenting, Responding, and Connecting GRADE LEVEL/COURSE: Grade 5 - ART			
<b>Activities for Differentiation &amp; *Modifications</b>	<b>VA:Pr4.1.5a</b> <b>VA:Pr5.1.5a</b> <b>VA:Pr6.1.5a</b> <b>VA:Re.7.1.5a</b> <b>VA:Re.7.2.5a</b> <b>VA:Re8.1.5a</b> <b>VA:Re9.1.5a</b> <b>VA:Cn10.1.5a</b>	<ol style="list-style-type: none"> <li>1. Students will analyze a Monet painting and a Homer painting and a Homer painting to compare similarities and differences, before painting a color shape cool and warm painting of their own. Students will realize that both painters approach are the same with different application.</li> <li>2. Students will be able to comprehend design elements, color &amp; style in printing. Students will create an abstract expressionist painting.</li> <li>3. Students will be able to apply paint and shape consciously and subconsciously.</li> <li>4. Students will use their math capabilities in area principles to create a mosaic.</li> <li>5. Students will be able to use a point &amp; line to create visual depth.</li> <li>6. Students will design and create a matching set using beads and wire.</li> </ol>	
<b>Interdisciplinary Connections</b>	Throughout the project maintain withitness to ensure all students are engaged.		
<b>21<sup>st</sup> Century Skills Integration</b>	Critical thinking and problem solving.	Create personally satisfying artwork using a variety of artistic processes and materials.	Cross-cultural understanding and interpersonal communication.
<b>Benchmark Assessments</b>	Stage assessments of project, individually and collaboratively.		
<b>Instructional Materials</b>	<ol style="list-style-type: none"> <li>1. Students will put an emphasis on color with strokes. Students will describe their work and why it looks the way it does.</li> <li>2. Students will be able to pick favorite art piece &amp; present to class.</li> <li>3. Students use their own work to explain creative process from start to finish.</li> <li>4. Students will combine line strokes with color students will orally present their work to class.</li> <li>5. Students will create a mosaic using area coverage &amp; color code.</li> <li>6. Applicational steps done collaboratively on board. Students do one on their own.</li> </ol>		
<b>Timeframe</b>	2 weeks; 2 – 40 minute classes; 4 weeks; 4 – 40 minute classes.		

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	DISCIPLINE: Visual Arts – Connecting GRADE LEVEL/COURSE: Grade 5 - ART		
<b>Anchor Standard 11</b>	<b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
<b>Essential Questions</b>	<b>Essential Question(s):</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of society? How does art preserve aspects of life?		
<b>Activities for Differentiation &amp; *Modifications</b>	<b>VA:Cn11.1.5a</b>	<ol style="list-style-type: none"> <li>1. Students will analyze a Monet painting and a Homer painting to compare similarities and differences, before painting a color shape cool and warm painting of their own. Students will realize that both painters approach are the same with different application.</li> <li>2. Students will learn the importance of baskets as tools. For many cultures pre-industry and post students will understand the importance in weaving currently for function.</li> <li>3. Students will learn that the human form has been one of the most important art subjects thru-out time periods &amp; cultures.</li> </ol>	
<b>Interdisciplinary Connections</b>	Throughout the project maintain withitness to ensure all students are engaged.		
<b>21<sup>st</sup> Century Skills Integration</b>	Critical thinking and problem solving.	Create personally satisfying artwork using a variety of artistic processes and materials.	Cross-cultural understanding and interpersonal communication.
<b>Benchmark Assessments</b>	Stage assessments of project. Individually and collaboratively.		
<b>Instructional Materials</b>	<ol style="list-style-type: none"> <li>1. All colors and shapes react; cool colors recess, warm prelude.</li> <li>2. Discussion on how warm, cool colors and shapes react.</li> <li>3. Students will create a functional basket using the proper weaving technique with reeds.</li> <li>4. Thru step by step drawing with teacher, student will draw proportional human form figures – students will do oscillate skeleton drawings from free standing skeleton.</li> </ol>		
<b>Timeframe</b>	2 weeks; 2 – 40 minute classes 4 weeks; 4 – 40 minutes classes		

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