

Content	Dates	Big ideas/Competencies	Teaching Skills/ strategies	Materials &resources	Assessment plan
<p><b>Unit Title: Elements and Principles of Art</b></p> <p>1. Manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to <b>elements of design:</b> shape, colour, form ; <b>principles of design:</b> pattern.</p> <p>2. Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.</p> <p>3. Personal and collective responsibility</p>	1 <sup>st</sup> Trimester	<p><b>Big Idea:</b> Creative growth requires patience, readiness to take risks, and willingness to try new approaches.</p> <p><b>Competencies:</b>  <b>Exploring and creating</b> <ol style="list-style-type: none"> <li>Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making.</li> <li>Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> </ol> <b>Reasoning and reflecting</b> <ol style="list-style-type: none"> <li>Interpret works of art using knowledge and skills from various areas of learning</li> <li>Respond to works of art using one's knowledge of the world</li> </ol> <b>Communicating and documenting</b> </p>	<ul style="list-style-type: none"> <li>Understand and create original art.</li> <li>Shows Patterns, Shape and Form, Colours in different ways.</li> <li>Explore Art History</li> <li>Learn Art Terminology.</li> <li>Art production with a variety of art media.</li> </ul> <p>Learn to Review and Reflect on Art using proper Terminology</p>	<p>Include but not limited to:</p> <ul style="list-style-type: none"> <li>Internet</li> <li>Worksheets</li> <li>Art Prints</li> <li>Handouts</li> <li>Various Art materials</li> <li>PPT</li> <li>Student Examples</li> <li>Teacher Examples</li> <li>Parent Letters</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Ongoing Feedback</li> <li>Class discussion</li> <li>Peer Assessment</li> <li>Participation</li> <li>Final Product</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Rubric</li> </ul>

<p>associated with creating, experiencing, or presenting in a safe learning environment.</p>		<ol style="list-style-type: none"> <li>1. Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> <li>2. Interpret and communicate ideas using symbols and elements to express meaning through the arts</li> </ol> <p><b><u>Trimester 1: Unit Plan</u></b></p> <p><b><u>Topic Title: Work with Patterns</u></b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate an understanding of motif.</li> <li>2. Students will differentiate between a visual pattern that is natural and one that is manmade.</li> <li>3. Students will create a visual pattern that is natural and one that is manmade.</li> <li>4. Vocabulary/Terminology.</li> <li>5. Use of tools and Exploration or mediums.</li> <li>6. Art History: Artists, styles, movements, masterworks, and/or cultures.</li> </ol>			
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		<p><b>Project 1: Patterns in Nature.</b> Students will create a motif utilizing a pattern found in nature.</p> <p><b>Project 2: Motifs and Pop Art.</b> Students will create man-made pattern similar to the Pop art style.</p> <p><b><u>Topic Title: Shape and Form</u></b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate between shapes and forms.</li> <li>2. Use organic and geometric shapes in compositions.</li> <li>3. Use perspective to create the illusion of depth on a 2D surface.</li> <li>4. Vocabulary/Terminology.</li> <li>5. Use of tools and Exploration or mediums.</li> <li>6. Art History: Artists, styles, movements, masterworks, and/or cultures.</li> </ol> <p><b>Project 1: Exploring Shapes in Non-Objective Design.</b></p> <p>What elements of art create a more realistic picture?</p> <p>How are realistic and abstract art different?</p>			
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**Project 1:** Students will create 2 compositions. One will have only curved shapes and the other with only angular shapes.

**Project 2: Exploring Abstraction in Still life.**

Students will do a research on Pablo Picasso Still Life artworks.

Students will draw from a still life and use only straight lines.

**Project 3: Using Perspective in Drawing.**

Students will practice using 1-point perspective

**Topic Title: Colours**

**Objectives:**

1. Students will Learn Colours the primary and secondary colors.
2. Students will learn Monochrome.
3. Students will create a painting Inspired by Pop Art- Andy Warhol.
4. Vocabulary/Terminology.
5. Use of tools and Exploration or mediums.
6. Art History: Artists, styles, movements, masterworks, and/or cultures.

		<p><b>Project 1:</b> Color Mixing Exercises--students will create a design and then mix secondary and intermediate colors to paint the design.</p> <p><b>Project 2:</b> Students will choose a limited palate for a painting with monochrome.</p> <p><b>Project 3:</b> Color Schemes- Students will choose a limited palate for a painting with their choice of subject. The palate choices inspired by Andy Warhol.</p> <p><b>Cumulative Review and Reflection</b></p>			
<p><b>Unit Title: Elements and Principles of Art</b></p> <p>1. Manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to <b>elements of design:</b> Line, texture, value;</p>	2 <sup>nd</sup> Trimester	<p><b>Big Idea:</b> Artists often challenge the status quo and open us to new perspectives and experiences.</p> <p><b>Competencies:</b>  <b>Exploring and creating</b></p> <ol style="list-style-type: none"> <li>1. Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.</li> <li>2. Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences</li> </ol> <p><b>Reasoning and reflecting</b></p>	<ul style="list-style-type: none"> <li>• Shows Value/ Texture/Lines in different ways.</li> <li>• Explore Art History</li> <li>• Learn Art Terminology.</li> <li>• Art production with a variety of art media.</li> </ul>	<p>Include but not limited to:</p> <ul style="list-style-type: none"> <li>- Internet</li> <li>- Worksheets</li> <li>- Art Prints</li> <li>- Handouts</li> <li>- Various Art materials</li> <li>- Recycling materials</li> <li>- PPT</li> <li>- Peer Collaboration</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Ongoing Feedback</li> <li>• Class discussion</li> <li>• Participation</li> <li>• Final Product</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Rubric</li> </ul>

<p>2. processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.</p> <p>3. personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.</p> <p>4. ethical considerations and cultural appropriation related to the arts</p>		<p>1. Describe, interpret and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas</p> <p>2. Reflect on works of art and creative processes to understand artist's motivations and meanings</p> <p><b>Communicating and documenting</b></p> <p>1. Use the arts to communicate, respond to and understand environmental and global issues.</p> <p>2. Take creative risks to express feelings, ideas, and experience.</p> <p><b><u>Trimester 2: Unit Plan</u></b></p> <p><b><u>Topic Title: Line</u></b></p> <p><b>Objectives:</b></p> <p>1. Differentiate between structural lines, outline, contour, sketching, and calligraphy.</p> <p>2. Use line personality to communicate.</p> <p>3. Demonstrate implied line.</p>	<p>• Learn to Review and Reflect on Art using proper Terminology</p>	<p>- Student Examples - Teacher Examples - Parent Letters</p>	<p>• written test</p>
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**Project 1: Using Lines and Contour Drawing.** Students will be using blind contour drawing and Sighted Contour Drawing.

**Project 2: Gesture Drawing.** Students will be doing timed sketching.

**Project 3:** Calligraphy and Lettering.

**Topic Title: Value**

**Objectives:**

1. Students will create value scales.
2. Students will create drawings with contrast and a range of values in pencil to create the illusion of depth.
3. Students will use blending techniques and pencil pressure to create gradients.
4. Vocabulary/Terminology.
5. Use of tools and Exploration or mediums.
6. Art History: Artists, styles, movements, masterworks, and/or cultures.

**Project 1: Pencil Drawing 101.** Students will learn rendering skills and techniques.

**Project 2: Pencil Perfect.** Students will apply rendering skills to a still life drawing with a spotlight used.

**Topic Title: Texture**

**Objectives:**

1. Students will differentiate between real texture and implied texture.
2. Students will experiment with different media to achieve desired textures.
3. Students will continue to utilize the other elements of art in their work.
4. Vocabulary/Terminology.
5. Use of tools and Exploration or mediums.
1. Art History: Artists, styles, movements, masterworks, and/or cultures.

**Project 1: Creating invented textures.** Students will create a drawing that incorporates invented textures on everyday subjects.

**Project 2: Collage and Texture.** Students will cut out a number of textures from newspaper and magazines and fit them together to construct a landscape.

**Cumulative Review and Reflection**



<p><b>Unit Title: Elements and Principles of Art</b></p> <ol style="list-style-type: none"> <li>1. Manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to <b>principles of design:</b> balance, contrast, Space.</li> <li>2. processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.</li> <li>3. ethical considerations</li> </ol>	<p><b>3<sup>rd</sup> Trimester</b></p>	<p><b>Big Idea:</b> Individual and collective expression can be achieved through the arts.</p> <p><b>Competencies:</b></p> <p><b>Exploring and creating</b></p> <ol style="list-style-type: none"> <li>1. Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences</li> <li>2. Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> </ol> <p><b>Reasoning and reflecting</b></p> <ol style="list-style-type: none"> <li>1. Reflect on works of art and creative processes to understand artists motivations and meanings</li> <li>2. Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations</li> </ol> <p><b>Communicating and documenting</b></p> <ol style="list-style-type: none"> <li>1. Interpret and communicate ideas using symbols and elements to express meaning through the arts</li> </ol>	<ul style="list-style-type: none"> <li>• Shows Contrast/ Balance/Space in different ways.</li> <li>• Explore Art History</li> <li>• Learn Art Terminology.</li> <li>• Art production with a variety of art media.</li> <li>• Learn to Review and Reflect on Art using proper Terminology</li> </ul>	<p>Include but not limited to:</p> <ul style="list-style-type: none"> <li>- Internet</li> <li>- Worksheets</li> <li>- Art Prints</li> <li>- Handouts</li> <li>- Various Art materials/media.</li> <li>- PPT</li> <li>- Peer Collaboration</li> <li>- Student Examples</li> <li>- Teacher Examples</li> <li>- Parent Letters</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Ongoing Feedback</li> <li>• Class discussion</li> <li>• Participation</li> <li>• Final Product</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Rubric</li> <li>• written test/Final Product.</li> </ul>
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<p>and cultural appropriation related to the art.</p> <p>4. manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts</p>		<ol style="list-style-type: none"> <li>2. Take creative risks to express feelings, ideas, and experiences</li> <li>3. Interpret and communicate ideas using symbols and elements to express meaning through the arts</li> <li>4. Describe, interpret and respond to works of art</li> </ol> <p><b><u>Trimester 3 : Unit Plan</u></b></p> <p><b><u>Topic Title: Contrast</u></b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will use contrast to create focal points.</li> <li>2. Students will be able to point out areas of contrast in other works.</li> <li>3. Students will create a work that provides strong contrasting elements.</li> <li>4. Vocabulary/Terminology.</li> <li>5. Use of tools and Exploration or mediums.</li> </ol> <ol style="list-style-type: none"> <li>1. Art History: Artists, styles, movements, masterworks, and/or cultures.</li> </ol>			
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**Project 1: Same but Different.** Students will have to choose two very contrasting subjects and create a drawing that captures these differences.

**Project 2: Color Contrast Non-Objective Art.** Students will use color, shape and contrast to create a non-objective work of art.

**Topic Title: Space**

**Objectives:**

1. Students will use rule of composition to properly fill the picture plane.
2. Students will combine the use of Shape, Form, Value and Color with the element of space to create a summary painting.
3. Vocabulary/Terminology.
4. Use of tools and Exploration or mediums.
5. Art History: Artists, styles, movements, masterworks, and/or cultures.

**Project 1:** Students will combine the elements of Shape, Form, Value and Color with the element of space to create a summary painting.

**Topic Title: Balance**

**Objectives:**

		<ol style="list-style-type: none"> <li>1. Students will explore symmetrical balance, approximate symmetry, asymmetrical balance and radial balance.</li> <li>2. Students will use radial balance or symmetrical or asymmetrical balance in a composition.</li> <li>3. Vocabulary/Terminology.</li> <li>4. Use of tools and Exploration or mediums.</li> <li>5. Art History: Artists, styles, movements, masterworks, and/or cultures.</li> </ol> <p><b>Project 1: Symmetrical Design Painting.</b> Students will create a design that uses symmetrical balance and then use watercolor paints to finish the work.</p> <p><b>Project 2: Using Asymmetrical Balance:</b> Students will create a drawing using asymmetrical balance. They must also be able to explain how their work is asymmetrical.</p> <p><b>Cumulative Review and Reflection</b></p>			
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