

Kapa'a Middle School, Pacing Guide 2014-2015
Teacher: Julia SANDERL Grade: 6-8 Subject Area: Art

Week of and # of days	HCPSIII	CCSS	Focus Skill (Specific Daily Lesson Objectives) & Differentiation	Lessons/ Instructional Materials	Do Now / Conventions & Skills	Assessment
WEEKS 1-5 (23 days)	FA.6-8.1.1 Create an original integrated art product and explain how this process enhances a specific artwork.	CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content. CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of technical processes. CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of technical texts.	<u>SKETCHBOOK COVER MANDALA</u> · Radial Symmetry · Watercolor Wheel · Colored pencil layering & shading · Measurement & precision · Integrated work of art	<u>SKETCHBOOK COVER MANDALA</u> · Pencil · Liquid Watercolor · Colored Pencils · Compass, ruler, protractor	-Presentation with examples -Practice pencil drawings & color -Define radial symmetry -Practice mandala drawing together -Group activity-order the steps to contour drawing	Formative: 1. In-class sketchbook checks (daily) 2. Peer (process) evaluation Summative: 1. Written Explanation of the process & how it enhanced the final artwork. 2. Final Artwork (Rubric Score)
WEEKS 6-10 (20 days) End Qtr.1 10/3	FA.6-8.1.2 Apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art. FA.6-8.1.4 Apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions	CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<u>PORTRAIT DRAWING "COMPLETE-A-HALF"</u> -Symmetry- Identify Radial, Mirror, and Asymmetry -Value- Shading techniques, identifying and developing shadow, mid-tones, and highlights -Facial Proportions- measuring the features of the face	<u>PORTRAIT DRAWING "COMPLETE A HALF"</u> · Magazine Portraits (full page, frontal view) · Scissors · Glue · Drawing Paper · Construction Paper (colored) · Pencils · Erasers	1. Presentation 2. Practice drawing & measuring the face 3. Tutorial videos and practice focused on facial features 4. definitions 5. Identify type of symmetry 6. Practice controlling pencil pressure- value scale	Formative: 1. In-class daily checks 2. Vocabulary review- identify types of symmetry 3. Gallery walk Summative: Final Artwork (Rubric Scores for Measurement of proportion and development of values)

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WEEKS 10-16 (31 days)	FA.6-8.1.3 Use art vocabulary when evaluating intent and content of works of art FA.6-8.1.4 Apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions	CCSS.ELA-Literacy.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CCSS.ELA-Literacy.RST.6-8.3 Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.	<u>CERAMIC CASTLE</u> · 3-D Art Sculpture · Slab Construction (clay) · Quality work · Big Idea: Why do people make art?	<u>CASTLE</u> · Clay · Clay tools · Glaze	1. Google Presentation 2. Sketchbook Activities & planning 4. Process Videos	Formative: 1. In-class daily checks 2. Self and Peer Progress-Assessment 3. Checklist Summative: 1. Group Critique using Art Vocabulary 2. Final Artwork (Rubric score)
WEEKS 17-19 (15 days) End Qtr.2 12/19	FA.6-8.1.5 Describe how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas.	CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.	<u>POTTERY WHEEL</u> -Introduction to pottery wheel techniques. - Students will create cylindrical and cone forms on the wheel to be added to their castle sculptures	<u>POTTERY WHEEL</u> - Clay - Pottery Wheel & tools - Glaze	1. Teacher Demonstration 2. Write steps in Sketchbook 3. Sketchbook notes and drawings	Formative: Peer evaluation and peer teaching Summative: Reward-based- If a student is successful through ALL of the steps, then the project will be fired and student gets to keep it! Participation activity (Non-graded)

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WEEKS 20-24 (24 days)	FA.6-8.1.6 Use subjects, themes, or symbols from life experiences to convey personal ideas	CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CCSS.ELA-Literacy.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<u>CERAMIC TILE DESIGN</u> · Art Nouveau design applied to Hawaiian Flowers and Foliage Art Nouveau design characteristics and glazing techniques * Students will also take turns glazing & staining their Castle sculptures. This will allow them to apply glazing techniques to both 2-D and 3-D designs.	<u>TILE</u> · Google Presentation · Wax Resist · Bisque tiles · Glaze · Iron oxide stain · Variety of brushes	1. Game: Art Nouveau, Yes or No? 2. Game: How well do you know Art Nouveau? 3. Sketchbook Activities	Formative: 1. In-class daily checks 2. Student Checklist Summative: Written Self-Evaluation & Rubric-based Assessment
WEEKS 25-28 (19 days) End Qtr 3 3/13	FA.6-8.1.7 Compare the cultural characteristics of artwork from various historical periods and/or cultures.	CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-Literacy.RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually	<u>Linocut Print</u> · Low relief linoleum carving · Block Printing · Printing Artists across culture and time: Durer, Hokusai, Warhol, Lichtenstein	<u>Linocut Print</u> · Linoleum · Carving tools · Bench Plates · Brayers · Water-based Ink · Dictionary pages and variety of paper	1. PowerPoint 2. Vocabulary 3. Research Topic 4. Preliminary Sketches	Formative: 1. In-class daily checks 2. Student Checklist Summative: Written Self-Evaluation & Rubric-based Assessment Summative: 1. Peer Evaluation "Critique Sandwich" 2. Rubric-based Assessment

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WEEKS 29-34 (28 days)	FA.6-8.1.8 Analyze, using evidence, how cultural factors have affected works of art now and in the past	CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<u>CRAZY CRUSHED CAN CREATIONS</u> · Acrylic painting · Multimedia/recycled materials · Color Theory & mixing · Depth created by underpainting and overlapping · Artists: Didier Triglia, Picasso	<u>PAINTING</u> · Google Presentation - Article: "11 Artists Doing Amazing Things With Recycled Materials" - Acrylic Paint & supplies · Recycled cans, bottle caps, and cardboard · White glue and hot glue gun	1. Vocabulary 2. Research Topic 3. Preliminary Sketches	Formative: 1. In-class daily checks 2. Student Checklist Summative: Critique and Rubric-based Assessment
WEEKS 35-40 (27 days) End Qtr 4 6/3	FA.6-8.1.9 Analyze, using evidence, why specific works of art were created.	CCSS.ELA-Literacy.WHST.6-8.1.0 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. RST.6-8.9 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<u>FINAL PORTFOLIO COLLAGE</u> · Visual Texture · Composition · Density · Contrast	<u>FINAL PORTFOLIO COLLAGE</u> · Art history mini-lessons with printed image for color · White tagboard (folded in half and stapled like a large envelope) · Glue · Scissors · Colored Pencils · Regular pencils	1. Mini-Lessons that follow style and techniques of the Masters	Formative: 1. In-class daily checks 2. Student Checklist Summative: Critique and Rubric-based Assessment