



Our Savior Christian Academy

Curriculum Framework for: Art 5

Our Savior Christian Academy's "Curriculum Framework for Art" is designed as a tool that will follow the same format for all grades K-4. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.

Our Savior Christian Academy's "Curriculum Framework for Art" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.

✠ PHILOSOPHY ✠

God created us in His image, and as His image-bearers we have been endowed with creativity. It is our goal to awaken and nurture that God-given ability. As artists we glorify God, share His truth, and lead others to an appreciation of His creative masterpieces.

Our Savior Christian Academy

Broad Goals

From a Christ-Centered Perspective, Teachers will:

- Incorporating Jesus Christ in all core areas of Art.
- Showing students strategies on how to be knowledgeable and proficient thinkers who will make positive contributions to society.
- Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of the physical world around them.
- Cultivating in the students a sense of beauty along with teaching them to see the harmony of the world that God created.
- Developing the sense of a composition, proportion and interaction of color and light, spot and line, accent and pause, rhythm and plastics.
- Enriching and widening the talent of each student, along with helping budding artists seek creativity and ignite their artistic expression through a connection with **God**.

Our Savior Christian Academy obtains this through:

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Fascinating and significant Art experiences through multi-sensory activities.
- Applying Art to other core areas of learning
- Adapting other subjects to add valuable perspectives to the Art curriculum.
- Differentiating instruction to meet all learning needs and abilities.
- Obtaining adequate materials and supplies at the school and through the Art teacher to incorporate nature and the world.
- Continuous assessment for analysis and planning in Art.
- Focuses on the identification of the children's existing knowledge and strategies.
- Updating curriculum to meet changing state standards along with student needs.
- Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

STRAND I: Product/Performance			
1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems			
	Grade 5	Grade 6	Grade 7
A.	Create texture or surface quality using any drawing media	Use pencil or marker to draw a continuous line that describes an object from observation	Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/ implied texture
Drawing	<p>Curriculum</p> <ul style="list-style-type: none"> Burlap Pastel Painting-This easily constructed project offers an exploration of texture, line and color – key elements of design.. Subject matter such as build-ings, landscapes and abstract de-signs are adaptable to varying grade levels. 	<p>Curriculum</p> <ul style="list-style-type: none"> Look out of a window. Use your palette of lines to draw what you see, being mindful of how each line quality contributes to the over-all emotional tone or communication 	<p>Curriculum</p> <ul style="list-style-type: none"> Look out of a window. Use your palette of lines to draw what you see, being mindful of how each line quality contributes to the overall emotional tone or communication
National Stand-ards	VA 1	VA 1	VA 1
Show-Me Stand-	FA 1	FA 1	FA 1

STRAND I: Product/Performance			
1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems			
	Grade 5	Grade 6	Grade 7
B.	Mix a variety of hues to create new colors	Using opaque paint, overlap brush strokes to create a smooth and even area of color	Use a variety of brush strokes to create various textures
Painting	<p>Apply layers of watercolor paint from lightest to darkest colors</p> <p>Using tempera paints, produce a sharp, clear edge between areas of colors</p> <p>Curriculum</p> <ul style="list-style-type: none"> Paint on wet paper. Immerse the paper/drawing in a water bath and drain, and then wash color over paper. Apply layers of water colors. Use white crayon to draw. Then, when the wa-tercolor wash is applied, the drawing appears almost like magic. Using tempera paints to add edges 	<p>Curriculum</p> <ul style="list-style-type: none"> Using opaque paint, create a landscape picture, overlapping brush strokes 	<p>Curriculum</p> <ul style="list-style-type: none"> Use a variety of brush strokes creating landscape art
National Standards	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1

STRAND I: Product/Performance			
1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems			
	Grade 5	Grade 6	Grade 7
C.	Not assessed at this level	Create different types of lines using general software	Create different types of shapes using general software
Digital/Computer		<p>*General software refers to a program like Microsoft Word, which has paint tools</p> <p>Curriculum</p> <ul style="list-style-type: none"> Generate a birthday chart in Microsoft 	<p>*General software refers to a program like Microsoft Word, which has paint tools</p> <p>Curriculum</p> <ul style="list-style-type: none"> Create a picture using shapes in Microsoft
National Standards		VA 1	VA 1
Show-Me		FA 1	FA 1

STRAND I: Product/Performance			
1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems			
	Grade 5	Grade 6	Grade 7
D.	Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images	Demonstrate a printmaking process (e.g., monoprint, collagraph, string print)	Demonstrate a type of relief block printmaking
Other Media	<p>Curriculum</p> <ul style="list-style-type: none"> Create a color wheel to show subtractive color mixing (begin with white and end with black; as one adds color, the result gets darker and tends to black) Material: wood, linoleum, rubber, a Styrofoam meat tray, a potato, Ink: printing ink, a stamp pad, acrylic paint, thick tempera paint, nice juicy markers. Print onto could be paper, fabric... to produce multiple images. 	<p>Manipulate fibers (e.g., threading needles, tying simple knots, sewing, wrapping, weaving, beading)</p> <p>Curriculum</p> <ul style="list-style-type: none"> Begin with good drawings of the chosen subjects. Transfer drawings to oaktag using Saral Transfer Paper. Cut figures out and then cut each figure into many separate shapes. Glue the separate shapes onto the heavy mat board (printing plate) After everything is glued down, you might suggest adding more texture, as with lace paper doilies, or thin string, or rough cuts and slashes made with a knife. 	<p>Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)</p> <p>Curriculum</p> <ul style="list-style-type: none"> Students will create a limited edition of 3-color notecards/prints using the reduction method. Each student makes 2 prints on 7" x 9" oak tag in addition to 6 notecards. After everything is glued down, you might suggest adding more texture, as with lace paper doilies, or thin string, or rough cuts and slashes made with a knife Preset a table with all materials. Write the materials list of vocabulary on the board and keep it present during the unit. During daily demonstrations, explain each step of the process. During student production, provide individualized instruction and demonstration, check for understanding, and encourage refinements.
National Standards	VA 1	VA 1	VA 1
Show-Me Standard	FA 1	FA 1	FA 1

STRAND I: Product/Performance			
2. Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems			
	Grade 5	Grade 6	Grade 7
A.	Combine simple forms to create a complex object/form (in-the-round)	Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)	Create an in-the-round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plastercraft, cardboard, fibers)
Sculpture, Ceramics, Other Media	Use paper joining techniques such as tabs and slits Modeling with clay or a similar material: Build a form using a coil techniques Curriculum <ul style="list-style-type: none"> Drape bowl- Combine simple forms to create a complex object/form (in-the-round), Use paper joining techniques such as tabs and slits, Modeling with clay or a similar material:, Build a form using a coil techniques 	Curriculum <ul style="list-style-type: none"> Students create their own “fossil bed” by modeling three-dimensional shapes of animals, plants or insects, then “burying” them beneath layers of tissue paper. Add earth-tone pastels to make them look as if they just came from an excavation site. 	Curriculum <ul style="list-style-type: none"> Students make a mask using their own face as a mold
National Standards	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1

STRAND I: Product/Performance			
3. Communicate ideas about subject matter and themes in artworks created for various purposes			
	Grade 5	Grade 6	Grade 7
A.	Portrait: Create a portrait from observation	Create original artwork using the following subjects: <ul style="list-style-type: none"> realistic portrait abstract portrait 	Create original artwork using the following subjects: <ul style="list-style-type: none"> human figure still life from observation
Subject Matter: Fine Art	Still Life: Create a still life from observation that shows the illusion of form Landscape: Create an original outdoor scene to show the illusion of space Curriculum <ul style="list-style-type: none"> Teach students about observational drawing by using a mirror to draw face Using a striking combination of shapes, add abstract painting to self portrait Each student will receive a white sheet of paper, black and white paint, a mixing plate and two paintbrushes. Students will study a vase with branches in it and create an original picture. Exaggerate and distort branches to create abstract artwork. 	Curriculum <ul style="list-style-type: none"> Teach students about observational drawing by using a mirror to draw face. Using a striking combination of shapes, add abstract painting to self portrait Each student will receive a white sheet of paper, black and white paint, a mixing plate and two paintbrushes. Students will study a vase with branches in it and create an original picture. Exaggerate and distort branches to create abstract artwork. 	Curriculum <ul style="list-style-type: none"> Teach students about observational drawing by using a mirror to draw face. Each student will receive a white sheet of paper, black and white paint, a mixing plate and two paintbrushes. Students will study a vase with branches in it and create an original picture. Exaggerate and distort branches to create abstract artwork.
National Standards	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1

STRAND I: Product/Performance			
3. Communicate ideas about subject matter and themes in artworks created for various purposes			
	Grade 5	Grade 6	Grade 7
B.	Create an original building based upon elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp) Curriculum • Design a city. Each student design a different building in the city using elements of architectural styles.	Illustrate text Curriculum • While reading a chapter book, illustrate each chapter	Not assessed at this grade level
Subject Matter: Functional Art			
National Standards	VA 1	VA 1	
Show-Me Standards	FA 1	FA 1	

STRAND I: Product/Performance			
3. Communicate ideas about subject matter and themes in artworks created for various purposes			
	Grade 5	Grade 6	Grade 7
C.	Create an original artwork that communicates ideas about the following themes: • United States • Patriotism • World • Time (e.g., past, present, future) Curriculum • Bird's eye view of US • Patriotism posters • Create — a piñata of the world • Create an —About Me book using past, present, and future interpretation	Create an original artwork that communicates ideas about the following themes: • Functions of Art in Culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects) • Personal Identity Curriculum • Illustrate a story out of the bible • Create an —About Me book using past, present, and future interpretation	Create an original artwork that communicates ideas about the following themes: • Group Identity • Nature Curriculum • Illustrate a Lutheran church setting • Landscape artwork
Theme			
National Standards	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1

STRAND II: Elements and Principles (EP)			
1. Select and use elements of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
A.	Identify and use contour lines Curriculum	Identify and use converging lines	Identify and use rhythmic lines Curriculum
Line	<ul style="list-style-type: none"> Select subject matter for the drawing, shells bones, simple objects that will have good form and maybe some texture. Make at least 5 contour studies of several objects in different sizes on newsprint Cut around the sketches closely with a pair of scissors. On a larger piece of newsprint, arrange the sketches to create an area of emphasis and directional movement. Overlapping the sketches and placing them so that they create a triangular movement. Transfer the images to the paper leaving only a light line. Demonstrate how to make a gradation. Show the 5 principles of shading. 	Identify and use contour lines to define a complex object Curriculum <ul style="list-style-type: none"> Select subject matter for the drawing, shells bones, simple objects that will have good form and maybe some texture. Make at least 5 contour studies of several objects in different sizes on newsprint Cut around the sketches closely with a pair of scissors. On a larger piece of newsprint, arrange the sketches to create an area of emphasis and directional movement. Overlapping the sketches and placing them so that they create a triangular movement. Transfer the images to the paper leaving only a light line. Demonstrate how to make a gradation. Show the 5 principles of shading. 	<ul style="list-style-type: none"> Look at leaves, flowers, ferns, sea shells to create rhythmic line patterns in nature.
National Standards	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)			
1. Select and use elements of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
B.	Identify and use symbolic shapes Curriculum	Identify and use complex shapes such as people, animals, vehicles Curriculum	Identify and use rhythmic shapes Curriculum
Shapes	<ul style="list-style-type: none"> Have students sketch symbolic shapes on their paper and then sculpt it in clay. 	<ul style="list-style-type: none"> Have students sketch symbolic shapes on their paper and then sculpt it in clay. 	<ul style="list-style-type: none"> Have students sketch symbolic shapes using a flowing rhythm technique to give a sense of movement.
National Standards	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)			
1. Select and use elements of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
C.	Identify and use the illusion of form: cube, sphere, cylinder, and cone	Not assessed at this grade level	Differentiate between and demonstrate high and low relief
Form	<p>Curriculum</p> <ul style="list-style-type: none"> The student will identify and use architectural forms (cube, cylinder, sphere, pyramid, and cone) when studying and creating a playground for the school. 		<p>Curriculum</p> <ul style="list-style-type: none"> High-Low Relief Sculpture: sculptures will be stationary with a few other variations, as students use their imaginations to create rolling landscapes, faces, flowers or other images out of different lengths of colorfully painted craft picks.
National Standards	VA 2		VA 2
Show-Me Standards	FA 2		FA 2

STRAND II: Elements and Principles (EP)			
1. Select and use elements of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
D.	Identify and use implied or simulated textures	Identify and use real/actual texture	Identify and use implied or simulated texture
Texture	<p>Curriculum</p> <ul style="list-style-type: none"> Students will study the life, time and art of Franz Marc to create an expressive composition using animals to tell a story or express a mood applying implied or simulated textures. 	<p>Curriculum</p> <ul style="list-style-type: none"> Students find and touch soft and rough actual textures, then identify and describe implied or visual textures seen in art. Experimental marks made by students in charcoal are discussed and linked with the textures of real objects. Students generate ideas further by gathering information from natural objects. Students then use rough or soft marks to show the objects and textures they see. Students reflect on and title their picture using adjectives describing the actual textures shown in their pictures. 	<p>Curriculum</p> <ul style="list-style-type: none"> Students find and touch soft and rough actual textures, then identify and describe implied or visual textures seen in art. Experimental marks made by students in charcoal are discussed and linked with the textures of real objects. Students generate ideas further by gathering information from natural objects. Students then use rough or soft marks to show the objects and textures they see. Students reflect on and title their picture using adjectives describing the actual textures shown in their pictures.
National Standards	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)			
1. Select and use elements of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
E.	Identify and use intermediate and neutral colors	Identify and use monochromatic colors	Identify and use analogous colors
Color	Identify the arrangement of colors on a color wheel Curriculum <ul style="list-style-type: none"> Students will study the life, time and art of Franz Marc to create an expressive composition using animals to tell a story or express a mood using intermediate and neutral colors. Students will be able to identify the arrangement of colors on the color wheel. Students will be able to define the terms associated with color: tint, shade, primary, secondary, intermediate, intensity, hue, warm/cool colors, neutral colors, values, blending/ gradation. 	Curriculum <ul style="list-style-type: none"> Create artwork using shapes in their environment. Stick to monochromatic colors on corrugated paper http://cdn.dickblick.com/lessonplans/corrugated-paper/corrugated-paper-corrugated-paper.pdf 	Curriculum <ul style="list-style-type: none"> Students will learn the basic vocabulary of color theory, create their own color wheel in Make a Drawing, and observe/discuss the use of color in famous paintings.
National Standards	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)			
1. Select and use elements of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
F.	Not assessed at this grade level	Identify and demonstrate color value (tints and shades)	Not assessed at this grade level
Value		Identify and demonstrate a value scale Curriculum <ul style="list-style-type: none"> Tints, Tones, and Shades Painting http://www.uen.org/Lessonplan/preview.cgi?LPid=12361 After completing this lesson, students should better understand the concept of color mixing to create different values and intensities. 	
National Standards		VA 2	
Show-Me Standards		FA 2	

STRAND II: Elements and Principles (EP)

1. Select and use elements of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
G.	Identify and use converging lines to create the illusion of space Identify and use a single horizon line	Identify and use positive and negative shapes in two-dimensional work	Identify and use positive and negative forms in three-dimensional work
Space	Curriculum Use converging lines to create an illusion of depth by using charcoal to create a change of value and color contrast skills to enhance the optical illusion. Create a nature picture, starting with the horizon line. (where earth meets sky).	Curriculum <ul style="list-style-type: none"> Cut shapes out of construction paper and use the positive and negative shapes to create two-dimensional work 	Curriculum <ul style="list-style-type: none"> Cut shapes out of construction paper and use the positive and negative shapes to create three-dimensional work
National Standards	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)

2. Select and use principles of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
A.	Identify and use asymmetrical (informal) balance	Identify and use symmetrical (formal) balance	Identify and use radial balance
Balance	Curriculum <ul style="list-style-type: none"> Study pictures of asymmetrical (informal) balance. Use examples to create own asymmetrical (informal) balance 	Curriculum Study pictures of symmetrical (formal) balance. Use examples to create own symmetrical (formal) balance	Curriculum Study pictures of radial balance. Use examples to create own asymmetrical radial balance
National Standards	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)			
2. Select and use principles of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
B.	Not assessed at this level	Not assessed at this level	Identify and use center of interest (focal point)
Emphasis			Curriculum <ul style="list-style-type: none"> Design sea life artwork, focusing on a specific fish
National Standards			VA 2
Show-Me Standards			FA 2

STRAND II: Elements and Principles (EP)			
2. Select and use principles of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
C.	Identify and use texture contrast	Identify and use shape, line, and size contrast	Not assessed at this level
Contrast	Curriculum <ul style="list-style-type: none"> Make a chart with two columns. Using watercolor, color pencils, pastels, or construction paper, show side-by-side intense color and neutralized color; dark value and light value; soft edges and hard edges; plain square of color and patterned square; warm color square and cool color square; plain square and square with texture; geometric shape and organic shape; and a large shape and small, confetti-like shapes. This chart illustrates all the kinds of contrast we see in work of art, architecture, and nature. Title the page "Contrast in Art, Architecture, and Nature". Label each of the different types of contrast examples. Select two photos from newspaper that illustrate "Strong Black, Gray, and White Contrasts" (title). Or, make two drawings that emphasizes these contrasts. Cut out a variety of shapes in different sizes from different colored paper. Arrange them in a collage to show how "Contrasting Shapes and Colors" (title) create an interesting work of art. Glue the pieces down. 	Curriculum <ul style="list-style-type: none"> Make a chart with two columns. Using watercolor, color pencils, pastels, or construction paper, show side-by-side intense color and neutralized color; dark value and light value; soft edges and hard edges; plain square of color and patterned square; warm color square and cool color square; plain square and square with texture; geometric shape and organic shape; and a large shape and small, confetti-like shapes. This chart illustrates all the kinds of shapes, lines, and size contrast Cut out a variety of shapes in different sizes from different colored paper. 	
National Standards	VA 2	VA 2	
Show-Me Standards	FA 2	FA 2	

STRAND II: Elements and Principles (EP)

2. Select and use principles of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
D.	Not assessed at this level	Not assessed at this level	Identify and use regular rhythm
Rhythm/Repetition			Curriculum Students will create their own version of visual rhythm and texture by scratching designs in paint and making a monoprint from their original.
National Stand-ards			VA 2
Show-Me Stand-ards			FA 2

STRAND II: Elements and Principles (EP)

2. Select and use principles of art for their effect in communicating ideas through artwork			
	Grade 5	Grade 6	Grade 7
F.	Identify and use relative size (realistic scale)	Create facial features in realistic proportion	Not assessed at this level
Proportion	Curriculum Use foam balls of varying shapes to achieve the size scale necessary to create the solar system.	Curriculum Students make a mask using their own face as a mold	
National Standards	VA 2		
Show-Me Standards	FA 2		

STRAND III: Artistic Perceptions (AP)			
1. Investigate the nature of art and discuss responses to artworks			
	Grade 5	Grade 6	Grade 7
A.	Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?	Discuss how different cultures have different concepts of beauty	Discuss and develop answers to questions about art:
Aesthetics	<p>Curriculum</p> <ul style="list-style-type: none"> Discuss with students their views on art and their interpretation of what makes artwork special, valuable, or good 	<p>Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs</p> <p>Curriculum</p> <ul style="list-style-type: none"> Copper Metal Box “Out of the Box” Students develop artwork unique in terms of creating personal interpretation of aesthetics. This metal box project stresses the effective use of organizational principals. <ul style="list-style-type: none"> Student’s call upon their background of historical creations that go beyond basic art knowledge and reflect interpretation by the individual artist The structure involved must be perfectly constructed to lay a foundation for expressing ideas <p>http://cdn.dickblick.com/lessonplans/copper-metal-box/copper-metal-box-copper-metal-box.pdf</p>	<ul style="list-style-type: none"> What is art? Should art look real? Should art be beautiful? Should art look real? <p>Compare and contrast responses of class members to realistic, abstract, and non-objective artworks</p> <p>Curriculum</p> <p>Debate on art</p>
National Standards	VA 3	VA 3	VA 3
Show-Me Standards	FA 3	FA 3	FA 3

STRAND III: Artistic Perceptions (AP)			
2. Analyze and evaluate art using art vocabulary			
	Grade 5	Grade 6	Grade 7
A.	Describe the use of the following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/ simulated textures, Intermediate and Neutral colors, Asymmetrical Balance, Contrast /variety of textures, Perspective: change in size, Point of view	Identify the type of artwork (e.g., painting, drawing, print, sculpture)	Describe the artwork and subject matter
Art Criticism	<p>Curriculum</p> <ul style="list-style-type: none"> End of the year Assessment based on artwork lessons throughout the year 	<p>Identify and explain symbolism or message communicated in an artwork</p> <p>Match the artwork with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)</p> <p>Curriculum</p> <ul style="list-style-type: none"> End of the year Assessment based on artwork lessons throughout the year 	<p>Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks</p> <p>Interpret the subject and theme, supporting them with the artist’s use of elements and principles</p> <p>Select an aesthetic theory and explain why it best fits the artwork: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)</p> <p>Curriculum</p> <ul style="list-style-type: none"> End of the year Assessment based on artwork lessons throughout the year
National Standards	VA 3	VA 3	VA 3
Show-Me Standards	FA 3	FA 3	FA 3

STRAND IV: Interdisciplinary Connections (IC)			
1. Explain connections between visual art and performing arts			
	Grade 5	Grade 6	Grade 7
A.	Compare a work of art to a work of music	Compare and contrast music and art from the same culture	Explain how art is used in designing sets in film, television, or live theater
Connecting Visual and Performing Arts	Curriculum	Curriculum	Curriculum
	Create a work of art feeling the emotions of the music. Share and describe how their work of art compares to music	<ul style="list-style-type: none"> Students explore similarities and differences between Native American music and art 	Research the history of Broadway musicals. Describe varied elements of technical theater art such as costume, lighting and scene design.
National standards	VA 6	VA 6	VA 6
Show-Me Standards	FA 4	FA 4	FA 4

STRAND IV: Interdisciplinary Connections (IC)			
2. Explain the connections between Visual Art and Communication Arts, Math, Science or Social Studies			
	Grade 5	Grade 6	Grade 7
A.	Explain how American artists expressed the idea of patriotism	Explain how artworks reflect the cultures in which they were created	Explain the relationship between illustration and written text.
Connecting Art and Non-Art Subjects	Curriculum	Curriculum	Curriculum
	Research American artists and describe how they expressed the idea of patriotism.	Research different artworks and describe how they represent the cultures they were created in.	Read the book <i>You and Me: Our World</i> to explain the relationship between illustration and written text
National standards	VA 6	VA 6	VA 6
Show-Me Standards	FA 4	FA 4	FA 4

STRAND V: Historical and Cultural Contexts (HC)

1. Compare and contrast artworks from different historical time periods and/or cultures			
	Grade 5	Grade 6	Grade 7
A.	Identify works of art from: <ul style="list-style-type: none"> • United States (Painting, Architecture) • Europe (Painting, Architecture) 	Identify works of art from: <ul style="list-style-type: none"> • Ancient Greece/Rome/Egypt Pre-Columbian Americas (e.g., Aztec, Inca, Maya) • Africa • Asia 	Identify works of art from: <ul style="list-style-type: none"> • Europe (Real, Abstract, Non-Objective) • United States (Real, Abstract, Non-Objective)
Historical Period or Culture	<p align="center">Curriculum</p> <ul style="list-style-type: none"> • Introduce different kinds of art forms from various areas, talk about art and discuss what art looks like to them. 	<p align="center">Curriculum</p> <ul style="list-style-type: none"> • Introduce different kinds of art forms from various areas, talk about art and discuss what art looks like to them. • Create decorative paper fans to represent important works of art from different countries. <p>http://cdn.dickblick.com/lessonplans/decorative-paper-fans/decorative-paper-fans-decorative-paper-fans.pdf</p>	<p align="center">Curriculum</p> <ul style="list-style-type: none"> • Introduce different kinds of art forms from various areas, talk about art and discuss what art looks like to them. • Create works of art and create decorative paper fans to represent important works of art from different countries. <p>http://cdn.dickblick.com/lessonplans/decorative-paper-fans/decorative-paper-fans-decorative-paper-fans.pdf</p>
National standards	VA 4	VA 4	VA 4
Show-Me Standards	FA 5	FA 5	FA 5

STRAND V: Historical and Cultural Contexts (HC)

1. Compare and contrast artworks from different historical time periods and/or cultures			
B.	Grade 5	Grade 6	Grade 7
Characteristics of Artworks	Compare and contrast two artworks on: Time Place Subject matter Media Use of elements Theme Purpose of art in culture Use of materials and technology <p align="center">Curriculum</p> <ul style="list-style-type: none"> Have the students write an essay comparing and contrasting two pieces of sculpture, one realistic, the other more abstract. Then have the students write a second essay comparing the more abstract piece of sculpture to an excerpt from a movie. Have students carefully look at two sculptures. Ask them to write comparing and contrasting the two, considering the subject, the art elements included, the principles of construction and the meaning they make of the pieces by: <p>1. Describing what they see in each 2. Then comparing and contrasting the two. Tell how they are similar and different.</p>	Compare and contrast two artworks on: Time Place Subject matter Theme Characteristics Cultural context <p align="center">Curriculum</p> <ul style="list-style-type: none"> Have the students write an essay comparing and contrasting two pieces of sculpture, one realistic, the other more abstract. Then have the students write a second essay comparing the more abstract piece of sculpture to an excerpt from a movie. Have students carefully look at two sculptures. Ask them to write comparing and contrasting the two, considering the subject, the art elements included, the principles of construction and the meaning they make of the pieces by: <p>1. Describing what they see in each 2. Then comparing and contrasting the two. Tell how they are similar and different.</p>	Compare and contrast two artworks on: Time Place Subject matter Theme Characteristics Cultural context <p align="center">Curriculum</p> <ul style="list-style-type: none"> Have the students write an essay comparing and contrasting two pieces of sculpture, one realistic, the other more abstract. Then have the students write a second essay comparing the more abstract piece of sculpture to an excerpt from a movie. Have students carefully look at two sculptures. Ask them to write comparing and contrasting the two, considering the subject, the art elements included, the principles of construction and the meaning they make of the pieces by: <p>1. Describing what they see in each 2. Then comparing and contrasting the two. Tell how they are similar and different.</p>
	National standards	VA 4	VA 4
Show-Me Standards	FA 5	FA 5	FA 5

Strand I: Integrating faith: The Temple also had artwork that served no practical or functional purpose but was just for beauty's sake. It was covered with precious stones to make it beautiful. There was bas-relief and art in the round everywhere. I Kings 6:29 tells us — . . . he carved the walls of the temple all around, both the inner and outer sanctuaries, with carved figures of cherubim, palm trees, and open flowers.¶ This is important because sculpture of the so-called sacred and secular world is seen next to each other. God makes no distinction between the two—all creation, seen and unseen, is for His glory. God wanted His Temple to be beautiful because that was where His glory rested.

As beautiful as these buildings were, their beauty did not last. The sin and disobedience of Israel caused God to keep His promise of bringing judgment to His people. The Temple was destroyed. When Israel returned from exile and rebuilt the Temple it was not nearly so beautiful. The old men who remembered the first Temple wept at the sight of the new one because they knew what was missing.

Strand II: Integrating Faith: One of the first incidents of didactic art that has been recorded is found in the Bible in the Book of Joshua chapter four. It is the story of the miraculous crossing of the Jordan by the children of Israel before they conquered the Holy Land . Joshua commanded twelve men to gather one stone each (a building stone) and to set them up on the other side of the river. —Then he [Joshua] spoke to the children of Israel , saying: _When your children ask their fathers in time to come, saying, —What are these stones?¶ then you shall let your children know, say-ing, — Israel crossed over this Jordan on dry land . . .¶ These stones were to be a memorial. They were natural art. They were not created by man but were found by him. What makes them artwork is that they had to be arranged and set up. The stones did not move or arrange themselves. Men had to put them in place in such a way that they would not topple over and that takes effort and creativity. This was a natural work of art and its sole purpose was to teach future generations about the provisions of the Lord God of Israel . In essence, it was to spread the know-ledge of the work and Word of God.

Strand III-V: Integrating Faith: Writings explain their art and the philosophy behind it. This is why artists should be encouraged to keep a journal of why they paint, sculpt, build, etc., for future generations who want to understand their artwork. This can also be a tremendous witness in sharing the saving message of Jesus Christ +