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| **K-12 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, respond to, present, and connect art with the human experience.**  **(** | | | | | |
|  | | **K-6 Holiday Projects** | | | |
|  | | **Grades K-2** | **Grades 3-5** | **Grades 6-8** | **Grades 9-12** |
| **Create** - Art to generate ideas | Process/ Elements/ Aesthetic Imagine/ Plan/  Craftsmanship Principles Experience Artistic Voice Material | **FA 2.2.1 Students will use the creative process *(glossary)* to make works of art with a variety of materials *(glossary)*.** | **FA 5.2.1 Students will use the creative process *(glossary)* to make works of art exploring subjects and themes *(glossary)* with a variety of materials *(glossary)*.** | **FA 8.2.1 Students will use the creative process *(glossary)* to investigate and communicate personal voice in artwork.** | **FA 12.2.1 Students will use the creative process *(glossary)* to formulate a plan and implement aesthetic *(glossary)* choices in artwork.** |
| FA 2.2.1.a Experiment and explore ideas and materials *(glossary)* (e.g. 2D, 3D).  **Discuss with students how to use their drawing skills from art projects to draw holiday pictures for Halloween, Thanksgiving, Christmas etc. Discuss not to use stereotypes such as the cookie cutter Christmas tree but draw it as a real tree looks. They should include shading in their projects as well.** | FA 5.2.1.a Develop ideas using a variety of materials *(glossary)*.  **Discuss with students how to use their drawing skills from art projects to draw holiday pictures for Halloween, Thanksgiving, Christmas etc. Discuss not to use stereotypes such as the cookie cutter Christmas tree but draw it as a real tree looks. Have students explore drawing a holiday scene and not just single objects. Students may draw a snow covered tree outside with snow drifts, wind and snowflakes. . They should include shading in their projects as well.** | FA 8.2.1.a Investigate ideas and materials *(glossary)* to demonstrate planning and refining.  **Discuss with students how to use their drawing skills from art projects to draw holiday pictures for Halloween, Thanksgiving, Christmas etc. Discuss not to use stereotypes such as the cookie cutter Christmas tree but draw it as a real tree looks. Have students draw a holiday scene that incorporates several holiday objects such as a haunted house with ghosts, pumpkins, witches goblins and bats.**  **They should include shading in their projects as well.** | FA 12.2.1.a Analyze multiple ideas and materials *(glossary)* to demonstrate planning and refining.  **Students will use previous experiences in elementary and junior high with materials and techniques to create their own design. Students may use their own experiences and photos to draw from for ideas. They may use the Internet for inspiration but not to copy from. They should include shading in their projects as well.** |
| FA 2.2.1.b Create artworks that express unique student interpretation.  **Discuss originality and not having their artwork look like everyone else's. Discuss that not everyone decorates their house the same for holidays and their artwork should look different from everyone else's.** | FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, *(glossary)* and subjects.  **Discuss originality and not having their artwork look like everyone else's. Discuss that not everyone decorates their house the same for holidays and their artwork should look different from everyone else's.** | FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity.  **Discuss originality and not having their artwork look like everyone else's. Discuss that not everyone decorates their house the same for holidays and their artwork should look different from everyone else's.** | FA 12.2.1.b Create and communicate a personal voice, with intention, through a body of work.  **View artwork from previous art shows and what makes various projects stand out from others. What do you want your artwork to convey, what message do you want to send to your audience? Stress originality to students. Copying another artist is the same as plagiarism in writing. Discuss copyright laws**. |
| FA 2.2.1.c Explore and experience the properties of various art media *(glossary)* through senses and emotions.  **Discuss how colors make us feel and what emotions go with certain colors ex. blue with sad ( I have the blues) yellow makes us think of sunshine etc. Discuss colors that go with holidays for example red and green for Christmas, orange for Halloween etc.** | FA 5.2.1.c Demonstrate the connections between sensory experience *(glossary)*and expressing emotion.  **Discuss how colors make us feel and what emotions go with certain colors ex. blue with sad ( I have the blues) yellow makes us think of sunshine etc. How does line express emotion? Curly, happy lines, thick, hard, angry lines etc. Discuss colors that go with holidays for example red and green for Christmas, orange for Halloween etc.** | FA 8.2.1.c Engage in the sensory experience *(glossary)* and relate it to making expressive artwork.  **Students will relate artwork to their surroundings, themselves and community through their use of subject matter, color, value etc. Discuss colors that go with holidays for example red and green for Christmas, orange for Halloween etc.** | FA 12.2.1.c Engage in making art to communicate and connect aesthetic theories *(glossary)* to self-expression (e.g., imitationalism *(glossary)*, expressionism *(glossary)*, institutionalism *(glossary)*, instrumentalism *(glossary)*, formalism *(glossary)*, contextualism *(glossary*)). **Students will relate artwork to their surroundings, themselves and community through their use of subject matter, color, value etc.** |
| FA 2.2.1.d Explore elements of art and principles *(glossary)* of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern).  **Use shapes to draw a still life such as a pitcher and bowl. Draw with crayon. Color with watercolor. Add pattern using crayon, watercolor pencil or pen. Discuss what a pattern is (design that repeats). Apply this to holiday projects. Draw an Easter egg with crayon and paint over design with watercolor.** | FA 5.2.1.d Identify and use elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape).  **Experiment with various compositions while sketching by creating several thumbnail sketches. Discuss different composition layouts such as horizontal, vertical, horizontal and triangular. How does it affect how you subject matter looks? Choose best composition to create project. Apply this to holiday projects. Does the haunted house look better vertical or horizontal? Does the Christmas tree work better in a vertical or horizontal composition?** | FA 8.2.1.d Investigate and apply relationships between elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., consider a variety of images and determine how line and value create emphasis in art).  **Experiment with various compositions while sketching. Discuss different composition layouts such as horizontal, vertical, horizontal and triangular. How does it affect how you subject matter looks? Create several thumbnail sketches. Choose best composition and create a detailed sketch before beginning project. How does emphasizing various elements and principles add emphasis to your focal point? Try sketching in different mediums such as pencil, pen, crayon, colored pencil etc.** | FA 12.2.1.d Demonstrate and communicate understanding of relationships between elements of art and principles of design *(glossary)* by developing multiple solutions to a visual problem |
| FA 2.2.1.e Explore various techniques, skills, and the importance of craftsmanship/workmanship *(glossary)* (e.g., properly hold scissors, while turning paper, to create a well-defined shape).  **Demonstrate and discuss proper use and application of the various art tools and mediums such as brushes, scissors, glue, paint etc**. **to produce a neat and clean project. Discuss proportion, getting parts of objects the right size in relation to each other. Make sure work is neat, everyone can be neat. Is the snowman's head the right size for his body? Is the star on the Christmas too big for the tree?** | FA 5.2.1.e Apply various techniques to develop craftsmanship *(glossary)* skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue).  **Demonstrate and discuss proper use and application of the various art tools and mediums such as brushes, scissors, glue, paint etc**. **to produce a neat and clean project. Discuss proportion, getting parts of objects the right size in relation to each other. Make sure work is neat, everyone can be neat. Is the snowman's head the right size for his body? Is the star on the Christmas too big for the tree?** | FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship *(glossary)*.  **Demonstrate and discuss proper use and application of the various drawing and painting tools such as pencils, blending stumps and paint brushes** **to produce a neat and clean project. Look at examples of sloppy work as compared to a well crafted work and the message it conveys.** | FA 12.2.1.e Synthesize knowledge of relationships between advanced technique, skill, and craftsmanship *(glossary)*. **View and discuss various artworks from previous art shows attended. What was the difference between the purple, blue, red and yellow ribbon winning artworks. How did technique, style, originality and craftsmanship affect the final project and award it was given? How would the students have awarded the ribbons differently or did they agree with the judge?** |
| FA 2.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*.  **Practice how to properly wash a brush and store it. Show the difference between a ruined brush and one that is in good shape and how it affects how the brush works on projects.** | FA 5.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*.  **Practice how to properly wash a brush and store it. Show the difference between a ruined brush and one that is in good shape. Discuss proper use, cleanup and storage of all art equipment. The better it is taken care of the longer it lasts and is better to use. Discuss that keeping equipment in good shape saves money and allows the instructor to purchase others supplies and equipment for new projects.** | FA 8.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*.  **Practice how to properly wash a brush and store it. Show the difference between a ruined brush and one that is in good shape. Discuss proper use, cleanup and storage of all art equipment. The better it is taken care of the longer it lasts and is better to use. Discuss that keeping equipment in good shape saves money and allows the instructor to purchase others supplies and equipment for new projects** | FA 12.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. **Practice how to properly wash equipment such as brayers, paintbrushes and clay tools and how to store them. Show the difference between a ruined piece of equipment and one that is in good shape and how it affects the outcome of the project. Discuss proper use, cleanup and storage of all art equipment. The better it is taken care of the longer it lasts and is better to use. Discuss that keeping equipment in good shape saves money and allows the instructor to purchase others supplies and equipment for new projects.** |

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|  | | **Grades K-2** | **Grades 3-5** | **Grades 6-8** | **Grades 9-12** |
| **Respond –** to understand and appreciate ideas | Evaluate Interpret Analyze Describe | **FA 2.2.2 Students will explore the critical process *(glossary)* to respond to works of art, learning about themselves and others.** | **FA 5.2.2 Students will use the critical process *(glossary)* to examine works of art, learning about themselves and cultures.** | **FA 8.2.2 Students will use the critical process *(glossary)* to compare and contrast multiple works of art, learning about themselves in the world.** | **FA 12.2.2 Students will use the critical process *(glossary)* to develop and defend a logical argument supporting a contextual response to a work of art.** |
| FA 2.2.2.a Identify and describe a piece of art (e.g., subject matter *(glossary)*, use of color).  **Look at examples of famous still life paintings and discuss what a still life is and how you can create a still life. Look at various Christmas cards and discuss the different styles of each one and how it is unique.** | FA 5.2.2.a Identify and describe use of media *(glossary)* (e.g., paint, clay, collage) and techniques to create subject matter *(glossary)*, visual elements *(glossary)* and mood.  **Discuss various drawing media such as pencils, crayons, colored pencils and pastels, how to use them and which would work best for the student's subject matter.** | FA 8.2.2.a Identify and describe themes *(glossary)* and styles in works of art.  **View master artists work such as Van Gogh and how he had a style to his work such as the swirls in his paintings and the colors used. Also subject matter, he drew the people that lived around him. He drew things familiar to him such as his room and the town he lived in.** | FA 12.2.2.a Identify and describe works of art that reveal different ideas (e.g., cultures, individuals). **Discuss how artwork varied from different cultures (ex. how pattern was used differently by the Egyptians, Aboriginals, Native Americans, etc.) Discuss how different artists used color, value, pattern etc and how that changed through time, how did styles change?** |
| FA 2.2.2.b Identify use of elements and principles *(glossary)* in works of art (e.g., recognize use of pattern, symmetry).  **Discuss the Elements of Art and how we use them in our artwork.** | FA 5.2.2.b Categorize elements and principles *(glossary)* in works of art (e.g., group works of art by the use of line, shape, balance).  **Discuss with students elements and principles and how they used them in their own artwork. How does your artwork compare with classmates? How does it differ?** | FA 8.2.2.b Compare and contrast works of art using elements and principles *(glossary)* (e.g., themes *(glossary)*, styles, cultures).  ). **Discuss elements and principles and how students used them in their own artwork and how their use varied from art style to art style and culture to culture.** | FA 12.2.2.b Formulate a rationale addressing use of elements and principles *(glossary)* in a work of art. **Discuss elements and principles and how students used them in their own artwork. Discuss how using them gives them guidelines to work from much like an construction worker working from an architect's blue prints or a coach and team using a play book.** |
| FA 2.2.2.c Interpret mood or feeling in a work of art.  **How does color affect the work? What are happy colors, what are sad colors? What do we associate these colors with in nature and feelings? How do different lines make us feel? Happy, curling lines, angry, hard lines etc.** | FA 5.2.2.c Interpret the message communicated by a work of art, using knowledge of visual elements *(glossary)*, subject matter *(glossary),* and mood.  **Discuss what the artist or you is trying to convey to the audience. How does the artist's use of color affect the mood of the artwork? His use of line, value etc?** | FA 8.2.2.c Compare and contrast various interpretations of themes *(glossary)*, styles, and mood.  **View work from various art shows. Discuss how students' different styles varied and what media, color and values the artist used to achieve those effects.** | FA 12.2.2.c Interpret and explain expressive qualities of artistic styles *(glossary)* and movements (e.g., contemporary/pop cultural vs. historical art movements). **Look at master artists' artwork (prints ) and discuss how styles have changed through history. Discuss how the invention of the camera affected art styles. Discuss how computers and the Internet has changed artwork.** |
| FA 2.2.2.d Articulate personal artistic choice and ideas (e.g., “I like this because...,” “I chose this because...”).  **Discuss with the teacher and classmates what you like or dislike about your artwork. How can you improve your work? What already looks good? What do you want to keep, what do you want to change?** | FA 5.2.2.d Compare personal interpretation of a work of art with the interpretations of others.  **Classroom discussion of how everyone views the artwork. Do you like it? Why or why not? What do you like about it? What makes it good? What are its flaws? What can be done to improve it or is it fine the way it is?** | FA 8.2.2.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented.  **Discuss how artwork is judged differently at various art shows.** **Give art show examples of where an artwork is displayed (position, eye level, and lighting) can affect how it looks.** | FA 12.2.2.d Critique and defend how aesthetic *(glossary)* choices impact the visual image and/or intended message. **View artwork from previous art shows. Discuss what worked and what didn't (color choice, value use, material choices etc) What could have been done to improve the artwork, did it need improvement?** |

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|  | | **Grades K-2** | **Grades 3-5** | **Grades 6-8** | **Grades 9-12** |
| **Present** –Art to communicate ideas, process, and product. | Presentation  Venue Selection Intent | **FA 2.2.3 Students will explore basic presentation methods and purposes.** | **FA 5.2.3 Students will develop presentation skills to communicate meaning.** | **FA 8.2.3 Students will understand and apply their knowledge of a variety of presentation and communication techniques.** | **FA 12.2.3 Students will integrate and apply presentation knowledge into life experiences.** |
| FA 2.2.3.a Present an artist statement *(glossary)* through formal or informal communication (e.g., written, verbal).  **Discuss with the teacher and/or classmates what you like and dislike about your project. How can it be improved, does it need any improvement?** | FA 5.2.3.a Communicate artistic statements *(glossary)* using art terminology (e.g., product, process). **Discuss with the teacher and/or classmates what you like and dislike about your project. How can it be improved, does it need any improvement? What do you wish you had done different if anything?** | FA 8.2.3.a Analyze and present reflections of personal growth in an artist statement *(glossary).*  **Discuss with the teacher and/or classmates what you like and dislike about your project. How can it be improved, does it need any improvement? What do you wish you had done different if anything? Write about it in your sketch journal.** | FA 12.2.3.a Design a personal artist statement *(glossary)* by choosing from a variety of methods (e.g., poetry, multimedia). **Discuss with the teacher and/or classmates what you like and dislike about your project. How can it be improved, does it need any improvement? What do you wish you had done different if anything? Write about it in your sketch journal.** |
| FA 2.2.3.b Select a work of art for display.  **Choose which artwork you want to include in your Student Led Conference Portfolio to show your parents. Choose which artwork you would like to have considered for an art show.** | FA 5.2.3.b Apply basic art presentation skills in a collaborative group display.  **Choose which artwork you want to include in your Student Led Conference Portfolio to show your parents. Choose and discuss which projects you would like hung up for display and/or submitted for an art show.** | FA 8.2.3.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations.  **Choose which artwork you want to include in your Student Led Conference Portfolio to show your parents. Choose and discuss which projects you would like hung up for display and/or submitted for an art show.** | FA 12.2.3.b Create a portfolio *(glossary)*, digital collection *(glossary)*, or community display in a professional manner. **Choose which artwork you want to include in your Student Led Conference Portfolio to show your parents. Choose and discuss which projects you would like hung up for display and/or submitted for an art show. Choose artwork to be viewed on the school webpage or twitter page.** |
| FA 2.2.3.c Communicate a variety of different venues *(glossary)* to display art (e.g. describe or dramatize to an audience)  **May have work displayed on the school webpage, in the school, at local art shows and in their Student Led Conference portfolio.** | FA 5.2.3.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences).  **Discuss that artwork is meant to be shared and enriches our environment (school, home, business etc) Even cavemen created art and it was through art that we know a lot of what we do about ancient cultures before written language was developed.** | FA 8.2.3.c Explore how the meaning of art can be affected by the presentation mode or venue *(glossary)* (e.g., reproduction, digital, social media *(glossary)*, or original museum/gallery experience).  **View the same artworks from different art shows and discuss how the presentation (where the artwork hung, lighting etc) may have affected the ribbon awarded to the piece.** | FA 12.2.3.c Compare and contrast the effectiveness of a presentation venue *(glossary)* and how it affects the artist, artwork, and audience (e.g., reproduction, digital, social media *(glossary)*, museum setting, gallery experience). **View the same artworks from different art shows and discuss how the presentation (where the artwork hung, lighting etc) may have affected the ribbon awarded to the piece. Discuss how viewing an artwork in photos or online compares with viewing it in person. How is it different being able to just view an artwork as opposed to actually touching it? Does it make a difference?** |

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| **Connect**  - Individual perspective and identity through the study of art  Purpose and Time and Artist  Function Place Identity | | **FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.** | **FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.** | **FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.** | **FA 12.2.4 Students will synthesize understanding of contemporary, historical, and cultural context in art and life.** |
| FA 2.2.4.a Communicate that “I can be an artist.”  **Discuss different artworks artists create and/or enhance such as gift wrap, book covers, patterns in their clothes, dishes basically everything around them was designed by an artist. Discuss that holiday decorations are created by an artist.** | FA 5.2.4.a Identify ways that artists influence lives and communities.  **Discuss different artworks artists create and/or enhance such as gift wrap, book covers, patterns in their clothes, dishes basically everything around them was designed by an artist. Discuss school and community beautification projects such as parks, gardens, murals and how they affect the community. Discuss that holiday decorations are created by an artist.** | FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities.  **Discuss how art influences our daily lives from master artists' works to their own artwork, advertising and home decor and how that impacts their daily life. Discuss that holiday decorations are created by an artist and how decorations have changed over the years. Ex-Christmas trees now come in every color including black.** | FA 12.2.4.a Investigate how artists define, shape, and empower their lives (e.g., personal life, lifelong opportunities, careers). **Discuss how art influences our daily lives from master artists' works to their own artwork, advertising and home decor and how that impacts their daily life. Discuss art careers that are available to them. View posters with art related careers. Participate in presentations by art college representatives and professional artists.** |
| FA 2.2.4.b Identify examples of how humans have always made art.  **Discuss that a lot of what we know about ancient cultures is through their artwork ex. caveman paintings, Egyptian art etc. because many ancient cultures did not leave behind a written record but we have their artwork.** | FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.  **Discuss various artworks from different time periods and how the day's events** **at the time influenced the artist such as Goya's "Third of May" and Kollwitz's "The Volunteers". Discuss how television and the Internet has affected modern war coverage.** | FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts.  **View various still life artworks and discuss where they fit in history and culture. How has still life representation change through time and various art movements?** | FA 12.2.4.b Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts; time periods, and cultural settings. **View various still life artworks and discuss where they fit in history and culture. Discuss how events of the day may have influenced art (ex Renaissance vs the Dark Ages)** |
| FA 2.2.4.c Communicate that works of art are made for different purposes.  **Some are for decoration, industrial-businesses Menards, Walmart, Shopko-logos and signs, interiors, houses ( furniture, dishes etc) gift wrap, wallpaper, clothing, games...everything around us was designed by an artist.** | FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., “is this object a sculpture, bowl, or decoration?”).  **Discuss that everyday objects are designed by artists, labels, dishes, furniture, cars etc. and all could be viewed as artworks.** | FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts *(glossary)* vs. fine art).  ). **Discuss how were objects used, everyday use or for decoration? Were everyday objects utilitarian or were they decorated?** | FA 12.2.4.c Synthesize how the purpose and function of art reveals aesthetic theory *(glossary)* (e.g., political, social, cultural, personal). **Discuss that artists often portray what society is feeling whether it is political (ex. political cartoons) social or cultural.** |
| FA 2.2.4.d Identify how images and objects are used to convey a story, familiar experience, or connection to the world.  **Books, movies, advertising etc. Discuss what images we associate with holidays.** | FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.  **Students will view famous artworks and discuss that those artists created what was familiar and important to them and their world. Students are encouraged to work from their own photos and/or sketches. Discuss that an artwork will have more meaning if it's something that is important in their world.** | FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world.  . **Discuss famous artworks such as "The Scream" and how people still relate to the emotion from that artwork. Discuss that it is still used in modern advertising (political jokes) and movies such as "Home Alone".** | FA 12.2.4.d Connect images, objects, and a personal work of art to convey a story, familiar experience, or connection to the world. **Discuss famous artworks such as "The Scream" and how people still relate to the emotion from that artwork. Discuss that it is still used in modern advertising (political jokes) and movies such as "Home Alone". Ask students to think of other examples of how famous artworks are used today. Mona Lisa's smile is used for toothpaste commericals.** |
| **Elements of Art and Principles of Design Emphasized. Will vary according to project.**  **Elements-Line, Shape, Color, Value, Form, Space and Texture**  **Principles-Pattern, Contrast, Rhythm, Movement, Unity, Balance 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**  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. | |
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| **Various Holiday projects may include but are not limited to...**  **Haunted houses for Halloween-**View pictures of haunted houses and discuss what makes it look haunted (old, run down, broken windows etc.) Add trees, pumpkins, witches, bats etc. Create a scene instead of single objects.  How to draw and shade a pumpkin. Works for Thanksgiving too.  **Thanksgiving Turkeys-**Students will draw a turkey using various shapes (NO TRACING THEIR HANDS!) With a few modifications they may use these skills to draw a peacock.  **Christmas Trees-**Emphasize that trees have branches all the way around and not just on the sides like cookie cutter trees. Practice different styles of trees such as an evergreen, a snow covered evergreen or a small, potted evergreen.  **Christmas Ornaments-**Discuss that ornaments are created by artists and view YouTube videos that demonstrate how ornaments are created. Practice drawing ornaments with emphasis that ornaments are round so the designs on them should curve with the shape of the ornament. Lines on the ornament should "smile" and not be straight across.  **Snowflakes-**Discuss radial design and that the snowflakes are a radial design. There is a single design that is repeated several times to form the radial design. Other examples are hubcaps and kaleidoscopes.  **Snowflakes-**Discuss radial designs and examples of it in everyday life such as hubcaps, rose windows, kaleidoscopes and snowflakes. Demonstrate how to fold and cut out a snowflake from computer paper. Reinforce that squares are not snowflakes, they're doilies. Students may look at the photo directions in the yellow Holiday Binders for further instruction and to follow along with.  **Valentines-**Discuss how to create a symmetrical pattern and an asymmetrical design. Use zentangling skills and designs to create pattern on hearts.  **Shamrocks-**Same as the Valentines only use three hearts and a triangle to create the shamrock shape.  **Easter Eggs-**Similar to Christmas ornaments, egg is a round shape when viewed from the end and designs should curve or "smile" on the egg. Use zentangling patterns to decorate.  **Eater Bunnies-**Discuss and demonstrate how to draw a bunny with shapes. Discuss pattern for the fur. Discuss bunny's surroundings, is he outside, inside, does he have a basket etc. Draw a scene not just a bunny by itself. | | | | |