

# **Fox Point-Bayside K4-8th Grade**

## **Fine Arts Parent Curriculum Guide**

### **Music Mission Statement**

*Our mission as educators is to instill a love and appreciation for music in all Fox Point-Bayside students and families. We strive to expose students to a wide repertoire of genres and places around the world. Students will leave the Fox Point-Bayside School District with the knowledge, skills, and confidence needed to participate in making and enjoying music for the rest of their lives.*

It is our goal that students will be:

1. Tuneful - to have tunes in their heads and learn to coordinate their voices to sing those tunes.
2. Beatful - to feel the pulse of music and how that pulse is grouped in either 2s or 3s.
3. Artful - to be moved by music in the many ways music can elicit a feelingful response (Feierabend, 2006).

### **K4-K5 General Music:**

**These are the main concepts covered throughout kindergarten to develop mastery so that students are able to progress to the next level of music learning.**

**These are the concepts taught throughout every unit:**

- Rhythm
- Singing
- Dance
- Musicality

**K4 Units include:**

- Musical Language
- Fall
- Performance of Vocal, Movement, and Expression Skills
- Winter
- Valentine's Day
- Spring
- Summer

**K5 Units include:**

- Rhythm and Beat
- Responding to Music
- Performance of Vocal, Movement, and Expression Skills
- Nutcracker
- Carnival of the Animals
- Music and Literacy
- Musical Games
- Review
- Note Reading

**K4 Students will be able to:**

- identify high sounds in comparison to low sounds

- identify loud sounds in comparison to soft sounds
- identify slow sounds in comparison to fast sounds
- find their singing voice
- sing a descending scale
- echo a vocal pattern from the teacher
- perform with proper vocal technique
- perform with expression
- use proper performance etiquette
- show changes in the music through their bodies
- show weight through their body movements
- demonstrate basic vocal and instrumental techniques
- demonstrate age appropriate instrumental and vocal technique
- move purposefully to music

K5 Students will be able to:

- read rhythm patterns that use quarter notes and eighth note pairs
- use symbolic notation to write quarter note and eighth note pair rhythms
- dictate quarter note and eighth note pair rhythms
- describe the music they hear with correct musical terminology.
- respond to music with their body to reflect what they hear
- respond to music with instruments to reflect what they hear
- respond to music with their voices to reflect what they hear
- perform with proper vocal technique and expression
- use proper performance etiquette
- move to the music or “The Nutcracker”
- know the story of “The Nutcracker”
- know about the composer Peter Ilyich Tchaikovsky
- identify the sound of strings and piano
- identify high vs. low
- identify fast vs. slow
- identify smooth vs. choppy
- identify loud vs. soft
- identify simple rhythm patterns
- use classroom instruments correctly
- create their own musical stories based on children’s literature
- sing in a call and response format.
- play a contrasting instrumental part while other students sing.
- use cooperation skills to play a musical game with their classmates
- sing as an ensemble
- play instruments as an ensemble
- move together as an ensemble
- draw a quarter note, eighth note pair, and a quarter rest
- identify quarter notes, eighth note pairs, and quarter rests by name

**1st Grade General Music:**

**These are the main concepts covered throughout grade one to develop mastery so that students are able to progress to the next level of music learning.**

These are the concepts taught throughout every unit:

- Rhythm
- Singing
- Dance
- Musicality

These are the concepts taught explicitly through unit study:

- Mallet technique
- Musical form
- Music Appreciation

1st Grade Units include:

- Rhythm and Beat
- Mallet Technique
- Performance of Vocal, Movement, and Expression Skills
- Musical Form
- Music Appreciation
- Solfege
- Patriotic Music
- Review
- Reading Rhythms

1st Grade Students will be able to:

- read rhythm patterns that use quarter notes and eighth note pairs
- use symbolic notation to write quarter note and eighth note pair rhythms
- dictate quarter note and eighth note pair rhythms
- apply their knowledge of rhythm and beat to classroom instruments
- play an orff instrument with proper mallet technique
- play an ostinato or bordun while singing a contrasting part
- play a harmony part while other students play the melody
- identify the different orff instruments
- perform with proper vocal technique
- perform with expression
- use proper performance etiquette
- follow a listening map
- respond to the form of a piece a music through movement, vocalization, or through the use of an instrument
- aurally identify the four instrument families of the orchestra
- understand the story of Peter and the Wolf and the composer Sergei Prokofiev
- sing a song using the pitches sol and mi
- aurally identify the pitches sol and mi
- sing and patriotic music from memory.
- use accurate vocal technique while singing patriotic music
- use accurate orff technique while playing patriotic music
- identify quarter note, eighth note pair, half note, and quarter rest
- write quarter note, eighth note pair, half note, and quarter rest
- transfer their knowledge of rhythm to music notation.

**2nd Grade General Music:**

These are the main concepts covered throughout grade two to develop mastery so that students are able to progress to the next level of music learning.

These are the concepts taught throughout every unit:

- **Rhythm**
- **Singing**
- **Dance**
- **Musicality**

These are the concepts taught explicitly through unit study:

- **Ensemble Techniques**
- **Binary and Ternary Form**
- **Music History in the U.S.**
- **Blues Form**
- **Rounds**

2nd Grade Units include:

- **Rhythm and Beat**
- **Playing in an Ensemble**
- **Performance of vocal, movement, and expression skills**
- **Musical Form**
- **Where did the Blues Come From?**
- **Composer Study**
- **Solfege**
- **Review of Music Performance**
- **Review of Music Reading**

2nd Grade Students will be able to:

- identify and perform whole note, half note, quarter note and rest, and two eighth notes in notation
- show a steady beat in their bodies, distinguishing between macro beat and micro beat
- play an instrument with a consistent tempo throughout a piece of music
- respond to the cues of a conductor
- respond to other student's in their ensemble
- memorize a piece of music
- sing with proper vocal technique and breath support
- analyze the emotions and meaning in a piece of music and show that emotion through facial expression and body movement
- aurally identify binary and ternary form
- respond to musical changes through movement
- understand how African rhythms came to music in the United States and why they are still a part of our music today
- sing spirituals and understand their significance in the slave culture
- understand the importance of music and its connection to the Underground Railroad
- understand blues form and major blues musicians in the United States
- identify Beethoven's major works
- understand and appreciate of the culture and history of the Classical time period
- understand Beethoven's life
- sing the solfege scale

- aurally identify the pitches do, mi, and sol
- sing in a round
- sing with proper vocal technique and breath support
- play instruments with age appropriate technique
- analyze the emotions and meaning in a piece of music and show that emotion through facial expression and body movement
- identify and perform whole note, half note, quarter note and rest, and two eighth notes in notation
- show a steady beat in their bodies, distinguishing between macro beat and micro beat

### **3<sup>rd</sup> Grade General Music**

**These are the main concepts covered throughout grade three to develop mastery so that students are able to progress to the next level of music learning.**

**These are the concepts taught throughout every unit:**

- **Rhythm reading**
- **Pitch reading**
- **Singing**
- **Dance**
- **Musicality**

**These are the concepts taught explicitly through unit study:**

- **Chords and Chord Roots**
- **Rondo Form**
- **Folk Dance**

**Third Grade Units Include:**

- **Rhythm Reading**
- **Performance of Vocal, Movement, and Expression Skills**
- **Musical Form**
- **Folk Dance**
- **Composer Study**
- **Solfege**
- **Review of Music Performance**
- **Review of Rhythm and Note Reading**

**3rd Grade Students will be able to:**

- identify whole, half, quarter, and eighth notes and rests as well as dotted half notes
- write rhythmic patterns in 2/4, 3/4, and 4/4, time signatures
- clap and count rhythmic patterns that include whole, half, quarter, and eighth notes and rests as well as dotted half notes
- sing with proper vocal technique and breath support
- analyze the emotions and meaning in a piece of music and show that emotion through facial expression and body movement
- aurally identify rondo form
- dance as a group to a folk dance from a different culture

- dance with a partner to a folk dance from a different culture
- understand the history behind different folk dances from around the world
- identify Mozart's major works
- understand and appreciate the culture and history of the Classical time period
- understand Mozart's life
- sing a major scale using the solfege syllables
- sing a pentatonic scale using the solfege syllables
- sing in a two part round
- sing with proper vocal technique and breath support
- play instruments with age appropriate technique
- analyze the emotions and meaning in a piece of music and show that emotion through facial expression and body movement
- identify whole, half, quarter, and eighth notes and rests as well as dotted half notes
- write rhythmic patterns in 2/4, 3/4, and 4/4, time signatures
- clap and count rhythmic patterns that include whole, half, quarter, and eighth notes and rests as well as dotted half notes
- identify line and space notes on the treble clef staff
- write notes on the treble clef staff

#### **4<sup>th</sup> Grade General Music**

**These are the main concepts covered throughout grade four to develop mastery so that students are able to progress to the next level of music learning.**

**These are the concepts taught throughout every unit:**

- **Rhythm reading**
- **Pitch reading**
- **Singing**
- **Dance**
- **Musicality**

**These are the concepts taught explicitly through unit study:**

- **Recorder**
- **Improvisation**
- **Composition**

**Fourth Grade Units Include:**

- **Rhythm and Note Reading**
- **Music Reading**
- **Performance of Vocal, Movement, and Expression Skills**
- **Recorder**
- **Improvisation and Composition**
- **Composer Study (time permitting)**
- **Patriotic Music (time permitting)**
- **Performance Practice**
- **Review of Rhythm and Note Reading**

4th Grade Students will be able to:

- identify, write, and play whole, half, quarter, eighth, notes and rests as well as dotted half notes
- identify and understand time signatures and how to divide measures with bar lines
- play various melodic instruments by reading music
- count music accurately and identify pitches on the treble clef staff
- perform with proper vocal technique
- perform with facial expression
- perform with expression in their movement
- perform recorder music while demonstrating correct technique
- improvise on a classroom instrument over the 12 bar blues
- write four measures of original music and perform that music accurately on their recorder or with their voice
- identify Bach's major works
- understand and appreciate the culture and history of the Baroque time period
- Students will have an understanding of Bach's life
- sing and patriotic music from memory
- use accurate vocal technique while singing patriotic music.
- use accurate recorder technique while playing patriotic music
- perform recorder music from memory while showing proper performance etiquette
- evaluate their performance and use feedback to improve future performances
- recall music reading skills that they have learned throughout the year

### **Bayside Bands Overview**

**These are the main concepts we teach all year long. They are mastery units taught so students may advance to the next grade level of learning.**

- **Rhythm**
- **Note Reading and Scales**
- **Posture and hand position**
- **Musicality and musical technique**

**These units are explicitly taught at specific times during the school year:**

- **Composition**
- **Jazz Improvisation**
- **Class Concert/Solo & Ensemble**

5th Grade Students will be able to:

- play, count, clap, read and write in counting in 4/4, 3/4 and 2/4 time signature
- recognize, recall and play the first five notes of their Bb Concert scale in order to play simple songs
- sit or stand with good posture and hold their instrument with proper hand position in order to play their instrument independently
- know and perform the following terms: dynamics, allegro, andante, crescendo, decrescendo, diminuendo, forte, mezzo forte, moderato, piano, repeat sign, tempo, fermata, maestoso
- classify and execute expression and dynamic markings in order to play accurately
- know the following vocabulary words: composer, composition, elements of music: meter, pitch, timbre
- identify the composer of a piece of music and the meter.

6th Grade Students will be able to:

- play, count, clap, read and write in counting in 4/4, 3/4 and 2/4 time signature
- recognize, recall and play the Bb Concert and Eb concert scales

- sit or stand with good posture and hold their instrument with proper hand position in order to play their instrument independently
- classify and execute expression and dynamic markings in order to play accurately
- compose and play an eight-measure duet with a partner using the properly written rhythm and volume
- prepare a solo or duet to perform a solo or duet for a class concert

7th Grade Students will be able to:

- play, count, clap, read and write in counting in 3/8 and cut (2/2) time signature
- know the F Concert Scale and a one-octave chromatic scale
- sit or stand with good posture and hold their instrument with proper hand position in order to play their instrument independently
- classify and execute expression and dynamic markings in order to play accurately
- identify a short melody and arrange two variations on that melody OR compose an eight-measure duet for two of the same instruments using melody and harmony
- improvise and create simple rhythmic and melodic embellishments in a pentatonic key
- select and organize, into a rubric, criteria for self- and peer-assessment
- perform a solo or small ensemble on their instrument for the class or for the WSMA Solo & Ensemble Contest
- assess their peers' performances on a 15 point rubric

8th Grade Students will be able to:

- play, count, clap, read and write in counting in 3/8 and cut (2/2) time signature
- recognize, recall and play the Ab Concert Scale and a one-octave chromatic scale starting on B flat Concert and F Concert
- sit or stand with good posture and hold their instrument with proper hand position in order to play their instrument independently
- classify and execute expression and dynamic markings in order to play accurately
- compose and play a 12-measure solo or duet using nontraditional sound sources or electronic media
- improvise a 12-bar blues melody
- select and organize, into a rubric, criteria for self- and peer-assessment
- perform a solo or small ensemble on their instrument for the class or for the WSMA Solo & Ensemble Contest
- assess their peers' performances on a 15 point rubric

### Bayside Choir Overview

**These are the main concepts which build through 4 years of enrollment in the Choral ensemble music offering.**

**These are the concepts taught throughout every unit:**

- **Intonation**
- **Vocal production**
- **Note and rhythm reading**
- **Choral Blend**
- **Musicality**

**Units taught at each grade level include:**

- **Sight Singing/Solfege**
- **Performance Practice/Learning Repertoire**
- **Theory**

5th and 6th Grade Students will be able to:



- actively read notes in new music without relying on memorization of pitches played or sung by the teacher
- grow a more accurate sense of tonality
- apply solfege to written and aural examples
- perform memorized pieces in grade-level ensembles, and as a combined choral program
- understand proper posture, following a conductor, and vocal skills in a live audience-attended performance
- evaluate amature and professional performances to compare and measure the growth of their own musical skills
- read choral music with confidence after learning how to navigate and identify fundamental elements of traditional notation
- apply literacy of the grand staff to their active vocal production
- identify their individual vocal line and the articulation markings used when reading music written for piano and unison/two-part music

7th and 8th Grade Students will be able to:

- read notes in new music without relying on memorization of pitches played or sung by the teacher
- grow a more accurate sense of tonality by applying solfege to various examples
- apply solfege to written and aural examples
- perform memorized pieces in grade-level ensembles, and as a combined choral program.
- understand proper posture, following a conductor, and vocal skills in a live audience-attended performance.
- evaluate amature and professional performances to compare and measure the growth of their own musical skills
- read choral music with confidence after learning how to navigate and identify fundamental elements of traditional notation
- apply literacy of the grand staff to their active vocal production
- identify their individual vocal line and the articulation markings used when reading music written for piano and two/three part music

### **Bayside General Music Overview**

#### **5<sup>th</sup> Grade General Music**

**These are the main concepts covered throughout grade five to develop mastery so that students are able to progress to the next level of music learning. Fifth grade music meets twice a week for 43 minute classes throughout the entire school year.**

**These are the concepts taught throughout every unit:**

- **Reading Notation**
- **Singing**
- **Rhythm**
- **Solfege**

**These are the concepts taught explicitly through unit study:**

- **Guitar**
- **Keyboard**
- **Reading the Grand Staff**
- **Digital Music editing**

5th Grade Students will be able to:

- sing with good support alone and in small groups in unison and two part harmonies
- identify notation on the treble or bass clef and apply solfege when applicable
- play an accompaniment in a small ensemble while singing and maintaining a steady beat through a strumming pattern
- identify the key elements of chord charts, and the basic anatomy of fretted instruments
- perform a solo from a beginner or intermediate level piano book with accurate rhythm, hand placement, and articulation
- evaluate peer performances and use feedback to improve future performances
- interact with a DAWS (Digital Audio Workshop) program in a way that allows them to express their musical ideas
- work alone or with a partner to create a soundtrack for a short film (3-5 minutes) using originally composed sounds and edited loops
- recall and apply music reading skills they have learned throughout the year

### **6th Grade General Music**

**These are the main concepts covered throughout grade six to develop mastery so that students are able to progress to the next level of music learning. Sixth grade music meets twice a week for 43 minute classes throughout the entire school year.**

**These are the concepts taught throughout every unit:**

- **Reading Notation**
- **Singing**
- **Rhythm**
- **Solfege**
- **Musicality**

**These are the concepts taught explicitly through unit study:**

- **Chord based classroom instruments (guitar, keyboard, ukulele)**
- **Keyboard**
- **Digital Music**
- **Intervals and Chords**
- **Tonality and musical scales**
- **History of music & technology**

6th Grade Students will be able to:

- sing with good support alone and in small groups in unison and two part harmonies
- identify notation on the treble or bass clef and apply solfege when applicable
- perform a song in small groups using combinations of guitars, ukuleles, and keyboards to create a chord-based accompaniment with a vocal melody
- understand the function of different chords within a key to identify common progressions within a variety of songs
- interact with a DAWS (Digital Audio Workshop) program in a way that allows them to express their musical ideas
- work alone or with a partner to create a soundtrack for a selected video

- study the history of audio visual technology and appreciate the role that innovation plays in the medium of a DAWS
- select the correct three tones of a root position triad in major and minor qualities given a root tone whether natural, sharp or flat
- practice and perform a chord-based accompaniment
- apply key signatures to instrumental pieces and songs
- generate short melodic original compositions using standard musical notation
- recall and apply music reading skills they have learned throughout the year

### **7th Grade World Music Drumming**

These are the main concepts covered throughout the trimester elective offering for 7th grade, so students can experience an immersion in different cultures alternative ensemble experiences. World Music meets twice every week for 43 minute class periods, plus alternating Fridays, for a 12 week academic trimester.

These are the concepts taught throughout every unit:

- Rhythm
- Improvisation
- Self and Peer Evaluation
- Integrated Movement
- Technique

7th Grade Students will be able to:

- properly describe and distinguish between equipment and technique using accurate language.
- practice and perform drumming ensembles with good posture and technique.
- critique the posture and playing technique of themselves and others
- perform a drum ensemble from opening break to a closing call with nonverbal cues.
- play an rehearsed accompaniment in a one-on-one performance task with the teacher playing additional ensemble parts.
- perform a variety of rehearsed and improvised rhythmic accompaniments alone and in groups with others.
- appreciate the coming-of-age traditions that surround the use of Sinte in African cultures
- perform, from memory, a dance routine that is accompanied by a drumming piece they have learned

### **8th Grade Theory & Composition**

These are the concepts to be covered in notation/composition based course for a trimester of 8th grade offered on an elective basis. Theory & Composition Lab meets twice every week for 43 minute class periods, plus alternating Fridays, for a 12 week academic trimester.

These are the concepts taught throughout every unit:

- Rhythm/note reading
- Elements of melodic and harmonic composition
- Appreciation of musical arrangement and form

These are the concepts taught explicitly through unit study:

- Keyboarding methods

- **Digital composition**

8th Grade Students will be able to:

- perform a solo from an advanced beginner, intermediate, or advanced level piano book with accurate rhythm, hand placement, and articulation
- evaluate peer performances and use feedback to improve future performances.
- observe common elements of melodies and harmonic progressions
- identify and write using whole, half, quarter, and eighth notes/rests
- compose a melody in the treble clef with a chord progression in the bass clef
- compose and manipulate traditional notation in the web-based composition program
- research and lead discussions of the families of instruments
- write reflections to aural samples of music from a variety of cultures and time periods
- analyze and observe elements of composition based on written examples using traditional notation

### **Bayside Middle School Orchestra Curriculum**

**For grades 5-8, these are the main concepts we teach all year long. They are mastery units so the student advances to the next level of mastery.**

- **Rhythm**
- **Note Reading and Scales**
- **Posture , bow and hand position**
- **Musicality and musical technique**

**These units are taught at specific times during the school year:**

- **Composition**
- **Improvisation**
- **Class Concert/Solo & Ensemble**

Students will be able to:

- identify the notes and write in basic counting
- write notes and rests
- count off the beginning of a piece of music and keep a steady beat
- hold the bow with a relaxed , flexible standard bow grip
- play various rhythms by ear and sight bowed on open strings
- finger notes using fingers 1,2,3, and 4 in various patterns to play simple songs
- play, count, clap, read and write in time signatures of 4/4, 2/4, ¾.
- know the following terms and be able to demonstrate on their instruments: allegro, andante, moderato crescendo, decrescendo, diminuendo, forte, mezzo forte, piano, repeat sign, fermata
- know and demonstrate the following terms: accent, d.c. al fine, 1<sup>st</sup> and 2<sup>nd</sup> endings, largo, phrase, simile, slur
- classify and execute expression and dynamic markings in order to play accurately and expressively
- perform a solo or duet to perform for class concert/clinician
- improvise and create simple pentatonic phrases
- know the following terms: allegretto, mezzo piano, ritardando, staccato, tenuto, a tempo, accelerando, andantino, legato style, rallentando (7th and 8th Grade)

### **Visual Art Mission Statement**

*Our mission as visual art educators is to nurture skills and teach concepts that are important for self expression. We seek to provide all students with a sequential, wide range of art experiences.*

**These are the main concepts that we teach all year long.**

- **Drawing**
- **Painting**
- **Three Dimensional Work**
- **Printmaking**

### **K-4 -K5 Art Unit Summaries**

**These are the main concepts covered throughout Grades K-4 and K-5 to develop mastery so that students are able to progress to the next level of Visual Art learning.**

**These are the concepts taught throughout the Units:**

- **Drawing/Painting/Printmaking**
- **Three – Dimensional Art**

Kindergarten Students will be able to:

- demonstrate appropriate use of tools and materials
- create art that tells a story
- create a self-portrait
- create a pattern design
- make artwork with different lines and shapes
- use the whole space when creating artwork
- create an original form out of clay
- demonstrate basic clay techniques such as pinching, pulling and rolling
- cut, fold, and glue paper to create an original piece of artwork
- make artwork that is not flat

### **1<sup>ST</sup> Grade Art**

**These are the main concepts covered throughout First grade to develop mastery so that students are able to progress to the next level of Visual Art learning.**

**These are the concepts taught throughout the Units:**

- **Drawing and Painting**
- **Three-dimensional Art**
- **Color**

1st Grade Students will be able to:

- demonstrate appropriate use of tools and materials
- Students will create a self-portrait
- create art that tells a story
- use the whole space when creating artwork
- communicate what their artwork is about
- examine art other than their own
- create an original, basic form out of clay
- demonstrate basic clay techniques such as pinching, pulling, and rolling
- cut and/or fold and glue paper to create an original piece of artwork
- make artwork using primary colors
- use primary colors to make secondary colors
- know the difference between warm and cool colors
- identify all of the colors on the color wheel

### **2<sup>nd</sup> Grade Art**

These are the main concepts covered throughout 2<sup>nd</sup> grade to develop mastery so that students are able to progress to the next level of Visual Art learning.

These are the concepts taught throughout the Units:

- **Drawing/Painting**
- **Three – Dimensional Art**
- **Printmaking**

2nd Grade Students will be able to:

- demonstrate appropriate use of tools and materials
- examine art other than their own
- draw inspiration and create artwork influenced by artists and/or other cultures
- create art that tells a story
- create a self-portrait
- make artwork using different kinds of lines, shapes, and texture
- use the whole space when creating artwork
- create a drawing from observation
- demonstrate basic clay techniques such as pinching, pulling and rolling
- create an original clay piece of jewelry
- cut , fold, glue, and tape paper to create a piece of art

### **3<sup>rd</sup> Grade Art Unit Summaries**

These are the main concepts covered throughout 3<sup>rd</sup> grade to develop mastery so that students are able to progress to the next level of Visual Art learning.

These are the concepts taught throughout the units.

- **Drawing/Painting**
- **Three Dimensional Art**
- **Art History**

3rd Grade Students will be able to:

- demonstrate appropriate use of tools and materials
- examine art other than their own
- draw inspiration and create artwork influenced by contemporary and historic artists
- create a self-portrait
- create a drawing from observation
- make an artwork with different kinds of lines and/or shapes
- use the whole space when creating artwork
- create artwork that tells a story
- create an original form out of clay
- demonstrate basic clay techniques such as pinching, pulling and rolling
- construct a figure out of foil

#### **4th Grade Art Unit Summaries**

**These are the main concepts covered throughout Fourth grade to develop mastery so that students are able to progress to the next level of Visual Art learning.**

**These are the concepts taught throughout the units:**

- **Drawing and Painting**
- **Three-dimensional art**

4th Grade Students will be able to:

- demonstrate appropriate use of tools and materials
- create a self-portrait
- examine art other than their own
- create art that tells a story
- create a drawing from observation
- use the whole space when creating artwork
- create an original form out of clay
- Students will emboss a piece of foil into a mask

#### **Bayside Middle School Art Curriculum Overview**

**These are the main concepts we teach all year long.**

- **Drawing**
- **Painting**
- **Three Dimensional Work**
- **Printmaking**

**Technology and art history are integrated into each of the above areas, lessons build on previously learned skills and all focus on the *Elements and Principles of Art*. The *Elements and Principles of Design* can be thought of as the building blocks that all art is made up of.**

5th Grade Students will be able to:

- use the element “line” to create contour drawings
- use observation skills to improve their work

- identify and use the element of value to create a drawing that appears to be 3-D
- draw a symmetrical drawing using these new techniques. Students will be able to revise work to improve their skill and understanding
- use techniques for drawing the human face
- create drawings of lines and shapes and will be introduced to Zentangles, observing the relationship of art and mindfulness
- use the elements of line, space, shape and color
- use observation skills to improve their work
- identify and use the element of value to create a painting that appears to look 3D as well as flat
- experiment using different paint brushes to see what brushes make what kind of lines and fills spaces best
- learn the concepts and vocabulary related to color
- use the element “line” in weaving, clay and sculpture
- use observation skills to improve their work
- create sculptures in a variety of mediums, including but not limited to clay, fibers, paper maché and found objects
- experiment and discover the complexity of using the elements and principles of art when working in three-dimensional projects
- know what a monoprint is
- know the difference between an original work of art and a print
- identify and use the elements and principles of art as they pertain to print making
- learn layout and design and the vocation of a graphic designer

6th Grade Students will be able to:

- use the element “line” to create contour drawings
- use observation skills to improve their work, making revisions where necessary
- identify and use the element of value to create a drawing that appears to look 3-D
- understand the concepts of one-point perspective
- see how breaking down elaborate drawings into simple lines and shapes can make reproducing them easier
- use observation skills to improve their work
- identify and use the element of value to create a painting that appears to look 3-D
- experiment using different paint brushes to see what brushes make what kind of lines and that fills spaces best.
- create a sculpture using the element of shape, space, form and texture
- show an understanding of the principles balance and unity
- create sculptures in a variety of mediums, including but not limited to: clay, fibers, paper maché and found objects
- experiment and discover the complexity of using the elements and principles of art when working on three-dimensional projects
- know what a monoprint is
- know the difference between an original work of art and a print
- identify and use the elements and principles of art as they pertain to print making
- learn about layout and design and the occupation of a graphic designer

7th Grade Students will be able to:

- use the element “line” to create contour drawings
- use observation skills to improve their work
- identify and use the element of value to create a 3-D drawing



- use observation skills to improve their work
- identify and use the element of value to create a 3-D drawing
- experiment using different paint brushes and see what brushes make what kind of lines and fill spaces best
- use the element “line” in weaving, clay and sculpture
- use observation skills to improve their work
- create sculptures in a variety of mediums including but not limited to clay, fibers, paper maché and found objects
- experiment and discover the complexity of using the elements and principles of art when working in three-dimensional projects
- know what a monoprint is
- know the difference between an original work of art and a print.
- identify and use the elements and principles of art as they pertain to print making
- learn about layout and design and the occupation of Graphic Designer

8th Grade Students will be able to:

- use observation skills to improve their work.
- Students will identify and use the element of value to create a 3-D drawing
- know what a mono-print is
- use the element “line” to create contour drawings
- now the difference between an original work of art and a print.
- identify and use the element and principles of art as they pertain to print making
- learn layout and design and discover the occupation of Graphic Designer