

ART EDUCATION PROGRAM

THIRD GRADE ART CURRICULUM

This curriculum is designed to align with the Florida State Standards for third-grade art education, focusing on critical thinking, reflection, skills development, organizational structure, historical and global connections, and innovation.

1. CRITICAL THINKING AND REFLECTION

1.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Objective: Students will engage in cognitive and reflective activities to enhance their ability to appreciate, interpret, and create art.

Activities:

- Reflective journals on art projects.
- Group discussions on the interpretation of various artworks.

Assessment: Students will submit journal entries and participate in group discussions demonstrating their understanding and reflection.

1.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

Objective: Students will develop critical-thinking, problem-solving, and decision-making skills through the assessment of their own and others' artworks.

Activities:

- Peer review sessions.
- Self-assessment checklists for art projects.

Assessment: Students will complete peer reviews and self-assessments, providing constructive feedback and demonstrating critical thinking.

3. The processes of critiquing works of art lead to the development of critical-thinking skills transferable to other contexts.

Objective: Students will critique artworks to develop critical-thinking skills applicable in various contexts.

Activities:

- Structured art critiques in class.
- Comparative analysis of different art styles and techniques.

Assessment: Students will participate in structured critiques and submit comparative analysis essays.

2. SKILLS, TECHNIQUES, AND PROCESSES

2.1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Objective: Students will actively engage in creating, interpreting, and responding to art.

Activities:

- Hands-on art projects using various media.
- Interpretation exercises of famous artworks.

Assessment: Students will create and present art projects and participate in interpretation exercises.

2.2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

Objective: Students will develop art skills, techniques, and processes to enhance cognitive abilities.

Activities:

- Step-by-step art technique lessons.
- Memory and sequencing games related to art processes.

Assessment: Students will demonstrate their skills in art technique lessons and participate in related games.

3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

Objective: Students will practice and refine simple and complex art skills and techniques.

Activities:

- Regular practice sessions for drawing and painting techniques.
- Progressive skill-building projects.

Assessment: Students will showcase their progress through a portfolio of art projects.

3. ORGANIZATIONAL STRUCTURE

3.1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

Objective: Students will understand the organizational structure of art forms to appreciate and respect artistic works.

Activities:

- Lessons on the elements and principles of design.
- Analyzing the structure of various art pieces.

Assessment: Students will create projects that demonstrate their understanding of design elements and principles.

3.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

Objective: Students will learn the structural rules and conventions of art forms to foster creativity.

Activities:

- Creating art pieces that follow specific rules and conventions.
- Exploring how artists break and redefine these rules.

Assessment: Students will produce art that illustrates their understanding of structural rules and their creative departures.

3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

Objective: Students will explore the unique languages of various art forms.

Activities:

- Studying visual symbols and non-verbal communication in art.

- Creating art that conveys messages and stories.

Assessment: Students will present art projects that effectively use visual symbols and non-verbal communication.

4. HISTORICAL AND GLOBAL CONNECTIONS

4.1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

Objective: Students will study and honor diverse cultures through art.

Activities:

- Research projects on art from different cultures.
- Creating art inspired by various historical and cultural contexts.

Assessment: Students will complete research projects and create culturally inspired art.

4.2. The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.

Objective: Students will understand how art reflects cultural trends and historical events.

Activities:

- Timeline projects linking art movements to historical events.
- Discussions on how art influences and is influenced by society.

Assessment: Students will develop timelines and participate in discussions demonstrating their understanding.

4.2. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Objective: Students will explore connections between art and other disciplines.

Activities:

- Integrated projects combining art with subjects like math, science, and literature.
- Exploring careers that blend art with other fields.

Assessment: Students will create interdisciplinary projects and explore related career paths.

5. INNOVATION, TECHNOLOGY, AND THE FUTURE

5.1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

Objective: Students will engage in innovative and imaginative art practices.

Activities:

- Experimental art projects using unconventional materials.
- Encouraging students to take creative risks in their work.

Assessment: Students will present innovative art projects and reflect on their creative processes.

5.2. Careers in and related to the arts significantly and positively impact local and global economies.

Objective: Students will learn about careers in the arts and their economic impact.

Activities:

- Guest speakers from various art careers.
- Projects exploring the role of art in the economy.

Assessment: Students will complete projects and participate in discussions on art careers.

5.3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

Objective: Students will develop 21st-century skills through art education.

Activities:

- Collaborative art projects.
- Using digital tools and technologies in art creation.

Assessment: Students will demonstrate 21st-century skills through collaborative projects and digital art creations.

IMPLEMENTATION PLAN THIRD GRADE

First Trimester (Weeks 1-14)

WEEK 1-3: INTRODUCTION TO CRITICAL THINKING AND REFLECTION

- Week 1: Welcome. Introduction to the norms and rules of the classes.
- Week 2: Portfolio preparation.
- Week 3: continuation of the preparation of the portfolio and discussion of it with the class.

WEEK 4-6: DEVELOPING SKILLS AND TECHNIQUES

- Week 4: Lessons on basic drawing techniques (lines, shapes, patterns).
- Week 5: Practice sessions for painting techniques (color mixing, brush strokes).
- Week 6: Simple projects with wood or resin (creating basic shapes and figures).

WEEK 7-9: UNDERSTANDING ORGANIZATIONAL STRUCTURE

- Week 7: Research on cultural art from around the world.
- Week 8: Creating culturally inspired art (using motifs from different cultures).
- Week 9: Art movement timeline project (focusing on basic historical art trends).

WEEK 10-12: HISTORICAL AND GLOBAL CONNECTIONS

- Week 10: Elements of design lesson (line, shape, color).
- Week 11: Principles of design lesson (balance, contrast, emphasis).
- Week 12: Analyzing the structure of simple art pieces.

WEEK 13-14: INNOVATION, TECHNOLOGY, AND THE FUTURE

- Week 13: Experimental art projects (using unconventional materials like recycled items).
- Week 14: Guest speaker session (local artists or virtual tours of art studios).

Second Trimester (Weeks 15-28)

WEEK 15-18: CRITICAL THINKING AND REFLECTION CONTINUED

- Week 15: Exploring art careers (introduction to what artists do).
- Week 16: Advanced reflective journal entries (students write about their art and what they like).
- Week 17: In-depth group discussions on art interpretation (talking about what they see in art).

- Week 18: Complex peer review and self-assessment activities (students give each other positive feedback).

WEEK 19-21: SKILLS, TECHNIQUES, AND PROCESSES ENHANCED

- Week 19: Mastering advanced drawing techniques (adding details, using shading).
- Week 20: Skill-building projects focusing on complex art processes (layering colors, using different materials).
- Week 21: Art technique demonstrations and workshops (teacher-led examples and hands-on practice).

WEEK 22-24: ORGANIZATIONAL STRUCTURE DEEP DIVE

- Week 22: Detailed lessons on the organizational structure of various art forms (how to plan a picture).
- Week 23: Creating intricate art projects following specific rules and conventions (step-by-step guided projects).
- Week 24: Exploring and redefining artistic rules (letting students experiment with new ideas).

WEEK 25-27: HISTORICAL AND GLOBAL CONNECTIONS EXPANDED

- Week 25: Advanced research projects on global art influences (simple reports on different cultures).
- Week 26: Creating comprehensive culturally inspired art pieces (projects inspired by their research).
- Week 27: Developing detailed timelines and participating in deep discussions (class project on art history).
- **Week 28: Final Project Preparation**
 - Week 28: Planning and developing a comprehensive art project (students decide on a big project to work on).

Third Trimester (Weeks 29-42)

WEEK 29-30: FINAL PROJECT PRESENTATION

- Week 29: Integrating all learned skills, techniques, and knowledge (students work on their projects).
- Week 30: Presenting final art projects to the class and school community, reflecting on the year's learning experiences, and documenting personal artistic growth and achievements.

WEEK 31-33: CRITICAL THINKING AND REFLECTION

- Week 31: Revisiting reflective journals and expanding on past reflections (students look back on their journals).
- Week 32: Advanced peer review techniques and extended structured art critiques (students share and talk about their work).
- Week 33: In-depth comparative analysis of advanced art styles (students compare different styles they've learned about).

WEEK 34-36: SKILLS AND TECHNIQUES ADVANCED

- Week 34: Advanced lessons on drawing techniques with a focus on shading and texture (adding depth to their drawings).
- Week 35: Intensive practice sessions for painting techniques, exploring different mediums (trying watercolors, acrylics, etc.).
- Week 36: Detailed step-by-step projects with wood or resin (making simple but detailed art pieces).

WEEK 37-39: ORGANIZATIONAL STRUCTURE IN-DEPTH

- Week 37: Detailed study on advanced elements of design (looking at more complex design ideas).
- Week 38: Comprehensive principles of design lesson with practical applications (creating art using these principles).
- Week 39: Advanced analysis of art structure in famous artworks (studying well-known art pieces).

WEEK 40-42: HISTORICAL AND GLOBAL CONNECTIONS CONTINUED

- Week 40: In-depth research on lesser-known cultural art (learning about art from different times and places).
- Week 41: Creating art inspired by historical events and their impact on contemporary art (projects based on history).
- Week 42: Final comprehensive timeline project linking multiple art movements and historical events (a big class project to end the year).

ART ACTIVITIES GUIDE

WEEK 1-3: INTRODUCTION TO CRITICAL THINKING AND REFLECTION

● Week 1: Welcome and Introduction to Class Norms and Rules

Activity:

1. Welcome and Orientation:

- Greet students and introduce yourself as their art teacher.
- Provide an overview of what they will learn and do in art class this year.

2. Introduction to Class Norms and Rules:

- Discuss the importance of having a positive and respectful classroom environment.
- Present the classroom rules and expectations for behavior, participation, and respect for materials and each other.

3. Interactive Discussion:

- Engage students in a discussion about why these rules are important.
- Allow students to ask questions and provide input on the rules.

Step-by-Step Instructions:

1. Begin with a warm welcome and brief introduction about the art class.
2. Clearly explain each rule and the reasons behind them.
3. Encourage students to share their thoughts and ask questions.
4. Reinforce the importance of following the rules to ensure a fun and safe learning environment.

● Week 2: Portfolio Preparation

Activity:

1. Introduction to Portfolios:

- Explain what a portfolio is and its purpose in documenting their art journey.
- Show examples of simple art portfolios.

2. Portfolio Creation:

- Provide materials for students to create their own art portfolios.
- Guide students in personalizing their portfolios with their names and decorations.

3. Initial Portfolio Content:

- Have students include their first piece of artwork, which could be a drawing of their favorite thing or a self-portrait.

Step-by-Step Instructions:

1. Explain the concept and importance of art portfolios.
2. Distribute materials (folders, construction paper, markers, etc.) for making portfolios.
3. Assist students in assembling and decorating their portfolios.
4. Guide students in creating their first artwork to include in their portfolios.

● Week 3: Continuation of Portfolio Preparation and Class Discussion

Activity:

1. Finishing the Portfolios:
 - Ensure students complete their portfolio decorations and initial artwork.
 - Help students organize their portfolios neatly.
2. Class Discussion:
 - Facilitate a discussion where students share their portfolios with the class.
 - Encourage students to talk about their first piece of artwork and what it represents.
3. Reflective Writing:
 - Have students write a short reflection about their portfolio preparation experience and what they hope to achieve in art class this year.

Step-by-Step Instructions:

- 1 Provide time and support for students to finish their portfolios.
- 2 Organize a sharing session where each student presents their portfolio and artwork.
- 3 Guide a class discussion, encouraging positive feedback and reflection.
- 4 Have students write a brief reflection about their experience in their art journals or on a piece of paper to include in their portfolios.

Resources and Materials

● Week 1:

- Whiteboard and markers
- Classroom rules poster or handouts

● Week 2:

- Folders or large construction paper for portfolios
- Markers, crayons, stickers, and other decorative materials
- Drawing paper
- Pencils and erasers

● Week 3:

- Additional decorative materials
- Art journals or paper for reflections
- Portfolio materials for organization

WEEK 4-6: DEVELOPING SKILLS AND TECHNIQUES

Week 4 and Week 5: Lessons on Basic Drawing Techniques (Lines, Shapes, Patterns)

Objectives of Learning

Introduce students to basic drawing techniques including lines, shapes, and patterns.

Detailed Activity

Introduction to Lines, Shapes, and Patterns

Activity:

1. Introduction to Lines and Shapes:

- Start with a brief discussion about different types of lines (straight, curved, zigzag, wavy).
- Show examples of each type of line on the board.
- Distribute drawing paper and pencils to students.
- Have students practice drawing different types of lines.
- Introduce basic shapes (circle, square, triangle, rectangle).
- Students practice drawing these shapes, focusing on making them neat and accurate.

2. Creating Patterns:

- Explain how patterns are created by repeating lines and shapes.
- Show examples of patterns using simple lines and shapes.
- Students create their own patterns using lines and shapes.

3. Drawing from Observation:

- Place simple objects (like fruit, leaves, insects or toys) on each table.

- Explain the importance of observing details in the objects.
- Students draw the objects, focusing on shapes and proportions.

Step-by-Step Instructions:

1. Demonstrate each line type and shape on the board.
2. Allow students time to practice each line and shape on their paper.
3. Show examples of patterns and demonstrate creating a pattern.
4. Encourage students to experiment with different combinations of lines and shapes to create unique patterns.
5. Demonstrate how to start a drawing by observing the object carefully.
6. Encourage students to take their time and look closely at the details.
7. Walk around the classroom to offer guidance and support.

Resources and Materials

- Pencils
- Erasers
- Drawing paper
- Rulers
- Colored pencils
- A variety of small objects for observation (fruit, leaves, insects or toys)

Week 6 and 7: Practice Sessions for Painting Techniques (Color Mixing, Brush Strokes)

Objectives of Learning

Teach students basic painting techniques including color mixing and brush strokes.

Detailed Activity

Color Mixing and Brush Strokes

Activity:

1. Color Mixing:
 - Introduce primary and secondary colors.
 - Demonstrate mixing primary colors to create secondary colors.
 - Distribute paint, mixing palettes, brushes, and watercolor paper.
 - Students create a color wheel by mixing primary colors to make secondary colors.
2. Brush Strokes:

- Explain different types of brush strokes (e.g., thin lines, thick lines, dabbing, sweeping).
- Demonstrate each type of brush stroke on watercolor paper.
- Students practice different brush strokes to create a "brush stroke sampler."

3. Printmaking with gel pad:

- Introduce the concept of Printmaking.
- Guide students step-by-step to create a vase with flowers (e.g., a field with a sky).
- Emphasize using different brush strokes and color mixing.

Step-by-Step Instructions:

1. Show how to mix two primary colors to create a secondary color.
2. Guide students as they create their own color wheels.
3. Demonstrate each brush stroke technique.
4. Encourage students to try each technique on their paper.
5. Demonstrate the basic layout of a landscape (sky, horizon line, foreground).
6. Guide students through each step, ensuring they use a variety of brush strokes and colors.
7. Provide support and encouragement as they work.

Resources and Materials

- Watercolor or tempera paints
- Mixing palettes
- Gel Pad
- Brayer
- Brushes of various sizes and shapes
- Watercolor paper
- Paper towels

● **Week 18: Step-by-Step Projects with Wood (Creating Basic Shapes and Figures)**

Objectives of Learning

Introduce students to basic techniques for working with wood to create simple art pieces.

Detailed Activity

Wood Projects - Introduction to Materials and Safety

Activity:

1. Introduction to Materials:

- Discuss the properties of wood.
- Demonstrate safe handling practices for working with wood.
- Show examples of simple wood projects.

2. Safety Briefing:

- Discuss the importance of safety when working with tools and wood.
- Demonstrate proper use of tools and materials.

3. Materials Exploration:

- Allow students to handle different types of wood and tools under supervision.
- Encourage students to ask questions about the materials and tools.

Step-by-Step Instructions:

1. Explain the characteristics of different types of wood.
2. Demonstrate how to use basic tools safely.
3. Allow students to explore and handle materials and tools, emphasizing safety.

Creating Basic Shapes and Figures with Wood

Activity:

1. Designing a Project:

- Guide students to design a simple wood project, such as a small figure or shape.
- Encourage creativity in their designs.

2. Preparing the Wood:

- Demonstrate how to prepare wood pieces for the project (e.g., sanding edges, ensuring smooth surfaces).

3. Assembly and Decoration:

- Show students how to assemble their wood pieces using safe, child-friendly tools (e.g., wood glue, simple hand tools).
- Guide students in decorating their projects using paints, markers, or other craft materials.

Step-by-Step Instructions:

1. Assist students in sketching their design ideas on paper.
2. Demonstrate how to sand and prepare wood pieces.
3. Guide students through assembling their projects safely.
4. Provide materials for decorating and offer creative suggestions.

5. Encourage students to personalize their wood projects with their unique designs.

Showcase and Reflection

Activity:

1. Project Showcase:

- Set up a mini gallery in the classroom for students to display their wood projects.
- Allow students to present their projects to the class, explaining their design and creation process.

2. Reflection:

- Have students reflect on their projects in their art journals.
- Encourage them to write about what they learned and what they enjoyed about the process.

Step-by-Step Instructions:

1. Arrange the classroom to display all the projects.
2. Facilitate a presentation session where each student shares their project.
3. Guide students in writing reflections about their experience in their art journals.

Resources and Materials

- Small pieces of wood
- Protective gloves
- Aprons
- Safety goggles
- Sandpaper
- Child-friendly carving tools (if applicable)
- Wood glue
- Acrylic paints
- Brushes
- Markers
- Craft decorations (e.g., beads, stickers)
- Art journals

● WEEK 12: UNDERSTANDING ORGANIZATIONAL STRUCTURE

● Week 12: Elements of Design Lesson (Line, Shape, Color)

Activity:

1. Introduction to Elements of Design:

- Explain the basic elements of design: line, shape, and color.
- Provide visual examples of each element in famous artworks and everyday objects.

2. Interactive Demonstration:

- Demonstrate how lines can create shapes and how shapes can be used to form more complex designs.
- Show the impact of color in a composition and how different colors can evoke different emotions.

3. Hands-On Practice:

- Distribute drawing paper and art supplies.
- Have students create their own designs using lines, shapes, and colors.
- Encourage students to experiment with different combinations and techniques to create a collage.

Step-by-Step Instructions:

- 1 Introduce the concepts of line, shape, and color with examples.
- 2 Demonstrate how these elements are used in various artworks.
- 3 Provide art supplies and guide students in creating their own designs focusing on these elements.
- 4 Walk around to offer guidance and feedback as students work.

Resources and Materials

- Visual examples of famous artworks
- Drawing paper
- Pencils
- Colored pencils
- Markers
- Scissors
- Glue
- Construction Paper

● Week 13: Principles of Design Lesson (Balance, Contrast, Emphasis)

Activity:

1. Introduction to Art Analysis:

- Explain the process of analyzing an artwork.
- Discuss how the elements and principles of design are used to create a cohesive composition.

2. Group Activity:

- Divide students into small groups.

- Provide each group with a simple art piece to analyze.
- Have students identify and discuss the elements and principles of design used in the artwork.

3. Class Discussion:

- Bring the class together to share their analyses.
- Discuss the different ways artists use design elements and principles to convey their messages.

Step-by-Step Instructions:

- 1 Introduce the concept of art analysis and explain its importance.
- 2 Divide students into groups and provide each group with an art piece.
- 3 Guide groups in analyzing their art pieces, focusing on the use of design elements and principles.
- 4 Facilitate a class discussion where each group shares their findings.
- 5 Create a piece of art using what you've learned in class, utilizing the dry marker technique with the fruit of your choice. Finish by using a black marker to create the outline.

Resources and Materials

- Simple art pieces for analysis (prints or digital images)
- Drawing paper
- Pencils
- Art analysis handouts or guides
- Dry Markers
- Brushes
- Water Container
- Black Permanent Markers

● Week 12: Analyzing the Structure of Simple Art Pieces

● Week 8: Research on Cultural Art from Around the World

Detailed Activity

Research on Cultural Art

Activity:

1. Introduction to Cultural Art:

- Introduce the concept of cultural art and its significance.
- Show examples of various art forms from different cultures (e.g., African masks, Japanese ink paintings, Native American pottery).

2. Research Activity:

- Assign each student or group a different culture to research, allowing each student to choose their own culture of interest.
- Provide resources such as books, articles, and access to online materials.
- Students will create a short report or presentation about the cultural art they researched, including key characteristics, materials used, and significance.

3. Class Presentations:

- Students will draw the typical dish of the culture they have chosen.
- Encourage questions and discussions about the different art forms and cultures.

Step-by-Step Instructions:

- 1 Begin with a discussion on what cultural art is and why it is important.
- 2 Show examples and provide a brief overview of various cultural art forms.
- 3 Assign students or groups different cultures to research.
- 4 Provide guidance and resources for their research.
- 5 Help students organize their findings into a report or presentation.
- 6 Facilitate presentations and encourage class discussions.

Resources and Materials

- Books and articles on cultural art
- Access to computers/tablets for online research
- Drawing paper
- Pencils
- Art journals or notebooks for note-taking
- Paper
- Color Pencils
- Markers

Week 9 and Week 10: Creating Culturally Inspired Art (Using Motifs from Different Cultures)

Creating Culturally Inspired Art

Activity:

1. Review and Inspiration:

- Review the cultural art research from the previous week.
- Discuss common motifs and styles found in different cultures.

- Show additional examples of culturally inspired art.

2. Art Creation:

- Provide art supplies (drawing paper, paints, markers, etc.).
- Students choose a culture and create an artwork inspired by its motifs and styles.
- Encourage creativity and personal expression while respecting cultural traditions.

3. Class Exhibition:

- Set up a display area for students to showcase their culturally inspired artwork.
- Organize a walk-through where students can view and appreciate each other's work.

Step-by-Step Instructions:

- 1 Begin with a review of last week's research and a discussion on cultural motifs and styles.
- 2 Provide additional examples of culturally inspired art for inspiration.
- 3 Distribute art supplies and guide students in creating their own culturally inspired artwork. Encourage them to include elements like pumpkins, leaves, or monsters in their designs to celebrate the spirit of Halloween.
- 4 Assist students in setting up a display area for their finished pieces.
- 5 Facilitate a class exhibition where students present and discuss their work.

Resources and Materials

- Visual examples of cultural motifs and styles
- Drawing paper
- Pencils
- Colored pencils
- Markers
- Paints and brushes
- Display boards or space for exhibiting artwork

● Week 11: Art Movement Timeline Project (Focusing on Basic Historical Art Trends)

Art Movement Timeline Project

Activity:

1. Introduction to Art Movements:

- Explain what art movements are and why they are important.
- Provide an overview of key historical art movements (e.g., Renaissance, Pop Art, Impressionism, Modernism).

- Show examples of artworks from each movement.

2. Timeline Creation:

- Distribute materials for creating a timeline (large paper, markers, etc.).
- Assign students different art movements to research and illustrate.
- Have students draw or print images representing their assigned movement, along with a brief description.
- Place the illustrations and descriptions on a class timeline.

3. Class Discussion:

- Review the completed timeline as a class.
- Discuss the characteristics and significance of each art movement.
- Encourage students to reflect on how historical events influenced art trends.

Step-by-Step Instructions:

- 1 Introduce the concept of art movements and provide historical context.
- 2 Show examples of key artworks from each movement.
- 3 Distribute materials and guide students in creating illustrations and descriptions for their assigned movements.
- 4 Create Pop Art featuring the animal chosen by the student.
- 5 Facilitate a class discussion about the timeline and the impact of historical events on art.

Resources and Materials

- Books and articles on historical art movements
- Access to computers/tablets for online research
- Drawing paper
- Black Markers
- Pencils
- Clear Acetates
- Colored pencils
- Markers
- Printed images of artworks (optional)

● WEEK 14: INNOVATION, TECHNOLOGY, AND THE FUTURE

● Week 14: Experimental Art Projects (Using Unconventional Materials Like Recycled Items)

Experimental Art Projects

Activity:

1. Introduction to Experimental Art:

- Explain the concept of experimental art and the importance of innovation and creativity.
- Show examples of experimental artworks created using unconventional materials.

2. Project Creation:

- Distribute materials such as recycled items (bottles, cardboard, fabric scraps, etc.), glue, scissors, and paints.
- Guide students to brainstorm ideas and plan their projects.
- Encourage students to create their own experimental art pieces using the provided materials.

3. Class Exhibition:

- Set up a display area in the classroom for students to showcase their experimental art projects.
- Organize a walk-through where students can explain their projects and the materials they used.

Step-by-Step Instructions:

- 1 Introduce the concept of experimental art and its significance.
- 2 Show examples of experimental artworks made from recycled and unconventional materials.
- 3 Distribute recycled items and art supplies to students.
- 4 Guide students in brainstorming and planning their projects.
- 5 Assist students in creating their experimental art pieces.
- 6 Organize a classroom exhibition for students to showcase and explain their projects.
- 7 Assemble the chosen animal and decorate it

Resources and Materials

- Recycled items (bottles, cardboard, fabric scraps, etc.)
- Glue
- Scissors
- Paints
- Brushes
- Markers
- Display boards or space for exhibiting artwork

Week 15 and week 16: Guest Speaker Session (Local Artists or Virtual Tours of Art Studios)**Activity:**

1. Introduction to the Guest Speaker/Virtual Tour:

- Introduce the guest speaker (a local artist) or explain the plan for a virtual tour of an art studio.
- Provide some background information about the speaker or the studio.

2. Guest Speaker Presentation/Virtual Tour:

- Allow the guest speaker to share their experiences, artwork, and creative process.
- If it's a virtual tour, guide students through the online studio visit, highlighting key areas and artworks.

3. Q&A Session:

- Encourage students to ask questions about the speaker's work, techniques, and inspirations.
- Facilitate a discussion about the importance of creativity and innovation in art.

Step-by-Step Instructions:

- 1 Introduce the guest speaker or virtual tour, providing background information.
- 2 Facilitate the presentation or virtual tour, ensuring students are engaged.
- 3 Encourage students to ask questions and interact with the speaker or studio guide.
- 4 Lead a discussion about the insights gained from the session and the importance of creativity in art.
- 5 The expert will talk about all species of insects
- 6 Explain how to use bubble wrap to create a honeycomb effect and various textures.
- 7 Visualize the chosen insect with a magnifying glass and transfer it to the created background

Resources and Materials

- Contact details for a local artist or access to a virtual tour platform
- Computer/tablet with internet access for virtual tours
- Projector and screen (if needed)
- Notebooks and pencils for note-taking
- Questions prepared by students in advance
- Paper
- Bubble Warp
- Watercolors
- Paint Brushes
- Water Container
- Black Markers

● WEEK 17: CRITICAL THINKING AND REFLECTION CONTINUED

● Week 17: Exploring Art Careers (Introduction to What Artists Do)

Exploring Art Careers

Activity:

1. Introduction to Art Careers:

- Discuss various careers in the art world, such as painter, sculptor, graphic designer, art teacher, curator, and animator.
- Show examples of famous artists and their works, highlighting different career paths.

2. Guest Speakers/Videos:

- If possible, invite a guest speaker from an art-related profession to talk about their career.
- Alternatively, show videos or documentaries about different art careers.

3. Class Discussion:

- Engage students in a discussion about what they learned from the presentation or videos.
- Encourage students to think about what type of art career might interest them and why.

Step-by-Step Instructions:

- 1 Introduce various art careers and provide examples of famous artists.
- 2 If available, facilitate a guest speaker session or show relevant videos.
- 3 Lead a class discussion about the different careers and their interests in the art field.
- 4 Creations of a color wheel

Resources and Materials

- Videos or documentaries on art careers
- Contact details for a guest speaker (optional)
- Projector and screen for video presentations
- Notebooks and pencils for note-taking
- Construction Paper
- Brushes
- Paints
- Water Container
- Color Pencils
- Markers

● **Week 16: Advanced Reflective Journal Entries (Students Write About Their Art and What They Like)**

Advanced Reflective Journal Entries

Activity:

1. Review of Reflective Journaling:

- Remind students about the importance of reflective journaling and how it helps them understand their artistic process.

2. Writing Prompt:

- Provide students with prompts to reflect on their art. Examples: "What do you like most about your artwork?" "What techniques did you use?" "How did you feel while creating your art?"

3. Journal Writing:

- Give students time to write detailed entries in their art journals.
- Encourage them to be honest and thoughtful in their reflections.

Step-by-Step Instructions:

- 1 Review the concept of reflective journaling with students.
- 2 Provide writing prompts to guide their reflections.
- 3 Allow students time to write in their journals, offering support as needed.

Resources and Materials

- Art journals
- Pencils
- Writing prompts

● **Week 17: In-Depth Group Discussions on Art Interpretation (Talking About What They See in Art)**

In-Depth Group Discussions

Activity:

1. Introduction to Art Interpretation:

- Explain the process of interpreting art and how it involves looking beyond the surface to understand the meaning and context.

2. Group Activity:

- Divide students into small groups and provide each group with a different artwork to analyze.

- Ask each group to discuss what they see, what they think the artist is trying to convey, and how the artwork makes them feel.

3. Class Sharing:

- Have each group present their interpretation to the class.
- Encourage questions and further discussion about the different interpretations.

Step-by-Step Instructions:

- 1 Introduce the concept of art interpretation.
- 2 Divide students into groups and provide artworks for analysis.
- 3 Guide group discussions and help students formulate their interpretations.
- 4 Facilitate class presentations and discussions.

Resources and Materials

- Reproductions of various artworks
- Drawing paper
- Pencils
- Art journals for note-taking

● **Week 18: Complex Peer Review and Self-Assessment Activities (Students Give Each Other Positive Feedback)**

Complex Peer Review and Self-Assessment

Activity:

1. Introduction to Peer Review:

- Explain the process and importance of peer review and self-assessment in art.
- Discuss how constructive feedback can help improve their artwork.

2. Peer Review Session:

- Pair students or form small groups.
- Have students present their artwork to their peers and give each other positive feedback.
- Encourage students to focus on both strengths and areas for improvement.

3. Self-Assessment:

- Provide a self-assessment worksheet for students to evaluate their own work.
- Ask students to reflect on what they learned from the peer review and how they can apply the feedback to their future projects.

Step-by-Step Instructions:

- 1 Introduce the concept of peer review and its benefits.
- 2 Guide students in giving and receiving constructive feedback in pairs or small groups.
- 3 Provide self-assessment worksheets and guide students in evaluating their own work.
- 4 Facilitate a reflection session to discuss what they learned from the feedback.

Resources and Materials

- Self-assessment worksheets
- Pencils
- Art journals for reflections

WEEK 19-21: SKILLS, TECHNIQUES, AND PROCESSES ENHANCED

• Week 19: Mastering Advanced Drawing Techniques (Adding Details, Using Shading)

Mastering Advanced Drawing Techniques

Activity:

1. Introduction to Advanced Drawing Techniques:

- Explain the importance of adding details and using shading in drawings to create depth and realism.
- Show examples of detailed and shaded drawings.

2. Demonstration:

- Demonstrate techniques for adding fine details and shading to a drawing.
- Focus on techniques like cross-hatching, stippling, and blending.

3. Hands-On Practice:

- Distribute drawing paper and pencils.
- Guide students as they practice adding details and shading to their own drawings.
- Encourage students to select a simple object or scene to draw and enhance with details and shading.

Step-by-Step Instructions:

- 1 Introduce and explain advanced drawing techniques.
- 2 Show examples of detailed and shaded drawings.
- 3 Demonstrate different shading techniques.
- 4 Provide drawing paper and pencils to students.
- 5 Guide students through practicing these techniques on their own drawings.

- 6 Offer individual feedback and support as needed.

Resources and Materials

- Drawing paper
- Pencils
- Erasers
- Examples of detailed and shaded drawings

• **Week 20: Skill-Building Projects Focusing on Complex Art Processes (Layering Colors, Using Different Materials)**

Skill-Building Projects

Activity:

1. Introduction to Complex Art Processes:

- Explain the concepts of layering colors and using different materials in art projects.
- Show examples of artworks that use these techniques.

2. Project Planning:

- Help students plan a project that involves layering colors and incorporating different materials.
- Encourage them to think creatively about how to combine various techniques and materials.

3. Hands-On Project:

- Distribute materials such as paints, colored pencils, markers, and mixed media supplies.
- Guide students as they work on their projects, focusing on layering colors and integrating different materials.
- Provide feedback and support throughout the process.

Step-by-Step Instructions:

- 1 Introduce and explain the concepts of layering colors and using different materials.
- 2 Show examples of artworks that utilize these techniques.
- 3 Assist students in planning their projects.
- 4 Provide a variety of materials for students to use.
- 5 Guide students through the creation of their projects, offering feedback and support.
- 6 Encourage students to experiment and be creative.

Resources and Materials

- Drawing paper

- Paints
- Brushes
- Colored pencils
- Markers
- Mixed media supplies (fabric scraps, beads, etc.)

● **Week 21: Art Technique Demonstrations and Workshops (Teacher-Led Examples and Hands-On Practice)**

Art Technique Demonstrations and Workshops

Activity:

1. Introduction to Art Techniques:

- Explain the importance of learning and practicing various art techniques.
- Provide an overview of the techniques to be demonstrated.

2. Teacher-Led Demonstrations:

- Demonstrate different art techniques such as watercolor washes, acrylic painting, and sculpting with clay.
- Explain each step clearly and show how to achieve specific effects.

3. Hands-On Practice:

- Distribute materials for each technique demonstrated.
- Guide students as they practice each technique, providing individual support and feedback.
- Encourage students to explore and experiment with the techniques.

Step-by-Step Instructions:

- 1 Introduce and explain the importance of learning various art techniques.
- 2 Provide an overview of the techniques to be demonstrated.
- 3 Demonstrate each technique, explaining each step clearly.
- 4 Distribute materials for students to practice each technique.
- 5 Guide students through hands-on practice, offering support and feedback.
- 6 Encourage exploration and experimentation with the techniques.

Resources and Materials

- Watercolor paints
- Brushes
- Acrylic paints

- Clay
- Sculpting tools
- Drawing paper
- Mixed media supplies

WEEK 22-24: ORGANIZATIONAL STRUCTURE DEEP DIVE

• **Week 22: Detailed Lessons on the Organizational Structure of Various Art Forms (How to Plan a Picture)**

Detailed Lessons on Organizational Structure

Activity:

1. Introduction to Organizational Structure:

- Explain the concept of organizational structure in art, including composition, balance, and focal points.
- Show examples of well-organized artworks and discuss their structure.

2. Planning a Picture:

- Guide students through the process of planning a picture.
- Discuss elements such as foreground, middle ground, and background.
- Teach students how to use a grid to plan their composition.

3. Hands-On Planning:

- Distribute drawing paper and pencils.
- Have students create a plan for their own picture using the discussed techniques.
- Encourage students to think carefully about their composition and structure.

Step-by-Step Instructions:

- 1 Introduce and explain the concept of organizational structure in art.
- 2 Show examples and discuss the structure of well-organized artworks.
- 3 Teach students how to plan a picture, including composition and balance.
- 4 Guide students in creating a plan for their own picture.
- 5 Provide feedback and support as students work on their plans.

Resources and Materials

- Drawing paper
- Pencils

- Examples of well-organized artworks
- Grid templates

● **Week 23: Creating Intricate Art Projects Following Specific Rules and Conventions (Step-by-Step Guided Projects)**

Creating Intricate Art Projects

Activity:

1. Introduction to Rules and Conventions:

- Discuss the importance of rules and conventions in creating art.
- Provide examples of art projects that follow specific rules and conventions.

2. Step-by-Step Project Creation:

- Present a detailed, step-by-step art project for students to follow.
- Guide students through each step, ensuring they understand and follow the rules and conventions.

3. Hands-On Creation:

- Distribute materials needed for the project.
- Assist students as they work on their projects, providing guidance and feedback.

Step-by-Step Instructions:

- 1 Introduce and explain the importance of rules and conventions in art.
- 2 Provide examples of art projects that follow specific rules.
- 3 Present a step-by-step project and guide students through each step.
- 4 Distribute materials and assist students as they create their projects.
- 5 Offer individual feedback and support throughout the process.

Resources and Materials

- Drawing paper
- Pencils
- Colored pencils
- Markers
- Paints
- Brushes

● Week 24: Exploring and Redefining Artistic Rules (Letting Students Experiment with New Ideas)

Exploring and Redefining Artistic Rules

Activity:

1. Introduction to Artistic Rules:

- Discuss how artistic rules can be explored and redefined.
- Show examples of artworks that break traditional rules.

2. Creative Experimentation:

- Encourage students to experiment with breaking or redefining artistic rules.
- Provide a variety of materials and let students explore new ideas.

3. Project Creation:

- Have students create an artwork that redefines or breaks traditional artistic rules.
- Encourage creativity and personal expression.

Step-by-Step Instructions:

- 1 Introduce the concept of exploring and redefining artistic rules.
- 2 Show examples of artworks that break traditional rules.
- 3 Encourage students to experiment with new ideas and materials.
- 4 Guide students in creating an artwork that breaks or redefines rules.
- 5 Provide feedback and support as students explore their creativity.

Resources and Materials

- Drawing paper
- Pencils
- Colored pencils
- Markers
- Paints
- Brushes
- Mixed media supplies

WEEK 25-27: HISTORICAL AND GLOBAL CONNECTIONS EXPANDED**Week 25: Advanced Research Projects on Global Art Influences (Simple Reports on Different Cultures)**

Advanced Research Projects

Activity:**1. Introduction to Global Art Influences:**

- Discuss the impact of different cultures on art.
- Provide examples of global art influences.

2. Research Activity:

- Assign students different cultures to research.
- Provide resources such as books, articles, and access to online materials.
- Have students create a simple report on their assigned culture's art.

3. Class Presentations:

- Students present their research findings to the class.
- Encourage questions and discussions about the different cultures and their art.

Step-by-Step Instructions:

- 1 Introduce the concept of global art influences.
- 2 Provide examples and resources for research.
- 3 Assign cultures to students and guide them in their research.
- 4 Assist students in creating their reports.
- 5 Facilitate class presentations and discussions.

Resources and Materials

- Books and articles on global art influences
- Access to computers/tablets for online research
- Drawing paper
- Pencils
- Art journals or notebooks for note-taking

● **Week 26: Creating Comprehensive Culturally Inspired Art Pieces (Projects Inspired by Their Research)**

Creating Culturally Inspired Art Pieces

Activity:

1. Review of Research:

- Review the research findings from the previous week.
- Discuss common motifs and styles found in different cultures.

2. Art Creation:

- Provide art supplies (drawing paper, paints, markers, etc.).
- Guide students in creating an artwork inspired by their research.
- Encourage creativity and cultural respect.

3. Class Exhibition:

- Set up a display area for students to showcase their culturally inspired artwork.
- Organize a walk-through where students can view and appreciate each other's work.

Step-by-Step Instructions:

- 1 Review research findings and discuss cultural motifs and styles.
- 2 Provide art supplies and guide students in creating their artwork.
- 3 Assist students in setting up a display area for their finished pieces.
- 4 Facilitate a class exhibition where students present and discuss their work.

Resources and Materials

- Visual examples of cultural motifs and styles
- Drawing paper
- Pencils
- Colored pencils
- Markers
- Paints and brushes
- Display boards or space for exhibiting artwork

● **Week 27: Developing Detailed Timelines and Participating in Deep Discussions (Class Project on Art History)**

Developing Detailed Timelines and Deep Discussions

Activity:

1. Introduction to Art History:

- Explain the importance of understanding art history.
- Provide an overview of key historical art movements.

2. Timeline Creation:

- Assign students different art movements to research and illustrate.
- Have students create a timeline that includes illustrations and descriptions of each movement.

3. Class Discussion:

- Review the completed timeline as a class.
- Discuss the characteristics and significance of each art movement.
- Encourage students to reflect on how historical events influenced art trends.

Step-by-Step Instructions:

- 1 Introduce the concept of art history and its importance.
- 2 Provide an overview of key historical art movements.
- 3 Assign art movements to students and guide them in their research.
- 4 Assist students in creating a timeline with illustrations and descriptions.
- 5 Facilitate a class discussion about the timeline and the impact of historical events on art.

Resources and Materials

- Books and articles on historical art movements
- Access to computers/tablets for online research
- Large paper or poster board for the timeline
- Drawing paper
- Pencils
- Colored pencils
- Markers

● Week 28: Final Project Preparation

Planning and Developing a Comprehensive Art Project (Students Decide on a Big Project to Work On)

Final Project Preparation

Activity:

1. Introduction to the Final Project:

- Explain the goal of the final project and the importance of applying what they have learned.
- Discuss ideas for comprehensive art projects.

2. Project Planning:

- Guide students in brainstorming and planning their final projects.
- Help students outline the steps they will need to complete their projects.

3. Hands-On Project Development:

- Provide materials needed for the projects.
- Assist students as they begin working on their final projects, offering guidance and feedback.

Step-by-Step Instructions:

- 1 Introduce the final project and discuss its importance.
- 2 Guide students in brainstorming and planning their projects.
- 3 Provide materials and assist students as they work on their projects.
- 4 Offer individual feedback and support throughout the process.

Resources and Materials

- 1 Drawing paper
- 2 Pencils
- 3 Colored pencils
- 4 Markers
- 5 Paints and brushes
- 6 Mixed media supplies

WEEK 29-30: FINAL PROJECT PRESENTATION

- **Week 29: Integrating All Learned Skills, Techniques, and Knowledge (Students Work on Their Projects)**

Integrating Skills and Techniques

Activity:

1. Project Work Session:

- Review the final project goals and expectations.
- Provide time for students to work on their projects, integrating the skills, techniques, and knowledge they have acquired throughout the year.

2. Individual Guidance:

- Offer personalized feedback and support to each student as they work on their projects.
- Encourage students to think creatively and apply what they have learned.

Step-by-Step Instructions:

- 1 Review the goals and expectations of the final project.
- 2 Provide students with materials and time to work on their projects.
- 3 Offer individual guidance and feedback.
- 4 Encourage students to integrate various skills and techniques into their projects.

Resources and Materials

- Drawing paper
- Pencils
- Colored pencils
- Markers
- Paints and brushes
- Mixed media supplies

Week 30: Presenting Final Art Projects to the Class and School Community, reflecting on the Year's Learning Experiences, and Documenting Personal Artistic Growth and Achievements

Final Project Presentation

Activity:

1. Presentation Preparation:

- Guide students in preparing to present their final projects.
- Discuss how to effectively present and explain their work.

2. Project Presentations:

- Organize a class presentation session where students present their projects to their classmates.
- If possible, arrange for a school community presentation or exhibition.

3. Reflection:

- Encourage students to reflect on their learning experiences throughout the year.
- Have students document their personal artistic growth and achievements in their art journals.

Step-by-Step Instructions:

- 1 Help students prepare for their project presentations.
- 2 Organize and facilitate the presentation session.
- 3 Encourage students to reflect on their experiences and document their growth.

Resources and Materials

- Presentation space
- Art journals
- Pencils
- Display boards (optional)

WEEK 31-33: CRITICAL THINKING AND REFLECTION

Week 31: Revisiting Reflective Journals and Expanding on Past Reflections (Students Look Back on Their Journals)

Revisiting Reflective Journals

Activity:

1. Journal Review:

- Have students look back through their reflective journals from the year.
- Discuss the importance of reflection in the artistic process.

2. Expanding Reflections:

- Encourage students to expand on their previous reflections, adding new insights and thoughts.
- Provide prompts to help guide their expanded reflections.

Step-by-Step Instructions:

- 1 Guide students in reviewing their past journal entries.
- 2 Discuss the role of reflection in art.
- 3 Provide prompts and time for students to expand on their reflections.

Resources and Materials

- Art journals
- Pencils
- Reflection prompts

Week 32: Advanced Peer Review Techniques and Extended Structured Art Critiques (Students Share and Talk About Their Work)

Advanced Peer Review and Art Critiques

Activity:

1. Introduction to Advanced Peer Review:

- Explain the process of advanced peer review and structured art critiques.
- Discuss the importance of constructive feedback.

2. Peer Review Session:

- Pair students or form small groups.
- Have students present their artwork and give each other detailed feedback.

3. Class Discussion:

- Facilitate a class discussion on the feedback process and what students learned.

Step-by-Step Instructions:

- 1 Introduce advanced peer review and structured critiques.
- 2 Guide students in giving and receiving detailed feedback.
- 3 Facilitate a class discussion on the feedback and learning process.

Resources and Materials

- Art journals
- Pencils

Week 33: In-Depth Comparative Analysis of Advanced Art Styles (Students Compare Different Styles They've Learned About)

Comparative Analysis of Art Styles

Activity:

1. Introduction to Comparative Analysis:

- Explain the importance of comparing different art styles.
- Provide examples of various art styles students have learned about.

2. Group Activity:

- Divide students into small groups.
- Assign each group different art styles to compare.
- Have each group create a presentation comparing their assigned styles.

3. Class Presentation:

- Have each group present their comparative analysis to the class.
- Facilitate a discussion on the similarities and differences between the styles.

Step-by-Step Instructions:

- 1 Introduce the concept of comparative analysis.
- 2 Provide examples of different art styles.
- 3 Divide students into groups and assign art styles.
- 4 Guide students in creating their presentations.
- 5 Facilitate class presentations and discussions.

Resources and Materials

- Drawing paper
- Pencils
- Examples of various art styles

WEEK 34-36: SKILLS AND TECHNIQUES ADVANCED

Week 34: Advanced Lessons on Drawing Techniques with a Focus on Shading and Texture (Adding Depth to Their Drawings)

Advanced Drawing Techniques

Activity:

1. Introduction to Advanced Drawing:

- Explain the importance of shading and texture in adding depth to drawings.
- Demonstrate advanced drawing techniques focusing on shading and texture.

2. Hands-On Practice:

- Distribute drawing paper and pencils.
- Guide students as they practice adding shading and texture to their drawings.
- Encourage students to experiment with different techniques.

Step-by-Step Instructions:

- 1 Introduce and explain advanced drawing techniques.
- 2 Demonstrate shading and texture techniques.
- 3 Provide drawing paper and pencils to students.

- 4 Guide students through hands-on practice.
- 5 Offer feedback and support as needed.

Resources and Materials

- Drawing paper
- Pencils
- Erasers

• **Week 35: Intensive Practice Sessions for Painting Techniques, Exploring Different Mediums (Trying Watercolors, Acrylics, etc.)**

Intensive Painting Practice

Activity:

1. Introduction to Painting Techniques:

- Explain the different painting mediums (watercolors, acrylics, etc.) and their unique properties.
- Demonstrate various painting techniques for each medium.

2. Hands-On Practice:

- Distribute painting supplies.
- Guide students as they experiment with different painting techniques and mediums.
- Encourage students to explore and find their preferred painting style.

Step-by-Step Instructions:

- 1 Introduce different painting mediums and techniques.
- 2 Demonstrate techniques for each medium.
- 3 Provide painting supplies to students.
- 4 Guide students through hands-on practice.
- 5 Offer feedback and support as needed.

Resources and Materials

- Watercolor paints
- Acrylic paints
- Brushes
- Watercolor paper
- Canvas or acrylic paper

● Week 36: Detailed Step-by-Step Projects with Wood (Making Simple but Detailed Art Pieces)

Wood Art Projects

Activity:

1. Introduction to Wood Art:

- Explain the process of creating art pieces with wood.
- Show examples of simple but detailed wood art projects.

2. Project Planning:

- Help students plan their wood art projects.
- Discuss the steps involved in creating their pieces.

3. Hands-On Creation:

- Distribute wood pieces and art supplies.
- Guide students through the step-by-step process of creating their wood art projects.
- Provide feedback and support throughout the process.

Step-by-Step Instructions:

- 1 Introduce the concept of wood art and show examples.
- 2 Guide students in planning their projects.
- 3 Provide wood pieces and supplies.
- 4 Guide students through the creation process.
- 5 Offer feedback and support as needed.

Resources and Materials

- Small pieces of wood
- Sandpaper
- Child-safe carving tools
- Paints and brushes
- Markers

WEEK 37-39: ORGANIZATIONAL STRUCTURE IN-DEPTH

● **Week 37: Detailed Study on Advanced Elements of Design (Looking at More Complex Design Ideas)**

Advanced Elements of Design

Activity:

1. Introduction to Advanced Elements of Design:

- Explain the advanced elements of design, such as movement, rhythm, and unity.
- Show examples of artworks that incorporate these elements.

2. Hands-On Activity:

- Distribute drawing paper and art supplies.
- Have students create artworks that focus on incorporating advanced elements of design.
- Encourage experimentation and creativity.

Step-by-Step Instructions:

- 1 Introduce and explain advanced elements of design.
- 2 Show examples of artworks that use these elements.
- 3 Provide drawing paper and art supplies.
- 4 Guide students in creating their own designs.
- 5 Offer feedback and support as needed.

Resources and Materials

- Drawing paper
- Pencils
- Colored pencils
- Markers
- Paints and brushes

● **Week 38: Comprehensive Principles of Design Lesson with Practical Applications (Creating Art Using These Principles)**

Principles of Design

Activity:

1. Introduction to Principles of Design:

- Explain the principles of design, such as balance, contrast, emphasis, and harmony.
- Show examples of artworks that demonstrate these principles.

2. Hands-On Activity:

- Distribute art supplies.
- Guide students in creating artworks that apply the principles of design.
- Encourage students to think critically about how they use these principles.

Step-by-Step Instructions:

- 1 Introduce and explain the principles of design.
- 2 Show examples of artworks that demonstrate these principles.
- 3 Provide art supplies.
- 4 Guide students in creating artworks using these principles.
- 5 Offer feedback and support as needed.

Resources and Materials

- Drawing paper
- Pencils
- Colored pencils
- Markers
- Paints and brushes

● **Week 39: Advanced Analysis of Art Structure in Famous Artworks (Studying Well-Known Art Pieces)**

Advanced Analysis of Art Structure

Activity:

1. Introduction to Art Structure Analysis:

- Explain the importance of analyzing the structure of famous artworks.
- Show examples of well-known art pieces and discuss their structure.

2. Group Activity:

- Divide students into small groups.
- Assign each group a famous artwork to analyze.
- Have each group present their analysis to the class.

3. Class Discussion:

- Facilitate a discussion on the different analyses.
- Encourage students to think about how the structure contributes to the overall impact of the artwork.

Step-by-Step Instructions:

- 1 Introduce the concept of art structure analysis.
- 2 Show examples of famous artworks and discuss their structure.
- 3 Divide students into groups and assign artworks.
- 4 Guide students in analyzing their assigned artworks.
- 5 Facilitate class presentations and discussions.

Resources and Materials

- Reproductions of famous artworks
- Drawing paper
- Pencils
- Art journals for note-taking

WEEK 40-42: HISTORICAL AND GLOBAL CONNECTIONS CONTINUED

● Week 40: In-Depth Research on Lesser-Known Cultural Art (Learning About Art from Different Times and Places)

In-Depth Research on Cultural Art

Activity:

1. Introduction to Lesser-Known Cultural Art:

- Explain the significance of studying lesser-known cultural art.
- Provide examples of art from different times and places.

2. Research Activity:

- Assign students different lesser-known cultures to research.
- Provide resources such as books, articles, and access to online materials.
- Have students create a simple report on their assigned culture's art.

3. Class Presentations:

- Students present their research findings to the class.
- Encourage questions and discussions about the different cultures and their art.

Step-by-Step Instructions:

- 1 Introduce the concept of lesser-known cultural art.
- 2 Provide examples and resources for research.
- 3 Assign cultures to students and guide them in their research.
- 4 Assist students in creating their reports.
- 5 Facilitate class presentations and discussions.

Resources and Materials

- Books and articles on cultural art
- Access to computers/tablets for online research
- Drawing paper
- Pencils
- Art journals or notebooks for note-taking

• **Week 41: Creating Art Inspired by Historical Events and Their Impact on Contemporary Art (Projects Based on History)**

Creating Art Inspired by History

Activity:

1. Review of Historical Events:

- Discuss important historical events and their impact on art.
- Show examples of artworks inspired by historical events.

2. Art Creation:

- Provide art supplies (drawing paper, paints, markers, etc.).
- Guide students in creating an artwork inspired by a historical event.
- Encourage creativity and personal expression.

3. Class Exhibition:

- Set up a display area for students to showcase their historically inspired artwork.
- Organize a walk-through where students can view and appreciate each other's work.

Step-by-Step Instructions:

- 1 Discuss important historical events and their impact on art.
- 2 Provide examples of artworks inspired by historical events.
- 3 Provide art supplies and guide students in creating their artwork.
- 4 Assist students in setting up a display area for their finished pieces.
- 5 Facilitate a class exhibition where students present and discuss their work.

Resources and Materials

- Visual examples of historically inspired artworks
- Drawing paper
- Pencils
- Colored pencils
- Markers
- Paints and brushes
- Display boards or space for exhibiting artwork

• Week 42: Final Comprehensive Timeline Project Linking Multiple Art Movements and Historical Events (A Big Class Project to End the Year)

Comprehensive Timeline Project

Activity:

1. Introduction to the Timeline Project:

- Explain the goal of creating a comprehensive timeline that links multiple art movements and historical events.
- Provide an overview of the project and its importance.

2. Project Planning:

- Assign students different art movements and historical events to research and illustrate.
- Guide students in planning their timeline entries.

3. Timeline Creation:

- Distribute large paper or poster boards and art supplies.
- Assist students in creating their timeline entries.
- Assemble the timeline in the classroom and review it as a class.

4. Class Discussion:

- Discuss the completed timeline and the connections between art movements and historical events.
- Encourage students to reflect on what they have learned throughout the year.

Step-by-Step Instructions:

- 1 Introduce the timeline project and explain its importance.
- 2 Assign students different art movements and historical events.
- 3 Guide students in planning and creating their timeline entries.
- 4 Assist in assembling the timeline in the classroom.

- 5 Facilitate a class discussion on the completed timeline.

Resources and Materials

- Large paper or poster board for the timeline
- Drawing paper
- Pencils
- Colored pencils
- Markers
- Art journals for reflections