

<i>Stagecraft Pre K</i>	Line	Shape	Color	Development of Motor Skills
<i>Guiding Questions:</i>	How can we make lines?	What are the names of shapes?	How do we use color in art?	How do we use materials safely?
<i>Expectations</i>	Student can draw a variety of lines.	Student can recognize basic shapes: square, triangle, circle, heart, & star	Student can recognize colors	-Holding and using the following items correctly: pencils, markers, paintbrushes scissors, and stencils. -student begins to color “neatly”, less scribbling -using appropriate amount of glue
<i>Lessons & Skills</i>	-exploring drawing skills: Straight, wavy, zigzag lines -using a paintbrush for creating lines with watercolors and tempera paints. -drawing line patterns - exploratory drawing	-cutting shapes out and gluing them on paper. -tracing shapes, cutting and gluing them onto paper. -selecting shapes and gluing on paper to create an image. -manipulating model magic to make pumpkins, turkeys, and medallions -drawing patterns using shapes -Painting shapes with tempera paints	-Painting shapes with tempera paints -sponge painting -selection of colors while creating an image -tracing shapes and painting them, some blending	-Putting tops on markers -Cleaning paintbrushes while working -cutting on a line -coloring in one direction -glue application
<i>Standards</i>	1ab, 5a, 6b	1ab, 5a, 6b	1ab, 5a, 6b	1d

<i>Media</i>	Pencils, markers, crayons, paintbrushes	Pencils, markers, crayons, paintbrushes, model magic, scissors, glue	markers, crayons, watercolors, tempera paint	Pencils, markers, crayons, paintbrushes, model magic, scissors, glue
<i>Assessments</i>	What types of lines did you make?	Can you name the shapes you used? How did another student use the same shapes?	What colors did you use?	Verbal responses to questions: What happens if we do not put the top back on a marker?
<i>Reflect / Respond</i>	Visual and verbal reflection	Visual and verbal reflection	Visual and verbal reflection	Visual assessment of students working with materials

Visual Art Standards

(1a) Differentiate between a variety of media, techniques and processes.

(1b) Describe how different media, techniques, and processes cause different effects and personal responses.

(1d) Use of art media and tools in a safe and responsible manner.

(5a) Identify various purposes for creating works of art.

(6b) identify connections between the visual arts and other disciplines in the curriculum.

<u>Stagecraft</u> Kindergarten	Elements of Art	Principles of Design	Theater Element	Technique
<i>Guiding Questions:</i>	How can we group colors?	Where do we see patterns? How can we recognize a pattern?	Why is it important to recognize a setting? How can we use masks?	How do we take care of materials?
<i>Expectations</i>	Student can recognize the following Elements of Art: Color Line Shape Texture	Student can recognize the following Principle of Design: Pattern	Students can recognize different settings. Student can create a basic animal mask.	Continuing the use of fine motor skills while using different types of media.
<i>Lessons & Skills</i>	Identify and apply color groups: <i>Primary colors</i> (K art book) <i>Secondary colors</i> (K art book) <i>Warm colors</i> (K art book) <i>Cool colors</i> (K art book) <i>Neutral colors</i> (K art book) Drawing, painting, and cutting lines : Straight, wavy, & zigzag Drawing, painting, cutting and gluing shapes Identify and recognize textures (K art book) - Applying textures using glitter, felt, sticker paper, sponge pieces, feathers	Drawing, painting, gluing patterns -Using construction paper squares to create a pattern -Drawing shape patterns using markers and crayons -painting patterns on shapes and/or line patterns	Identifying and drawing different settings -space, underwater, farm, settings from stories Drawing and cutting out an animal's head on cardboard and construction paper. Using crayons and markers to create animal characteristics. (teacher cuts out eyes)	-Coloring and painting in one direction. -Blending colors using watercolors, tempera paints, crayons and oil pastels -Cutting on a line -Using the appropriate amount of glue
<i>Standards</i>	1ab 5abde 6b	1ab 5abde 6b	1ab 5abde 6b	1d

<i>Media</i>	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, model magic	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors
<i>Assessments</i>	Visual assessment and verbal reflection	Visual assessment and verbal reflection	Visual assessment and verbal reflection	Verbal responses to questions: What happens if you do not clean your paintbrush before you use another color?
<i>Reflect / Respond</i>	Student responds to individual work and works of others	Student responds to individual work and works of others	Student responds to individual work and works of others	Visual assessment of students working with materials

Visual Art Standards

- (1a) Differentiate between a variety of media, techniques and processes.
- (1b) Describe how different media, techniques, and processes cause different effects and personal responses.
- (1d) Use of art media and tools in a safe and responsible manner.
- (5a) Identify various purposes for creating works of art.
- (5b) Describe visual characteristics of works of art using visual art terminology.
- (5d) Describe their personal responses to specific works of art.
- (5e) Identify possible improvements in the process of creating their own work.
- (6b) Identify connections between the visual arts and other disciplines in the curriculum.

Stagecraft 1st grade	Elements of Art	Principles of Design	Theater Element	Technique
<i>Guiding Questions:</i>	How do we show space on a flat surface?	How can we tell if an image is balanced?	Is it more difficult to draw from imagination or drawing what you see in front of you?	Beginning to develop more skills with a variety of media
<i>Expectations</i>	Student can recognize the following Elements of Art: Line Space Shape Introduction to Form	Student can recognize the following Principles of Design: Balance	Student can create different types of characters and settings.	Using a ruler Blending colors
<i>Lessons & Skills</i>	Identify and apply different types of lines to create calm or busy images: Horizontal and vertical- <i>calm</i> Diagonal, wavy, zigzag - <i>busy</i> Creating an image showing space by using <i>foreground, middle ground, background</i> and a <i>horizon line</i> . (snowmen decorated with accessories) Drawing, painting, cutting, and gluing shapes : Geometric Organic Understanding form , a three dimensional object -model magic pinch pot	Identifying and creating a balanced picture – having both sides of the picture “weigh” the same.	Create descriptive representation of story settings and characters <i>Figure drawing</i> -Drawing live statues -Drawing themselves as superheroes incorporating a setting -Family Portraits	Holding a ruler to draw straight lines to create an image inspired by Mondrian. Students will begin to explore blending colors using crayons, watercolors, tempera paints, oil pastels, and construction paper crayons. -using model magic to create coils and 3D shapes
<i>Standards</i>	1abcd 2a 5abde	1abcd 2a 5abde	1abcd 2a 4b 5abde 6b	1d

<i>Media</i>	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, ruler	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, ruler	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, ruler	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, ruler
<i>Assessments</i>	Visual assessment	Visual assessment	Visual assessment	Visual assessment
<i>Reflect / Respond</i>	Student verbally responds to individual work and works of others. Written response (1 or 2 sentences). What would you do differently next time?	Student verbally responds to individual work and works of others. Written response (1 or 2 sentences). Have student look at work from a distance and ask, is there anything you want add to your image?	Student verbally responds to individual work and works of others. Written response (1 or 2 sentences). Can you make any connections to drama from this assignment?	Visual assessment of students working with materials Have student look at work from a distance and ask, is there anything you want fix in your image?

Visual Art Standards

- (1a) Differentiate between a variety of media, techniques and processes.
- (1b) Describe how different media, techniques, and processes cause different effects and personal responses.
- (1c) Use different media, techniques and processes to communicate ideas, feelings, experiences and stories.
- (1d) Use of art media and tools in a safe and responsible manner.
- (2a) Identify the different way visual characteristics are used to convey ideas.
- (4b) Identify specific works of art as belonging to particular styles, cultures, times and places.
- (5a) Identify various purposes for creating works of art.
- (5b) Describe visual characteristics of works of art using visual art terminology.
- (5d) Describe their personal responses to specific works of art.
- (5e) Identify possible improvements in the process of creating their own work.
- (6b) Identify connections between the visual arts and other disciplines in the curriculum.

<u>Stagecraft</u> 2nd grade	Elements of Art	Principles of Design	Theater Element
<i>Guiding Questions:</i>	How does using different media cause different results within an image?	What connections can you make between visual art and other subject areas?	How does using different types of media change the way you express ideas and stories?
<i>Expectations</i>	Student can apply the following Elements of Art in their work: Line Color Shape Texture Form Space	Student can recognize and apply the following Principles of Art: Movement Rhythm Balance Contrast Pattern	Students can identify and categorize settings. Creation of Shadow Puppet
<i>Lessons & Skills</i>	Identify and apply different types of lines and shapes to create <i>movement</i> within an image. Color - Identifying and applying <i>tints</i> and <i>shades</i> to a work of art. Shape - Using <i>polygons</i> to create an image. Creating textures on a form made from model magic. Space - Using <i>overlapping</i> to create an image.	Using <i>shapes</i> and <i>lines</i> to create an image showing movement Repeating <i>colors, shapes, lines,</i> and size relationships to create rhythm Balance -Using <i>line symmetry</i> to create an image out of construction paper. Using <i>color</i> to create contrast within a 2D and 3D piece of work inspired by Kandinsky. Pattern – drawing an animal and creating sets patterns within the image.	Creation of <i>seascape</i> using tissue paper and black paint. (<i>horizon line, balance</i>) Creation of <i>cityscape</i> at night. (<i>horizon line, overlapping, balance</i>) Defining and recognizing a seascape and cityscape. Creation of shadow puppet using construction paper and popsicle sticks.
<i>Standards</i>	1abcd 2ac 5abcde 6b	1abcd 2ac 4b 5abcde 6b	1abcd 2a 3b 5abcde 6ab

<i>Media</i>	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, model magic, chalk pastels	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, chalk pastels	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors
<i>Assessments</i>	Visual assessment/ craftsmanship rubric	Visual assessment/ craftsmanship rubric	Visual assessment/ craftsmanship rubric
<i>Reflect / Respond</i>	<p>Student verbally responds to individual work and works of others. Written response (3 or 4 sentences).</p> <p>Describe how you used the elements of art in your image (specific to activity).</p>	<p>Student verbally responds to individual work and works of others. Written response (3 or 4 sentences).</p> <p>How did you use the principles of design in your image?</p>	<p>Student verbally responds to individual work and works of others. Written response (3 or 4 sentences).</p> <p>How can you connect drama elements while using your shadow puppets?</p> <p>Describe the characteristics of a seascape and a landscape.</p>

Visual Art Standards

- (1a) Differentiate between a variety of media, techniques and processes.
- (1b) Describe how different media, techniques, and processes cause different effects and personal responses.
- (1c) Use different media, techniques and processes to communicate ideas, feelings, experiences and stories.
- (1d) Use of art media and tools in a safe and responsible manner.
- (2a) Identify the different way visual characteristics are used to convey ideas.
- (2c) Use the elements and principles of design to communicate ideas.
- (3b) Select and use subject matter, symbols and ideas to communicate meaning.
- (4b) Identify specific works of art as belonging to particular styles, cultures, times and places.
- (5a) Identify various purposes for creating works of art.
- (5b) Describe visual characteristics of works of art using visual art terminology.
- (5d) Describe their personal responses to specific works of art.
- (5e) Identify possible improvements in the process of creating their own work.
- (6a) Identify connections between characteristics of the visual art and other arts disciplines.
- (6b) Identify connections between the visual arts and other disciplines in the curriculum.

<u>Stagecraft</u> 3rd grade	Elements of Art	Principles of Design	Theater Element
<i>Guiding Questions:</i>	How do we use the elements of art to create an image?	Why is it important to use the principles of design in a piece of art?	How can we depict character and setting through visual art?
<i>Expectations</i>	Student can apply the following Elements of Art in their work: Color Line Value Shape	Student can recognize and apply the following Principles of Art: Pattern Emphasis Movement Balance	Students can create a variety of settings. Student can create two and three dimensional characters.
<i>Lessons & Skills</i>	<p>Color – creating works of art using <i>complementary colors, warm colors, cool colors</i> and specific line direction .</p> <p>Value – using the gray scale (construction paper – different grays) to complete a <i>balanced</i> image.</p> <p>Shape – using geometric shapes to create a symmetrical image and a math integrated images.</p>	<p>Pattern – creation of a <i>landscape</i> using <i>line patterns</i> to depict movement on a flat plane.</p> <p>Emphasis – using figures and <i>warm/cool color</i> combination to create an image with <u>emphasis</u> on figure.</p> <p>Movement – using line and complementary colors to depict <u>movement</u></p> <p>Balance – using line symmetry to create a symmetrical image (drawing skills) -continuation of creating an overall <u>balanced</u> image.</p>	<p>Settings – creation of different types of settings including landscapes, seascapes, cityscapes, fictional and nonfictional settings.</p> <p>Creation of two dimensional, three dimensional and relief settings.</p> <p>Creation of two and three dimensional characters and cultural artifacts using model magic.</p> <p>(Connection with Eastern Woodland Indians - 3rd grade Social Studies Unit)</p>
<i>Standards</i>	1abcd 2bc 3ab 5abcde 6b	1abcd 2bc 3ab 5abcde 6b	1abcd 2bc 3ab 4abc 5abcde 6bde
<i>Media</i>	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, rulers	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, rulers	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, model magic, wire, non drying

			clay (Plasticine)
<i>Assessments</i>	Visual assessment/ craftsmanship rubric	Visual assessment/ craftsmanship rubric	Visual assessment/ craftsmanship rubric
<i>Reflect / Respond</i>	<p>Student verbally responds to individual work and works of others. Written response (3 or 4 sentences).</p> <p>Using art terminology, describe why you have a strong image.</p>	<p>Student verbally responds to individual work and works of others. Written response (3 or 4 sentences).</p> <p>How did you use subject matter, symbols and ideas within your image?</p>	<p>Student verbally responds to individual work and works of others. Written response (3 or 4 sentences).</p> <p>How did you create a piece of art that shows an understanding of a particular culture?</p>

Visual Art Standards

- (1a) Differentiate between a variety of media, techniques and processes.
- (1b) Describe how different media, techniques, and processes cause different effects and personal responses.
- (1c) Use different media, techniques and processes to communicate ideas, feelings, experiences and stories.
- (1d) Use of art media and tools in a safe and responsible manner.
- (2b) Describe how different expressive features, and ways of organizing them, cause different responses.
- (2c) Use the elements and principles of design to communicate ideas.
- (3a) Discuss a variety of sources for art content.
- (3b) Select and use subject matter, symbols and ideas to communicate meaning.
- (4a) Recognize that the visual arts have a history and different cultural purposes and meanings.
- (4b) Identify specific works of art as belonging to particular styles, cultures, times and places.
- (4c) Create artwork that demonstrates understanding of how history or culture can influence visual art.
- (5a) Identify various purposes for creating works of art.
- (5b) Describe visual characteristics of works of art using visual art terminology.
- (5d) Describe their personal responses to specific works of art.
- (5e) Identify possible improvements in the process of creating their own work.
- (6b) Identify connections between the visual arts and other disciplines in the curriculum.

Stagecraft 4th grade	Elements of Art	Principles of Design	Theater Element
<i>Guiding Questions:</i>	How can you take your knowledge of the elements of art and apply them to a 4 th grade level?	How does unity help you create a composition?	How are masks used in cultures around the world?
<i>Expectations</i>	Student can apply the following Elements of Art in their work: Line Texture Color Form Shape	Student can recognize and apply the following Principles of Art: Balance Unity	Student can create two and three dimensional settings. Student can represent a culture/ event while creating a mask.
<i>Lessons & Skills</i>	Line and Texture - Introduction to drawing techniques and mark making techniques like <i>hatching</i> , <i>crosshatching</i> , <i>scumbling</i> , and <i>stippling</i> Color - fine tuning coloring techniques using markers, crayons and colored pencils Form – creating three dimensional works of art Shape – using geometric and organic shapes within a piece of art	Balance and Unity - creating a <u>balanced</u> image of self reflection based on school’s theme <u>-radial balance</u> Unity - using multimedia to create an abstract image	Creation of three dimensional <i>habitat</i> in a diorama -like format using construction paper, model magic, watercolors and misc. media. (Connection with 4 th grade Social Studies Unit) <i>Mask</i> creation – depiction of culture/event by using multimedia to complete a functional mask.
<i>Standards</i>	1abcd 2bc 3ab 5abcde 6ad	1abcd 2bc 3ab 4a 5abcde 6ac	1abcd 2bc 3ab 4a 5abcde 6abe
<i>Media</i>	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, rulers	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, rulers, black glue	Pencils, crayons, oil pastels, markers, construction paper crayons, watercolors, tempera paints, glue, scissors, rulers, wire, model magic, raffia

<i>Assessments</i>	Visual assessment/ craftsmanship rubric	Visual assessment/ craftsmanship rubric	Visual assessment/ craftsmanship rubric
<i>Reflect / Respond</i>	<p>Student verbally responds to individual work and works of others. Written response to questions.</p> <p>How do you use mark making techniques to enhance an image?</p>	<p>Student verbally responds to individual work and works of others. Written response to questions.</p> <p>How did you use techniques and processes to enhance your compositions?</p>	<p>Student verbally responds to individual work and works of others. Written response to questions.</p> <p>Compare and contrast the process of making a mask and wearing a mask.</p>

Visual Art Standards

- (1a) Differentiate between a variety of media, techniques and processes.
- (1b) Describe how different media, techniques, and processes cause different effects and personal responses.
- (1c) Use different media, techniques and processes to communicate ideas, feelings, experiences and stories.
- (1d) Use of art media and tools in a safe and responsible manner.
- (2b) Describe how different expressive features, and ways of organizing them, cause different responses.
- (2c) Use the elements and principles of design to communicate ideas.
- (3a) Discuss a variety of sources for art content.
- (3b) Select and use subject matter, symbols and ideas to communicate meaning.
- (4a) Recognize that the visual arts have a history and different cultural purposes and meanings.
- (4b) Identify specific works of art as belonging to particular styles, cultures, times and places.
- (4c) Create artwork that demonstrates understanding of how history or culture can influence visual art.
- (5a) Identify various purposes for creating works of art.
- (5b) Describe visual characteristics of works of art using visual art terminology.
- (5d) Describe their personal responses to specific works of art.
- (5e) Identify possible improvements in the process of creating their own work.
- (6a) Identify connections between characteristics of the visual art and other arts disciplines.
- (6b) Identify connections between the visual arts and other disciplines in the curriculum.
- (6c) Describe understanding of how the visual arts are used in the world around us.
- (6d) Demonstrate understanding of how the visual arts are used in the world around us.
- (6e) Identify and recognize that visual works of art are produced by artisans and artists working in different cultures, times and places.

<u>Stagecraft</u> 5th and 6th grade	Hand Sewing	Cardboard Construction	Visual Art Skills	Basic Safety Procedures
<i>Guiding Questions:</i>	How do we apply technical skills to everyday life?	Why do we use both two and three dimensional forms?	Where do ideas come from? How do you use the Elements of Art and Principles of Design to create props?	How do we establish a safe environment?
<i>Expectations</i>	Students will demonstrate basic hand sewing skills.	Student will create a three dimensional cardboard form.	Students will apply painting drawing and design skills/ techniques for the creation of props.	Recognize that any equipment poses danger if used incorrectly.
<i>Lessons & Skills</i>	<p>Threading a needle Straight stitch Embellishments (sequins, buttons, ect) Backstitch</p> <p><u>Application:</u> animal ears sewn on a headband and hand puppets.</p>	<p>Based on skill, targeted students use utility knives and cutting boards to cut cardboard.</p> <p>Use of hot glue guns.</p> <p>Cardboard creation design dependant on school and/or production needs.</p> <p><u>Application:</u> 3D Music Notes</p>	<p><u>Variety of painting skills:</u> Blending Directional painting Mixing colors</p> <p><u>Drawing skills:</u> Line Contour line drawing Gesture Drawing <i>Tints and shades in reference to the value scale</i></p> <p><u>Design Skills:</u> Applying lines, shapes, color, pattern, rhythm, unity, emphasis, symmetry, to design work</p> <p><u>Application:</u> creation of two and three dimensional characters and settings</p>	<p>Appropriate use of high and low temperature glue guns.</p> <p>Appropriate use of Exacto and utility knives.</p> <p>Appropriate use of sewing needles.</p>
<i>Standards</i>	1a 2bc 3ab 5bdef 6d	1a 2bc 3ab 5bdef 6b	1abc 2abc 3ab 4b 5bdef 6b	

<i>Media</i>	Variety of fabrics, thread, needles, sequins, buttons, feathers, yarn, ribbon and other misc items	Cardboard, hot glue guns, hot glue sticks	Pencils, crayons, colored pencils, markers, watercolors, tempera, oil pastels, chalk pastels	Hot glue gun, Exacto knives, utility knives and sewing needles
<i>Assessments</i>	Visual assessment/ hand sewing rubric	Visual assessment/ craftsmanship rubric	Visual assessment/ craftsmanship rubric	Observation classroom safety checklist
<i>Reflect / Respond</i>	Student verbally responds to individual work and works of others. Written response to questions. How do you evaluate the quality of your stitch?	Student verbally responds to individual work and works of others. Written response to questions. How do you determine the quality of construction?	Student verbally responds to individual work and works of others. Written response to questions. What evidence do you have of individual growth in.....?	Verbal and/or written response from student. What safety rules did you use today?

Visual Art Standards

- (1a) Select media, techniques, and processes to communicate ideas, reflect on their choices, and analyze what makes them effective.
- (1b) Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques, and processes (including 2D, 3D, and electronic)
- (1c) Use different media, techniques, and processes – including 2D, 3D, and electronic – to communicate ideas, feelings, experiences and stories.
- (2a) Use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas.
- (2b) Recognize and reflect on the effects of arranging visual characteristics in their own and other's work.
- (2c) Select and use the elements of art and principles of design to improve communication of their ideas.
- (3a) Discuss a variety of sources for art content.
- (3b) Select and use subject matter, symbols and ideas to communicate meaning.
- (4b) Identify specific works of art as belonging to particular styles, cultures, times and places.
- (5b) Describe and Analyze visual characteristics of works of art using visual art terminology.
- (5d) Describe their own responses to, and interpretations of, specific works of art.
- (5e) Reflect on and evaluate the quality and effectiveness of their own and other's work using specific criteria
- (5f) Describe/analyze their own growth over time in relation to specific criteria.
- (6b) Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.
- (6d) Apply visual arts knowledge and skills to solve problems common in daily life.

Stagecraft 7th and 8th grade	Costuming	Props	Drawing and Painting Skills	Basic Safety Procedures
<i>Guiding Questions:</i>	What is the relationship between history and characters?	How do you communicate ideas using individual projects, group productions or group projects to demonstrate teamwork, cooperation and dependability?	How would you incorporate practical application of drawing and painting skills to the actual construction of props, sets, and costumes?	How can you work collaboratively and safely to select, create, and utilize the technical elements of lighting, scenery, costuming, makeup, properties and sound?
<i>Expectations</i>	Students will be able to create articles of clothing.	Student will create three dimensional props.	Student will be able to apply drawing and painting techniques to scene and prop design.	Recognize that any equipment poses danger if used incorrectly.
<i>Lessons & Skills</i>	<p><u>Hand Sewing:</u> Threading a needle Straight stitch Embellishments (sequins, buttons, ect) Backstitch</p> <p><u>Machine Sewing:</u> Threading bobbin Threading machine Using a variety of stitches Sewing in a straight line Application of seam ripper</p> <p><u>Fabrics</u> Cutting fabric Patterns Pinning material</p> <p><u>Sizing Costumes</u> Body measurements</p> <p><i>(Production driven costumes)</i></p>	<p><u>Cardboard Props</u> Creation of three dimensional <i>cardboard</i> forms and structures using hot glue guns, utility knives, paints and fabrics.</p> <p><u>Soft Props</u> Costumes Backdrops – drawn and painted <i>(Production driven items)</i></p>	<p><u>Scene Painting Techniques:</u> Spattering Sponging Rolling Scumbling Lining</p> <p><u>Variety of painting skills:</u> Blending Directional painting Mixing colors</p> <p><u>Drawing skills:</u> Perspective Proportions Line Contour line drawing Gesture Drawing</p> <p><u>Design Skills:</u> Applying lines, shapes, color, pattern, rhythm, unity, emphasis, and symmetry, to design work</p>	<p>Appropriate use of high and low temperature glue guns.</p> <p>Appropriate use of Exacto and utility knives.</p> <p>Appropriate use of sewing needles and sewing machines.</p> <p>Appropriate use of power tools.</p> <p>Appropriate use of hammer, nails, screws and vice grips.</p>

			<u>Application</u> : creation of two and three dimensional characters and settings	
<i>Standards</i>	1c 2a 3ab 4abc 5bcdef 6ade	1a 2b 3ab 4abc 5bcdef 6abce	1abc 2abc 3ab 4abc 5bcdef 6ae	
<i>Media</i>	Measuring tape, sewing needles, sewing threads, sewing machines, seam ripper, chalk, pins, cutting shears, rotary cutters, cutting boards, fabric, patterns	Tape measure, yard stick, cardboard, hot glue guns, pencils, erasers, paint (variety), balsa wood, 2x4's, hand saw, power drill, power saw, hammer, nails, screws, screwdrivers	Pencils, colored pencils, markers, oil pastels, chalk pastels, tempera, watercolors, acrylics, latex,	High and low temperature glue guns, Exacto and utility knives, sewing needles, sewing machines, power tools, hammer, nails, screws and vice grips.
<i>Assessments</i>	Visual assessment/ sewing rubric	Visual assessment/ craftsmanship rubric	Visual assessment/ craftsmanship rubric	Observation classroom safety checklist
<i>Reflect / Respond</i>	Student verbally responds to individual work and works of others. Written response to questions. What do costumes tell about the character?	Student verbally responds to individual work and works of others. Written response to questions. How does personal experience help you understand character and setting?	Student verbally responds to individual work and works of others. Written response to questions. What elements do you need to consider in order to create a set design?	How did you apply the rules of safety to your current production/ project?

Visual Art Standards

(1a) Select media, techniques, and processes to communicate ideas, reflect on their choices, and analyze what makes them effective.

(1b) Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques, and processes (including 2D, 3D, and electronic)

(1c) Use different media, techniques, and processes – including 2D, 3D, and electronic – to communicate ideas, feelings, experiences and stories.

(2a) Use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas.

(2b) Recognize and reflect on the effects of arranging visual characteristics in their own and other's work.

(2c) Select and use the elements of art and principles of design to improve communication of their ideas.

(3a) Discuss a variety of sources for art content.

(3b) Select and use subject matter, symbols and ideas to communicate meaning.

- (4a) Recognize that the visual arts have history and different cultural purposes and meanings.
- (4b) Identify specific works of art as belonging to particular styles, cultures, times and places.
- (4c) Create artwork that demonstrates understanding of how history or culture can influence visual art.
- (5b) Describe and Analyze visual characteristics of works of art using visual art terminology.
- (5c) Compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures.
- (5d) Describe their own responses to, and interpretations of, specific works of art.
- (5e) Reflect on and evaluate the quality and effectiveness of their own and other's work using specific criteria
- (5f) Describe/analyze their own growth over time in relation to specific criteria.
- (6a) Compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural content.
- (6b) Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.
- (6c) Combine the visual arts with another art form to create coherent multimedia work.
- (6d) Apply visual arts knowledge and skills to solve problems common in daily life.
- (6e) Identify various careers that are available to artists.