

HINSDALE VISUAL ART CURRICULUM

GRADE LEVEL/COURSE: ELEMENTARY/VISUAL ART

STANDARD: 1. Apply appropriate media, techniques, and processes.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>Students will be able to differentiate between materials, techniques, and processes of making art.</p>	<p>K-1: Painting with one, two, and then three colors. Using primary colors to make secondary colors. Line drawing/painting. Shape and torn paper pictures. .</p> <p>2-3: Georgia O’Keeffe Giants: Students will look at the works of Georgia O’Keeffe and design a flower inspired by her giant flowers.</p> <p>*Further extend the lesson by having students create these flowers in clay.</p> <p>4-5: Fantastic creatures: Students use various sculpting techniques to create a fantastic animal/creature. Draping a thick coil over a small overturned bowl, they will</p>	<p>K-1: Books: ‘Anna’s Art Adventure’ by Bjorn Sortland and Lars Elling.</p> <p>Various types of paint: Watercolor, finger paint, tempera. Paint brushes, sponges, pencils, crayons, markers, stencils, various papers. Art safety posters and video. Art studio rules. Pictures of familiar signs, symbols, and icons.</p> <p>Reproductions of work by Seurat, Monet, Manet. Digital portfolios. LCD Projector/Smart board.</p> <p>2-3: Books: ‘Through Georgia’s Eyes’ by Rachel Victoria Rodriquez and Julie Paschkis. ‘My Name is Georgia’ by Jeanette Winter, ‘Georgia O’Keeffe’ young artists’ series.</p>	<p>K-1: Observation of students during the process of creating artwork. Reflective questioning as students work. Review of key terms at the end of class and at the start of the following class. Students critique each others’ work based on teacher given criteria.</p> <p>2-3: Students will be assessed upon completion of the project and also throughout the art making process. Prompting and questioning using key words and vocabulary. Students can share their collages and explain them to their classmates to demonstrate the understanding of the instructions.</p> <p>4-5: Observation and discussion during the creative</p>

	<p>attach limbs, wings, heads, and any other additions making sure to create a balanced and original creature. They will finish by glazing these creatures in an artistic fashion.</p> <p>*Glaze lessons are a great way to incorporate science elements such as properties of matter and their reaction to heat.*</p> <p>**Extension** Students can create an illustrated scene that includes their creature. This scene should display the environment in which this creature lives.</p>	<p>Watercolor paper, watercolors, paintbrushes, sharpie markers, kiln fire clay, clay tools, glaze. Magazines, scissors, paper shapes, glue sticks, paper.</p> <p>Reproductions of Georgia O’Keeffe’s flowers. Mark Chagall’s ‘I and the Village’</p> <p>4-5: Books: ‘Creatures of Earth, Sea, and Sky’ by Georgia Heard and Jennifer Owings Dewey.</p> <p>Kiln fire clay, small plastic or Styrofoam bowls, water bowls, clay tools, glaze, paintbrushes.</p>	<p>process to check for understanding and use of artistic concepts. Final project evaluated using a rubric.</p>
<p>Students will be able to describe how different techniques, media, and processes produce different effects and personal responses.</p>	<p>K-1: Showing Feelings: use line to show different feelings. Describe feelings shown by lines.</p> <p>2-3:</p> <p>4-5: Lines Create Illusions: Using the techniques of op artists such as Escher and Bane to create the illusion of motion in a drawing.</p>	<p>K-1: Various types of paint: Watercolor, finger paint, tempera. Paint brushes, sponges, pencils, crayons, markers, stencils, various papers. Art safety posters and video. Art studio rules. Pictures of familiar signs, symbols, and icons.</p> <p>2-3:</p>	

		<p>4-5: Cardboard squares, celluclay or other air dry modeling compound, modeling tools, black and white tempera paint, white drawing paper, rulers, circle rulers, pencils, permanent markers, compasses.</p>	
<p>Students will be able to use various material, techniques, and processes to communicate and express ideas, experiences, and stories.</p>	<p>K-1: Brushes and other paint applications to create expressionist paintings. Using music to inspire feelings in paintings.</p> <p>2-3:</p> <p>4-5: Gargoyle faces: students will use modeling materials to create gargoyles that demonstrate expression. They will explore shades of gray and mix black and white to create a shade to paint their gargoyles.</p>	<p>K-1: Watercolor paper, watercolors, paintbrushes, sharpie markers, kiln fire clay, clay tools, glaze. Magazines, scissors, paper shapes, glue sticks, paper.</p> <p>-Recordings</p> <p>2-3:</p> <p>4-5: Reproductions/Photos of buildings that use gargoyles in their architecture. Various optical illusions, assorted Escher reproductions.</p>	
<p>Students will be able to use art materials and tools in a safe and responsible manner.</p>	<p>K-1: Review art safety procedures and use of individual materials</p> <p>2-3: Review art safety procedures and use of individual materials</p> <p>4-5: Review art safety</p>	<p>K-1:</p> <p>2-3:</p> <p>4-5:</p>	

	procedures and use of individual materials		
Students will be able to communicate and express ideas symbolically	<p>K-1:</p> <p>2-3: Fantasy Collage: artwork can express dreamlike or fantasy ideas. Using geometric shapes and various magazines and photos, students create a collage that represents a non realistic scene.</p> <p>4-5: Visual Symbols: creating scroll-like paintings with asymmetrical composition, interpreting natural forms as visual symbols. Using design techniques and symbolism used in typical Asian screen paintings.</p>	<p>K-1:</p> <p>2-3: ‘Where the wild things are’ by Maurice Sendack. Watercolor paper, watercolors, paintbrushes, sharpie markers, kiln fire clay, clay tools, glaze. Magazines, scissors, paper shapes, glue sticks, paper.</p> <p>4-5: D-1-67 by McDonald Bane. Power point presentation demonstrating different techniques and examples of Asian screen painting. Watercolor paper, watercolor paints, ink, bamboo brushes, pencils.</p>	

STANDARD: 2. Identify and apply the elements of visual art and principles of design.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to recognize the visual elements including color, shape, form, space, line, value and texture.	<p>K-1: Texture landscapes using texture plates. Concepts of spatial arrangement of land and sky.</p> <p>Pattern caterpillars. Using circle tracers to create the parts of a caterpillar and arranging them into a pattern.</p>	<p>K-1:Books: ‘The Mitten’ by Jan Brett Crayons, tempera paint, paper (white and colored construction), glue, texture plates, pencils, paintbrushes, kiln fire clay, glaze in primary colors, paint brushes.</p>	<p>Observation of students during the process of creating artwork.</p> <p>Actively questioning students both individually and as a large group about key concepts.</p> <p>Evaluating final project to see if</p>

	<p>2-3: Water lines: students will explore the different types of lines and understand how lines can suggest movement. They will draw flowing/moving water lines using glue and then fill in spaces created in between the lines using watercolors.</p> <p>Symmetry Castles: Students will use symmetry and balance to create a castle.</p> <p>Fish Resist: students will create a fish and develop interesting patterns and lines to decorate it with crayon. They will then paint with watercolors to experience the crayon resist</p> <p>4-5: 3-d paper mobiles created by drawing well planned lines in a maze along the paper and cutting them out. Then fastening them together in an interesting way to create a paper sculpture.</p>	<p>Reproductions of work by Paul Klee and Miro. Examples of mobiles by Calder.</p> <p>2-3: Books: ‘Water’ by Frank Asch, ‘Castles’ by G Osb.</p> <p>Reproductions: ‘Great Wave off the Coast of Kanagawa’ by Hokusai. ‘Goldfish’ by Henri Matisse</p> <p>Heavy cardstock, crayons, pencils, scissors, white glue, watercolor paints, pencils.</p> <p>4-5: Books: Various books on insects. Getting to know the artist series ‘Andy Warhol’.</p>	<p>it incorporates all concepts and techniques involved in the lesson. Looking for realization of connections to previous concepts.</p>
<p>Students will be able to describe the principles of design including balance, unity, and rhythm.</p>	<p>K-1:</p> <p>2-3: Symmetry Castles: Students will use symmetry and balance to create a castle.</p>	<p>K-1:</p> <p>2-3: Heavy cardstock, crayons, pencils, scissors, white glue, watercolor paints, pencils.</p> <p>4-5: Reproductions: Andy</p>	

	4-5: Symmetry bugs: Students will design an insect using the basic rules of symmetry.	Warhol 'Happy Bug Day', Illuminated manuscripts and letters	
Students will be able to describe how different expressive features and ways of organizing them, cause different responses.	K-1: Stacking Forms: students will form 3-d shapes using clay and use proper ceramic techniques to create a stacked sculpture. Glazing in primary colors allows for color review. 2-3: 4-5:	K-1: Crayons, tempera paint, paper (white and colored construction), glue, texture plates, pencils, paintbrushes, kiln fire clay, glaze in primary colors, paint brushes. 2-3: 4-5:	
Students will be able to create works of art that use the elements of art and principles of design to communicate and express ideas.	K-1: 2-3: 4-5: Decorative Cover: Using examples of Illuminated manuscripts and modern book illustrations, students will develop the cover to their portfolio in which they will store their artwork for the year.	K-1: 2-3: 4-5: Rulers, pencils, circle rulers, protractors, compasses, white drawing paper, scissors, poster board, printing ink, sponges, markers, card stock, large white paper (for the portfolio)	

STANDARD: 3. Select and apply a range of subject matter, symbols and ideas.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>Students will be able to explore and understand prospective content for works of art.</p>	<p>K-1: Draw connections from works like Rousseau and DeCherico, who both show many items overlapping and weaving in and out of spaces. Introduce students to the concept of the collage and introduce some key players in the creation and mastery of the medium.</p> <p>2-3: Faith Ringgold Storyboard Quilts: balance colors, shapes, and textures in a quilt frame that surrounds a picture that tells a story.</p> <p>4-5: Relief Plaque: using air dry clay, students will create a scene in relief that tells a story. Scenes will be painted in an ink wash to make them look aged.</p>	<p>K-1: Books: ‘Getting to know the Artist Series DeCherico, Rousseau, Picasso, Braque.’ Reproductions: Picasso and Braque’s collages</p> <p>2-3: Books: ‘Tar Beach’ and ‘Aunt Harriet’s Underground Railroad in The Sky’ by Faith Ringgold. ‘Getting to Know the Artist Series Joan Miro’ Reproductions: Tar Beach by Faith Ringgold, People at Night Guided by the Phosphorescent Trails of Snails by Juan Miro</p> <p>4-5: Books: Getting to know the artist series ‘Cezanne’ Reproductions: Cezanne ‘Still Life With Apples’ and ‘Pyramid of Skulls’, ‘Oha and Two High Chiefs’ by Edo People Canvas paper, pencils, tempera paint cakes, paint brushes, still life displays, model magic, ink wash, bamboo brushes, modeling tools, white glue.</p>	<p>Students should always be monitored as they create their work. This ensures proper use of the materials and better student pride in work. Observation throughout the creative process to check for understanding of key concepts and ideas. Students can share and explain their work to their classmates following projects such as this one to ensure that they did, in fact, understand the lesson and follow through with instructions.</p>
<p>Students will be able to create</p>	<p>K-1: Over, under, and in</p>	<p>K-1: Books, magazines, scraps</p>	

<p>art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning.</p>	<p>between. Students develop a composition in which they layer (collage style) different elements such as magazine pictures, pipe cleaners, paper scraps and any other materials readily available. They will construct a scene which tells a story.</p> <p>2-3: Class Mural: understand that lines and shapes can be used to create balanced artwork. Students will create a class mural that uses only lines and shapes.</p> <p>4-5: Painted still life: students will use still life displays to design either a realistic or abstract interpretation. They will utilize the concepts of both positive and negative space in order to create an entirely planned composition.</p>	<p>of paper, crayons, pencils, glue sticks, pipe cleaners, art parts box (box of random parts such as buttons, rhinestones, popsicle sticks, pebbles, string, ribbon, etc) heavy white sulphite paper</p> <p>2-3: Canvas paper, pencils, tempera paint cakes, paint brushes, still life displays, model magic, ink wash, bamboo brushes, modeling tools, white glue.</p> <p>4-5: Canvas paper, pencils, tempera paint cakes, paint brushes, still life displays, model magic, ink wash, bamboo brushes, modeling tools, white glue.</p>	
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STANDARD: 4. Analyze the visual arts in relation to history and culture.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>Students will be able to know that the visual arts have both a history and a specific relationship to various cultures.</p>	<p>K-1: Students will create stylized reproductions of famous works to allow for a great connection to the artistic Masters. Starry Starry Night oil pastel resists panting. Using watercolor over oil pastel pictures to show the mood of a painting. 2-3: Cherry Blossoms Up Close: Students will create Japanese inspired cherry blossom paintings using multiple art mediums. Artist in Residence Program: Invite local and statewide known artists into the classroom to work alongside students. 4-5:</p>	<p>K-1: Books: ‘Meet the artist’s books and videos (Picasso, Kandinsky, Monet, Rembrandt, and Van Gogh). Reproductions of works by Kandinsky, Picasso, Van Gogh’s Starry Night, Escher, Monet, Rembrandt, Seurat, Toulouse Le Treck, Miro, Michaelangelo, Brancusi and others. Pencils, paper, air dry clay, oil pastels, watercolor paints, construction paper, magazines, glue sticks, markers. 2-3: Books: ‘The Sakura Tree’ by Carolyn McTighe, ‘The Beautiful Princess Without a Face’ by April Robins, F., Jay Robins, Celeste Robins Reproductions: Photos of Japanese Cherry Blossoms, 4-5: Books: ‘Linnea in Monet’s Garden’ by Cristina Bjork, Lena Anderson, and Joan Sandin.</p>	<p>Formal assessment in the form of questioning students as they work about the artist that they are studying, how they worked, what they did, etc.</p> <p>Teacher evaluation upon completion of projects in order to ensure understanding and improvement in skills.</p> <p>Rubric used to assess final project.</p>

<p>Students will be able to identify specific works of art in particular cultures, times, and places.</p>	<p>K-1: Picasso’s hand with flowers. Miro lines and dots. 2-3: 4-5:</p>	<p>K-1: Reproductions of works by Kandinsky, Picasso, Van Gogh’s Starry Night, Escher, Monet, Rembrandt, Seurat, Toulouse Le Treck, Miro, Michaelangelo, Brancusi and others. 2-3: 4-5:</p>	
<p>Students will be able to describe how history, culture, and visual arts influence each other.</p>	<p>K-1: 2-3: Native American Storytellers: Students will create their own version of the Native American Storyteller dolls using cut paper shapes. 4-5:</p>	<p>K-1: 2-3: Photos of Native American storyteller ceramics. Pastels, tempera paint, pencils, colored construction paper, colored pencils, buttons, feathers, glue, watercolor paper. 4-5:</p>	
<p>Students will be able to identify a variety of art objects, artist, and resources specific to New Hampshire.</p>	<p>K-1: Drawing our Homes: students think about where they live and how they will create a representation of their home. 2-3: 4-5: Portraits of New Hampshire: Students will create a painted landscape representative of a familiar place in New Hampshire. They will utilize the elements</p>	<p>K-1: Pencils, paper, air dry clay, oil pastels, watercolor paints, construction paper, magazines, glue sticks, markers. 2-3: 4-5: Reproductions: Monet ‘The Lilly Pond’ and ‘Saint-Georges Majeur au crepuscule’. Photographs or postcards of local places in New Hampshire especially Hinsdale and Cheshire County.</p>	

	<p>of landscape painting such as background, middle ground, foreground, and horizon line. Students may want to bring in photos of places in New Hampshire that they have been.</p>		
<p>Students will be able to create a work of art that reflects an understanding of how history or culture can influence visual art.</p>	<p>K-1:</p> <p>2-3:</p> <p>4-5: Ceremonial Masks: using a variety of techniques to create a typical ceremonial mask. Paper Headdresses: using paper sculpture techniques to design an elaborate headdress.</p>	<p>K-1:</p> <p>2-3:</p> <p>4-5: Mwana Pwo Mask by Chokwe People, Antelope Headdress by Bamana People. Watercolor paper, watercolor paint, paint brushes, raffia, feathers, pipe cleaners, tag-board, buttons, colored construction paper, glue, elastic.</p>	

STANDARD: 5. Analyze, interpret and evaluate their own and others' artwork.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>Students will be able to identify various purposes for creative works of art.</p>	<p>K-1:Read “Anna’s Art Adventure” and “When Pigasso met Mootise”</p> <p>Students will look at paintings by Jackson Pollack, Matisse, and Picasso and guess at how they think the artist was feeling at the time. Discuss expressionism and abstract expressionism.</p> <p>2-3: Tracing Paul Klee: Students will use different shapes to create one cohesive image. They will trace them in the style of Paul Klee’s abstract pencil drawings.</p> <p>4-5: Class Gallery Walk: Students will evaluate their artwork and select several to display to the class. They will understand how to use constructive criticism in order to express ideas and opinions regarding both their own and others artwork.</p>	<p>K-1: Books: ‘Anna’s Art Adventure’ by Bjorn Sortland and Lars Elling, ‘When Pigasso met Mootise’ by Nina Laden.</p> <p>Watercolor paper, watercolor paint, straws, pencils</p> <p>Reproductions: Pollock, Matisse, Picasso, other abstract expressionist artist’s works.</p> <p>2-3: Books: ‘Getting to know the artists: Paul Klee’, ‘The One and Only Magnificent Me’ by Dan Haseltine and Joel Schoon Tanis, ‘I Can Move’ by Mandy Suhr (to show how the body moves and to ensure no stick figures)</p> <p>4-5: Books: Getting to know the artist series ‘Alexander Calder’</p> <p>Reproductions: images of Alexander Calder’s various mobile creations. MC Escher ‘Mindspring’ (concept of</p>	<p>Students will be assessed not only upon the completion of the project but also on the art making process. Various questions such as “Why did you choose this color in this place” will not only check for understanding but also ensure that students are making artistic choices and not just ones out of convenience.</p>

		optical illusions and use of form)	
Students will be able to describe how people's experiences influence the development of specific art works.	<p>K-1: Emotion paintings: students will use 3 colors of paint, taking into account the proper techniques for mixing colors and applying paint carefully. (Optional: blowing paint pictures)</p> <p>2-3:</p> <p>4-5:</p>	<p>K-1:</p> <p>2-3:</p> <p>4-5:</p>	
Students will be able to understand that people may respond in different and equally valid ways to specific art works.	<p>K-1:</p> <p>2-3: Gallery Walk: Using a combination of student artwork from their class as well as others throughout the school combined with professional popular artists. Students will learn some of the language of how to look at art and discuss it.</p> <p>4-5: Gallery Walk</p>	<p>K-1:</p> <p>2-3: Student Work</p> <p>4-5: Student Work</p>	
Students will be able to describe their personal responses to specific works of art using visual art terminology.	<p>K-1:</p> <p>2-3: Gallery Walk</p> <p>4-5: Gallery Walk</p>	<p>K-1:</p> <p>2-3: Student Work</p> <p>4-5: Student Work</p>	
Students will be able to identify possible improvements in the process of creating their own	<p>K-1:</p> <p>2-3: Pictures of me: Students</p>	<p>K-1:</p> <p>2-3: Reproductions: Self portraits</p>	

<p>work.</p>	<p>will create a full body self portrait that resembles them both physically and personally. They will include within the portrait something that represents what they like and where they live.</p> <p>4-5: Twisting Mobiles: students will use simple paper forms to create a mobile. They will use folding and cutting techniques in order to obtain an interesting form that will look balanced from all viewpoints. Finished forms will be painted using one color of paint in lighter shades on one side and darker shades on the other.</p> <p>Class Gallery Walk: Students will evaluate their artwork and select several to display to the class. They will understand how to use constructive criticism in order to express ideas and opinions regarding both their own and others artwork.</p>	<p>of various famous artists, Paul Klee’s pencil drawings, photographs of Hinsdale and other surrounding areas.</p> <p>Pencils, paper, cardboard shapes (various and random), crayons, colored pencils.</p> <p>4-5: Heavy cardstock paper, rulers, scissors, pencils, paint brushes, tempera paint in various colors, white, and black.</p>	
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STANDARD: 6. Students will make connections among the visual arts, other disciplines, and daily life.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>Students will be able to identify connections among the visual arts and other arts disciplines.</p>	<p>K-1: View “I Can Fly” video series. Discuss the multiple forms of art; dance, music, theater, etc. Story book art: students should be exposed daily to readings from books created by famous artists such as Faith Ringgold and Alexander Calder. The Hungry Caterpillar ate my project: students use tissue paper to create their own Calder inspired scene. 2-3: View “I Can Fly” video series. Discuss the multiple forms of art; dance, music, theater, etc. 4-5: Monoprints: using basic printing techniques, students will create a series of monoprints.</p>	<p>K-1: I Can Fly video series, paper, pencils, crayons, paint, tissue paper, glue. Books: Faith Ringgold “Tar Beach”. Alexander Calder “The Hungry Caterpillar” 2-3: Books: Faith Ringgold ‘Tar Beach’. Alexander Calder ‘The Hungry Caterpillar’, Lucy Micklethwait ‘I Spy Shapes in Art’ Reproductions: Past copies of the “Create an Ad” entries. 4-5: Books: Getting to know the artist series ‘Matisse’ Reproductions: ‘The Knife Thrower’ Matisse (drawing with scissors and sculpting with color.) Examples of printed surfaces such as newspapers, ‘Cyclist’ by Richard Lindner, ‘At the Cycle-Race Track’ by Jean Metzinger.</p>	<p>Students will be assessed on the execution of the projects as well as their understanding of the concepts discussed in the ‘I Can Fly’ video series. Informal discussions regarding the videos will be held throughout the class and concepts /ideas will be reflected upon during future classes.</p> <p><i>It is important to inform the other arts teachers in the school (i.e. Music) about these videos and these lessons so that she can reinstate the concept of artist as a musician/vocalist as well.</i></p>

<p>Students will be able to understand that similarities exist between the visual arts and other disciplines.</p>	<p>K-1: I can Hear a Picture: students will create two pictures based on the music they are hearing in the classroom. Two selections of music, one soft sad, the other fast-paced and uplifting. 2-3: 4-5:</p>	<p>K-1: Recordings, paper, pencils, crayons, paint, tissue paper, glue. 2-3: 4-5:</p>	
<p>Students will be able to describe how the visual arts are used in the world around us and how they are part of our everyday life.</p>	<p>K-1: 2-3: 4-5: What to wear: Students use photos of people from magazines as tracing forms on patterned paper. They use the human forms to create original clothing pieces, assembling them together to create one cohesive outfit. Once their people are created they use additional paper to create an interesting scene. Design a Personal Flag: using basic drawing techniques, design a flag that represents you.</p>	<p>K-1: 2-3: 4-5: Magazines, colored construction paper, pencils, patterned paper, scissors, glue sticks, printing blocks, brayers, printing ink, printing paper, poster board, tempera paint, rulers, white drawing paper, oil pastels photographs of various country, state, and local flags.</p>	
<p>Students will be able to describe how the visual art design principles are expressed in</p>	<p>K-1: 2-3: Art Search: students will</p>	<p>K-1: 2-3: Magazines</p>	

multi-media presentations and daily life.	browse magazines to understand how art is used in everyday things around us to prepare for participation in the Brattleboro Reformer’s annual “Create an Ad” contest. 4-5: Drawing Viewpoints: Using lines and shapes to portray a specific view of a subject.	4-5:	
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STANDARD: 7. Understand the range of careers in the field of visual arts and identify careers associate with this field.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to identify a variety of professions in the visual arts.	K-5: Invite local, professional, artists into the school to work alongside students. NH Council for the Arts Artist in Residence Grant Program.	https://www.state.nh.us/nharts/index.html Grant proposals are due to the council by February 1 st of the year prior to participating.	Students will work with a professional New Hampshire artist to understand some of the different possibilities there are for continuing in the arts. Assessment will be based upon completion of final projects.
Students will be able to describe various kinds of artists and fields of art particular to New Hampshire.	K-5: Students will work with a professional New Hampshire artist to understand some of the different possibilities there are for continuing in the arts.		

