

Aspen Academy Fifth Grade Visual Arts Core Knowledge Curriculum

	CORE KNOWLEDGE CONCEPT	MN STATE STANDARDS	BENCHMARKS	ASSESSMENTS
1st Quarter August 29-November 3rd	Sept. - Elements of art: Review and develop concepts such as line, shape, form, space, texture, color, light, design and symmetry Oct. - Renaissance art: Botticelli, da Vinci, Michaelangelo	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Develops and tests ideas, plans, models, and proposals for media artworks, considering artistic goals and audience. - Creates content and combines components for a specific audience to express purpose and meaning in media artworks, utilizing artistic foundations. - Based on feedback, revises media artworks to improve clarity and purpose. - Organizes multiple media artworks to be combined into a single presentation. - Explains different roles related to presenting media artworks, and fulfills one of those roles in a presentation. - Differentiates how components in media artworks impacts the message and mood to create meaning and how they affect audience experience. - Develops and applies criteria to evaluate media artworks and production processes. - Accesses and uses multiple resources related to cultural understanding to create media artworks. - Makes inferences about the time, place, or culture in which a media artwork was created, citing evidence.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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2nd Quarter November 7th-January 19th	Nov. - Renaissance art: Raphael, Donnatello, Bruneschelli Dec. - Renaissance art: The Peasant Wedding, Self Portrait at 28 by Durer, The Arnolfini Portrait Jan. - Japanese art: Great Buddha, Temple Garden, Woman and Plum Blossoms	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Develops and tests ideas, plans, models, and proposals for media artworks, considering artistic goals and audience. - Creates content and combines components for a specific audience to express purpose and meaning in media artworks, utilizing artistic foundations. - Based on feedback, revises media artworks to improve clarity and purpose. - Organizes multiple media artworks to be combined into a single presentation. - Explains different roles related to presenting media artworks, and fulfills one of those roles in a presentation. - Differentiates how components in media artworks impacts the message and mood to create meaning and how they affect audience experience. - Develops and applies criteria to evaluate media artworks and production processes. - Accesses and uses multiple resources related to cultural understanding to create media artworks. - Makes inferences about the time, place, or culture in which a media artwork was created, citing evidence.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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3rd Quarter January 23rd-March 24th	Feb. - American art: 19th century US, 15, 16 Mar. - American art: 19th century US, 17, 18	<ul style="list-style-type: none"> - Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 	<ul style="list-style-type: none"> - Develops and tests ideas, plans, models, and proposals for media artworks, considering artistic goals and audience. - Creates content and combines components for a specific audience to express purpose and meaning in media artworks, utilizing artistic foundations. - Based on feedback, revises media artworks to improve clarity and purpose. - Organizes multiple media artworks to be combined into a single presentation. - Explains different roles related to presenting media artworks, and fulfills one of those roles in a presentation. - Differentiates how components in media artworks impacts the message and mood to create meaning and how they affect audience experience. - Develops and applies criteria to evaluate media artworks and production processes. - Accesses and uses multiple resources related to cultural understanding to create media artworks. - Makes inferences about the time, place, or culture in which a media artwork was created, citing evidence. 	Formative: <ul style="list-style-type: none"> - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: <ul style="list-style-type: none"> - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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4th Quarter March 27th-June 2nd	Apr. - American art: 19th century US, 19, 20, 21 May/June - American art: 19th century US review/wrap up	<ul style="list-style-type: none"> - Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 	<ul style="list-style-type: none"> - Develops and tests ideas, plans, models, and proposals for media artworks, considering artistic goals and audience. - Creates content and combines components for a specific audience to express purpose and meaning in media artworks, utilizing artistic foundations. - Based on feedback, revises media artworks to improve clarity and purpose. - Organizes multiple media artworks to be combined into a single presentation. - Explains different roles related to presenting media artworks, and fulfills one of those roles in a presentation. - Differentiates how components in media artworks impacts the message and mood to create meaning and how they affect audience experience. - Develops and applies criteria to evaluate media artworks and production processes. - Accesses and uses multiple resources related to cultural understanding to create media artworks. - Makes inferences about the time, place, or culture in which a media artwork was created, citing evidence. 	Formative: <ul style="list-style-type: none"> - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: <ul style="list-style-type: none"> - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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1st Quarter August 31-November 4th	Sept. - Elements of art: Review and develop concepts such as line, shape, form, space, texture, color, light, design and symmetry Oct. - Classical art from ancient Greece and Rome: Idealization of the human form, Parthenon and Pantheon, Discus Thrower	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Organizes and proposes artistic ideas, plans, prototypes, and processes for media artworks, considering expressive intent. - Experiments with multiple approaches to produce content and components for a specific purpose in media artworks, utilizing a range of artistic foundations. - Evaluates how elements and components can be altered for intentional effects and audience. - Evaluates how the public uses, relates to, and participates with media artworks. - Analyzes various presentation formats and fulfills various tasks and defined processes in the presentation or distribution of media artworks. - Analyzes how messages change due to multiple approaches in producing media artworks and how they affect audience experience. - Provides and receives constructive feedback based on criteria for evaluating media artworks. - Compares and contrasts how creating and presenting media artworks forms personal and digital identity. - Explains how media artworks relate to and impact personal, societal, cultural, historical, and community situations.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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2nd Quarter November 4th-January 21st	Nov. - Gothic art: Religious inspiration, features of Gothic cathedrals Dec. - Renaissance art: Review main features of this art period, School of Athens, Michelangelo's David Jan. - Baroque: Use of light and shade and vivid emotional expression, View of Toledo by El Greco, Rembrandt's self portrait	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Organizes and proposes artistic ideas, plans, prototypes, and processes for media artworks, considering expressive intent. - Experiments with multiple approaches to produce content and components for a specific purpose in media artworks, utilizing a range of artistic foundations. - Evaluates how elements and components can be altered for intentional effects and audience. - Evaluates how the public uses, relates to, and participates with media artworks. - Analyzes various presentation formats and fulfills various tasks and defined processes in the presentation or distribution of media artworks. - Analyzes how messages change due to multiple approaches in producing media artworks and how they affect audience experience. - Provides and receives constructive feedback based on criteria for evaluating media artworks. - Compares and contrasts how creating and presenting media artworks forms personal and digital identity. - Explains how media artworks relate to and impact personal, societal, cultural, historical, and community situations.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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3rd Quarter January 21st-March 24th	Feb. - Rococo: Nature of this art, use of soft pastel colors and sentimental or playful subject, The Swing by Fragonard Mar. - Neoclassical: Revival of classical forms, high moral purpose of art, Oath of Horatii by Jaques David	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Organizes and proposes artistic ideas, plans, prototypes, and processes for media artworks, considering expressive intent. - Experiments with multiple approaches to produce content and components for a specific purpose in media artworks, utilizing a range of artistic foundations. - Evaluates how elements and components can be altered for intentional effects and audience. - Evaluates how the public uses, relates to, and participates with media artworks. - Analyzes various presentation formats and fulfills various tasks and defined processes in the presentation or distribution of media artworks. - Analyzes how messages change due to multiple approaches in producing media artworks and how they affect audience experience. - Provides and receives constructive feedback based on criteria for evaluating media artworks. - Compares and contrasts how creating and presenting media artworks forms personal and digital identity. - Explains how media artworks relate to and impact personal, societal, cultural, historical, and community situations.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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4th Quarter March 24th-June 2nd	Apr. - Romantic: Bold, expressive style, interest in nature, The Bullfight by Goya, Liberty Leading the People, The Chalk Cliffs on Rugen May/June - Realism: Art to represent ordinary people and activities, The Gleaners, Northeaster, The Banjo Lesson	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Organizes and proposes artistic ideas, plans, prototypes, and processes for media artworks, considering expressive intent. - Experiments with multiple approaches to produce content and components for a specific purpose in media artworks, utilizing a range of artistic foundations. - Evaluates how elements and components can be altered for intentional effects and audience. - Evaluates how the public uses, relates to, and participates with media artworks. - Analyzes various presentation formats and fulfills various tasks and defined processes in the presentation or distribution of media artworks. - Analyzes how messages change due to multiple approaches in producing media artworks and how they affect audience experience. - Provides and receives constructive feedback based on criteria for evaluating media artworks. - Compares and contrasts how creating and presenting media artworks forms personal and digital identity. - Explains how media artworks relate to and impact personal, societal, cultural, historical, and community situations.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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1st Quarter August 31-November 4th	Sept. - Elements and Principles of art: Review and develop concepts such as line, shape, form, space, texture, color, light, design and symmetry Oct. - Impressionism	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Designs, proposes and evaluates artistic ideas, plans, prototypes, and production processes for media artworks, considering expressive intent and resources. - Creates media artworks, using artistic foundations, that integrate production processes, content, and stylistic conventions to communicate meaning for a specific audience. - Improves media artworks by placing emphasis on particular expressive components. - Explains the choices made in the presentation of media artworks. - Evaluates how various presentation formats and approaches to distribution can have a personal or local impact. - Analyzes how intentional use of elements of media artworks interact with personal perceptions, influencing mood and managing audience experience. - Compares and contrasts an evaluation of a media artwork based on personal criteria and an evaluation of a media artwork based on a set of established criteria. - Analyzes how to safely, ethically and intentionally develop digital identity when creating and presenting media artworks, through systematic communications. - Analyzes how responses to media art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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2nd Quarter November 4th-January 21st	Nov. - Impressionism Dec. - Post Impressionism Jan. - Post Impressionism	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Designs, proposes and evaluates artistic ideas, plans, prototypes, and production processes for media artworks, considering expressive intent and resources. - Creates media artworks, using artistic foundations, that integrate production processes, content, and stylistic conventions to communicate meaning for a specific audience. - Improves media artworks by placing emphasis on particular expressive components. - Explains the choices made in the presentation of media artworks. - Evaluates how various presentation formats and approaches to distribution can have a personal or local impact. - Analyzes how intentional use of elements of media artworks interact with personal perceptions, influencing mood and managing audience experience. - Compares and contrasts an evaluation of a media artwork based on personal criteria and an evaluation of a media artwork based on a set of established criteria. - Analyzes how to safely, ethically and intentionally develop digital identity when creating and presenting media artworks, through systematic communications. - Analyzes how responses to media art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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	CORE KNOWLEDGE CONCEPT	MN STATE STANDARDS	BENCHMARKS	ASSESSMENTS
3rd Quarter January 21st-March 24th	Feb. - Expressionism Mar. - Abstraction	<ul style="list-style-type: none"> - Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 	<ul style="list-style-type: none"> - Designs, proposes and evaluates artistic ideas, plans, prototypes, and production processes for media artworks, considering expressive intent and resources. - Creates media artworks, using artistic foundations, that integrate production processes, content, and stylistic conventions to communicate meaning for a specific audience. - Improves media artworks by placing emphasis on particular expressive components. - Explains the choices made in the presentation of media artworks. - Evaluates how various presentation formats and approaches to distribution can have a personal or local impact. - Analyzes how intentional use of elements of media artworks interact with personal perceptions, influencing mood and managing audience experience. - Compares and contrasts an evaluation of a media artwork based on personal criteria and an evaluation of a media artwork based on a set of established criteria. - Analyzes how to safely, ethically and intentionally develop digital identity when creating and presenting media artworks, through systematic communications. - Analyzes how responses to media art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 	Formative: <ul style="list-style-type: none"> - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: <ul style="list-style-type: none"> - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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	CORE KNOWLEDGE CONCEPT	MN STATE STANDARDS	BENCHMARKS	ASSESSMENTS
4th Quarter March 24th-June 2nd	Apr. - Modern American Painting May/June - Modern American Painting	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Designs, proposes and evaluates artistic ideas, plans, prototypes, and production processes for media artworks, considering expressive intent and resources. - Creates media artworks, using artistic foundations, that integrate production processes, content, and stylistic conventions to communicate meaning for a specific audience. - Improves media artworks by placing emphasis on particular expressive components. - Explains the choices made in the presentation of media artworks. - Evaluates how various presentation formats and approaches to distribution can have a personal or local impact. - Analyzes how intentional use of elements of media artworks interact with personal perceptions, influencing mood and managing audience experience. - Compares and contrasts an evaluation of a media artwork based on personal criteria and an evaluation of a media artwork based on a set of established criteria. - Analyzes how to safely, ethically and intentionally develop digital identity when creating and presenting media artworks, through systematic communications. - Analyzes how responses to media art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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1st Quarter August 31-November 4th	Sept. - Elements and Principles of art: Review and develop concepts such as line, shape, form, space, texture, color, light, design and symmetry Oct. - Painting since WW2: Jackson Pollock, Willem de Kooning, Mark Rothko, Helen Frankenthaler	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Structures and critiques ideas and solutions for original media artworks, using divergent thinking and identified generative me. - Creates media artworks using transdisciplinary or transmedia production, to express emotion and meaning. - Refines media artworks, resisting closure while intentionally altering stylistic conventions based on specific goals and personal choices. - Develops and applies criteria for evaluating a collection of media artwork for presentation. - Evaluates and implements improvements in the presentation of media artworks, considering personal and local impacts. - Analyzes the relationships between media arts components, and explain how transdisciplinary or transmedia productions communicate and affect audience experience. - Evaluates media artworks and production processes with developed criteria at multiple stages in the creation process, including criteria related to fair use and copyright. - Evaluates the cycle of producing media artworks to make meaning of and respond to local and global events, and the power of media arts to affect social change. - Explains different ways media arts are used to represent, establish, reinforce, and reflect culture or group identity.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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2nd Quarter November 4th-January 21st	Nov. - Painting since WW2: Andy Warhol and pop art, Roy Lichtenstein, Romare Bearden, Jacob Lawrence Dec. - Photography: Edward Steichen, Alfred Stieglitz, Dorothea Lange Jan. - Photography: Margaret Bourke-White, Ansel Adams, Henri Cartier-Bresson	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Structures and critiques ideas and solutions for original media artworks, using divergent thinking and identified generative media. - Creates media artworks using transdisciplinary or transmedia production, to express emotion and meaning. - Refines media artworks, resisting closure while intentionally altering stylistic conventions based on specific goals and personal choices. - Develops and applies criteria for evaluating a collection of media artwork for presentation. - Evaluates and implements improvements in the presentation of media artworks, considering personal and local impacts. - Analyzes the relationships between media arts components, and explain how transdisciplinary or transmedia productions communicate and affect audience experience. - Evaluates media artworks and production processes with developed criteria at multiple stages in the creation process, including criteria related to fair use and copyright. - Evaluates the cycle of producing media artworks to make meaning of and respond to local and global events, and the power of media arts to affect social change. - Explains different ways media arts are used to represent, establish, reinforce, and reflect culture or group identity.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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3rd Quarter January 21st-March 24th	Feb. - 20th Century Sculpture: Auguste Rodin, Constantin Brancusi, Pablo Picasso, Henry Moore Mar. - 20th Century Sculpture: Alexander Calder, Louise Nevelson, Claes Oldenburg, Maya Lin	<ul style="list-style-type: none"> - Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 	<ul style="list-style-type: none"> - Structures and critiques ideas and solutions for original media artworks, using divergent thinking and identified generative me. - Creates media artworks using transdisciplinary or transmedia production, to express emotion and meaning. - Refines media artworks, resisting closure while intentionally altering stylistic conventions based on specific goals and personal choices. - Develops and applies criteria for evaluating a collection of media artwork for presentation. - Evaluates and implements improvements in the presentation of media artworks, considering personal and local impacts. - Analyzes the relationships between media arts components, and explain how transdisciplinary or transmedia productions communicate and affect audience experience. - Evaluates media artworks and production processes with developed criteria at multiple stages in the creation process, including criteria related to fair use and copyright. - Evaluates the cycle of producing media artworks to make meaning of and respond to local and global events, and the power of media arts to affect social change. - Explains different ways media arts are used to represent, establish, reinforce, and reflect culture or group identity. 	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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Aspen Academy Eighth Grade Visual Arts Core Knowledge Curriculum

	CORE KNOWLEDGE CONCEPT	MN STATE STANDARDS	BENCHMARKS	ASSESSMENTS
4th Quarter March 24th-June 2nd	Apr. - Architecture since the Industrial Revolution: Metal structure, first skyscrapers May/June - Architecture since the Industrial Revolution: Frank Lloyd Wright, international style	- Generate and develop original artistic ideas. - Create original artistic work. - Revise and complete original artistic work. - Develop and refine artistic techniques and work for presentation. - Make artistic choices in order to convey meaning through presentation. - Analyze and construct interpretations of artistic work. - Evaluate artistic work by applying criteria. - Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. - Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	- Structures and critiques ideas and solutions for original media artworks, using divergent thinking and identified generative me. - Creates media artworks using transdisciplinary or transmedia production, to express emotion and meaning. - Refines media artworks, resisting closure while intentionally altering stylistic conventions based on specific goals and personal choices. - Develops and applies criteria for evaluating a collection of media artwork for presentation. - Evaluates and implements improvements in the presentation of media artworks, considering personal and local impacts. - Analyzes the relationships between media arts components, and explain how transdisciplinary or transmedia productions communicate and affect audience experience. - Evaluates media artworks and production processes with developed criteria at multiple stages in the creation process, including criteria related to fair use and copyright. - Evaluates the cycle of producing media artworks to make meaning of and respond to local and global events, and the power of media arts to affect social change. - Explains different ways media arts are used to represent, establish, reinforce, and reflect culture or group identity.	Formative: - Class Discussions - Verbal and/or written responses to images - Peer Collaboration - Group Discussion - Teacher Observation and questioning - Brainstorming of answers to higher order thinking questions - Pre Tests - Exit Tickets - Bell Ringers - Sketchbooks Summative: - Post Tests - Rubrics - Artwork Competitions - Exhibits - Final Products - Unit Finals - Benchmarks

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