

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard 5**

**UNIT: Drawing and Painting**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e/h Explore and experiment with style, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**CP1.a Recognize an issue or a problem.**

**SP1.a Recognize the values associated with choices.**

**SP2.a Take part in group activities.**

**SP2.b Express their opinion and feeling in a socially acceptable way**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Drawing and Painting Knowledge</b> (4 weeks)</p> <p><b>Drawing</b> is to make a picture or likeness or abstraction using a drawing media such as pencil, pen, chalk, crayon, and/or charcoal.</p> <p><b>Painting</b> is the technique of using paints to express ideas and feelings</p> <p>Subtopics:</p> <ul style="list-style-type: none"> <li>▪ Different kinds of lines , line direction</li> <li>▪ Lines and shapes</li> <li>▪ The color families</li> <li>▪ Sketching (animals/people)</li> <li>▪ Brush strokes</li> </ul>	<p><b>Drawing and Painting – Examples</b></p> <p><b>1. <u>Decorative Line Object</u></b></p> <ul style="list-style-type: none"> <li>▪ Observing and identifying lines of indoor and outdoor environments.</li> <li>▪ Use lines to draw the natural shapes you saw in the environment.</li> <li>▪ Discuss lines to show contrast, movement, direction, repetition, and intersection. i.e. 6 variations of a favorite object</li> <li>▪ Use line movement, direction, intersection, repetition to illustrate a theme.</li> </ul> <p><b>2. <u>City or Townscape</u></b></p> <ul style="list-style-type: none"> <li>▪ Use thick and thin lines to draw a group of buildings, towns, villages or caye scene.</li> <li>▪ Have students show how different lines used can create certain feelings in design and pictures. i.e. love, anger, loneliness</li> <li>▪ Have students observe the different shapes in the environment; then identify, compare, and illustrate them.</li> </ul>	<p><b>Drawing and Painting</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate wrapping paper line, texture, line direction, shading, pattern, and media used as criteria for grading. <ul style="list-style-type: none"> <li>- line = dotted, bold, zig-zag, etc.</li> <li>- texture – rough, smooth, bumpy, etc.</li> <li>- line direction = vertical, horizontal, diagonal</li> <li>- shading = pale blue, light green, etc.</li> <li>- pattern = repetitious, broken, connected</li> <li>- media = paint, crayons, ink, etc.</li> </ul> </li> <li>▪ Checklist for observing and participating.</li> <li>▪ Criteria – proportion, shapes, spacing, colour (for drawing)</li> <li>▪ Lines – observation <ul style="list-style-type: none"> <li>- drawing</li> <li>- oral expression/presentation</li> </ul> </li> <li>▪ Colour <ul style="list-style-type: none"> <li>- see if students can combine colours</li> </ul> </li> </ul> <p><i>...Continued on next page</i></p>

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**UPPER DIVISION - Standard 5**

**UNIT: Drawing and Painting**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Drawing &amp; Painting (con't)</b></p> <ul style="list-style-type: none"> <li>▪ Movement – the suggestion of action in a painting or sculpture</li> <li>▪ Direction – the course along which a line moves</li> <li>▪ Repetition – same design used over and over again.</li> <li>▪ Intersection – where two lines cross each other; e.g. x</li> <li>▪ Contrast – putting together different objects to show their differences.</li> <li>▪ Dimensions – a measurement, such as height, length, width, etc.</li> <li>▪ Still life – a composition of objects (natural and/or manmade)</li> </ul>	<p><b>Drawing &amp; Painting – Examples</b></p> <p><b>3. Still Life</b></p> <ul style="list-style-type: none"> <li>▪ Have students observe and measure objects in the distance with their fingers compared to one another (proportion).</li> <li>▪ Set up a composition of objects (still life) of different shapes and sizes, and have the students draw what they see from their angle, using a variety of types of lines.</li> <li>▪ Have students select words that best describe their art work.</li> </ul> <p><b>4. Mural</b></p> <ul style="list-style-type: none"> <li>▪ Students will experiment with the primary colours to produce the secondary colours, intermediate colours (complementary colours) and neutral colours.</li> <li>▪ Use water paint or crayons to make a colour chart of the above colour groups.</li> <li>▪ Draw and colour a mural (scene) using 2 specific colour combinations (cool, warm, only primary, complementary).</li> <li>▪ Plan a special exhibit that includes a sample of students' art work. Have students write an invitation letter inviting their parents, relatives, and friends, etc. to their Art Exhibition.</li> </ul>	<p><b>Drawing &amp; Painting</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate balance and space in these drawings.</li> <li>▪ Evaluate students's work based on principles and elements of design – see Foreward</li> <li>▪ Write expository explanation of how to make a pencil sketch.</li> </ul>

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<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Drawing &amp; Painting (con't)</b></p> <ul style="list-style-type: none"> <li>▪ Lines – show movement, contrast, dimensions, and shape, and direction</li> <li>▪ <u>Types of lines</u> <ul style="list-style-type: none"> <li>- Curved</li> <li>- zig zag</li> <li>- straight</li> <li>- crooked</li> <li>- dotted</li> <li>- wavy</li> <li>- jagged</li> <li>- scalloped</li> </ul> </li> <li>▪ Directions of Line                             <ul style="list-style-type: none"> <li>- horizontal</li> <li>- vertical</li> <li>- diagonal</li> </ul> </li> <li>▪ What Lines Can Be or Do                             <ul style="list-style-type: none"> <li>- thick</li> <li>- thin</li> <li>- broken</li> <li>- continuous</li> <li>- light</li> <li>- dark</li> <li>- decorate</li> <li>- illustrate</li> <li>- outline</li> <li>- shade</li> </ul> </li> </ul>	<p><b>Drawing &amp; Painting</b></p> <p style="text-align: center;"><i>See previous page</i></p>	<p><b>Drawing &amp; Painting</b></p> <p style="text-align: center;"><i>See previous page</i></p>

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UNIT: Drawing and Painting

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<p><b>Drawing &amp; Painting</b> (con't)</p> <ul style="list-style-type: none"> <li>▪ Shapes                             <ul style="list-style-type: none"> <li>- geometric</li> <li>- natural</li> </ul> </li> </ul> <p><b>Sketching:</b> an outline using pencil, charcoal, chalk, crayons, coloured pencils, etc</p> <p><b>Warm colours</b> are colours that make us think of warm things (red, orange, yellow)</p> <p><b>Cool colours</b> are colours that make us think of cool things (blue, green, violet)</p> <p><b>Primary colours</b> are colours that can be mixed to make other colours. The primary colours are red, yellow, and blue.</p>	<p><b>Drawing &amp; Painting</b></p> <p style="text-align: center;"><i>See Page 1 or 2</i></p>	<p><b>Drawing &amp; Painting</b></p> <p style="text-align: center;"><i>See Page 1 or 2</i></p>

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**UNIT: Drawing and Painting**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Drawing &amp; Painting (con't)</b>  <b>Secondary colours</b> are the combination of any 2 primary colours.  <ul style="list-style-type: none"> <li>- red + blue = purple</li> <li>- blue + yellow = green</li> <li>- yellow + red =orange</li> </ul> <b>Complementary colours</b> are colours that contrast with each other  <ul style="list-style-type: none"> <li>- orange and blue</li> <li>- red and green</li> <li>- yellow and purple</li> </ul> <b>Neutral colours</b> are colours that add or subtract from the primary colours.  <ul style="list-style-type: none"> <li>- brown</li> <li>- black</li> <li>- grey</li> <li>- white</li> </ul> <b>Skills:</b>                      Experimenting, identifying, observing, critical thinking (reasoning), drawing, shading (elements of design)   <b>Attitudes:</b>                      Awareness: bring about order continuity and contrast in everything                      Appreciation: of lines in nature both symmetrical and a-symmetrical.</p>	<p><b>Drawing &amp; Painting</b></p> <p style="text-align: center;"><i>See Page 1 and 2</i></p>	<p><b>Drawing &amp; Painting</b></p> <p style="text-align: center;"><i>See Page 1 and 2</i></p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard 5**

**UNIT: Drawing and Painting**

<b>LINKAGES/CONNECTIONS</b>	<b>RECOMMENDED RESOURCES: TEACHER/STUDENT</b>
<p><b>M4.b</b> Predict the likely occurrence of an event through logical reasonings based on trends.</p> <p><b>WT1.b</b> Design a device to meet a need and solve a problem.</p> <p><b>EA1.b</b> Identify and produce rhythmic patterns including syncopation.</p> <p><b>WT3.b</b> The elements which contribute to the effectiveness of the work people do.</p> <p><b>EL4.a</b> Use speech (English) effectively and appropriately in a variety of situations (for a variety of functional tasks).</p>	<p>Books: <u>Discover Art</u>, Book 2 &amp; 3 by Laura Chapman</p> <p>Materials: Pen, paper, pencil, chalk, crayons, charcoal, shop paper, ruler, markers</p> <p>Checklist/criteria</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION- Standard 5**

**UNIT: Graphic Arts**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**SP2.a Take part in group activities.**

**SP2.b Express their opinions and feelings in a socially acceptable way.**

**SP2.g Help to create consensus.**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Graphic Art (5 weeks)</b>  <b><u>Knowledge</u></b>                      Definition:                      Graphic Art is a general term for an artwork that combines lettering and illustrations by using drawings, paintings, collages, and other techniques.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- posters</li> <li>- logos</li> <li>- advertisement</li> <li>- stamps</li> <li>- calendars</li> <li>- illustrated books and book covers</li> <li>- cards</li> </ul>	<p><b>Graphic Art Examples</b></p> <p><b>1. Posters</b></p> <ul style="list-style-type: none"> <li>▪ Teacher presents samples of :                             <ul style="list-style-type: none"> <li>- newspapers</li> <li>- magazines</li> <li>- brochures</li> </ul> </li> <li>▪ Have students walk in the community and compare/observe billboards and advertisements.</li> <li>▪ Design a poster depicting a message, warning or advertisement using letters and pictures.</li> <li>▪ Using cutouts of letters and pictures from magazines and newspapers, students will make a three dimensional poster.</li> <li>▪ Make posters, cards, stamps and logos from recycled materials (e.g. magazines, newspapers, calendars).</li> </ul> <p><b>2. Calendar</b></p> <ul style="list-style-type: none"> <li>▪ Display the different types/samples of calendars.</li> <li>▪ Group work to design a calendar</li> <li>▪ Collect pictures associated with the months of the year that are culture-based.</li> <li>▪ Make sure letter &amp; numbers are neat and even.</li> </ul>	<p><b>Graphic Art – Posters</b></p> <ul style="list-style-type: none"> <li>▪ Checklist for unity, dominance, rhythm, order and space.</li> <li>▪ Evaluate students’s creativity in end product.</li> </ul> <p><b>Calendar</b></p> <ul style="list-style-type: none"> <li>▪ Observe exhibited finished calendars</li> <li>▪ Critique calendars looking for:                             <ul style="list-style-type: none"> <li>Neatness</li> <li>Creativity</li> <li>Accuracy</li> <li>Measuring</li> </ul> </li> </ul>

AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART

UPPER DIVISION- Standard 5

UNIT: Graphic Arts

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Graphic Art</b> (con't)</p> <p><b>Poster</b> – a large printed sheet, usually containing attractive pictures or designs to attract attention to important messages(text)</p> <p><b>Calendar</b> – a table showing the months, weeks, and days of the year.</p> <p><b>Card</b> – a piece of cardboard or paper often folded bearing ornamental designs and greetings sent to persons on special occasions. E.g. birthday, holidays</p> <p><b>Logo</b> – a trademark or other figure, frequently used for a company/business</p> <p><b>Postcard</b> – used to send a message through the mail.</p> <p><b>Advertisement</b> – printed notice recommending a product/service.</p> <p><b>Skills:</b> Collecting, observing,selecting organizing, decorating</p> <p><b>Attitudes:</b> Sharing, appreciation, awareness, enjoyment</p>	<p><b>Graphic Art Examples (continued)</b></p> <p><b>3. Cards</b></p> <ul style="list-style-type: none"> <li>▪ Decorate papers by collecting and cutting used cards.</li> <li>▪ Apply things of the natural world to decorate cards. e.g. seeds, stone, sand, plastics, straw, dry leaves, etc.</li> <li>▪ Have students very neatly write or print an appropriate greeting.</li> </ul>	<p><b>Graphic Art – Cards</b></p> <ul style="list-style-type: none"> <li>▪ Check for: <ul style="list-style-type: none"> <li>- the use of natural objects on cards</li> <li>- legibility of lettering</li> <li>- spacing of lettering</li> <li>- spacing of materials used</li> </ul> </li> </ul> <p>**See Foreward for Principles and Elements of Design</p>



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**UNIT: Graphic Arts**

<b>LINKAGES/CONNECTIONS</b>	<b>RECOMMENDED RESOURCES: TEACHER/STUDENT</b>
<p><b>SL4.a</b> Interpret simple forms, notes, messages. <b>WT1.b</b> Design a device to meet a need/solve a problem.</p>	<p>Newspaper Glue Scissors Scrappaper Markers Pencils Rulers Recycled paper Bristol board Coloured pencils</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard 5**

**UNIT: Decorative Art**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**SP1.a Recognize the values associated with choices.  
SP2.a Take part in group activities.**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Decorative Art Knowledge</b> Decorative art is the art of decorating with ornamental objects or the skill of decorating objects with ornamental designs Examples: 1. <u>Seed Mosaic</u> – using different seeds to create a design. 2. <u>Paper Maché</u> - comes from a French word meaning chewed paper, It is made by building up layers of paper and paste over a mold. When the paste dries, the paper is quite formed, and can be painted and/or varnished.</p>	<p><b>Decorative Art</b></p> <ul style="list-style-type: none"> <li>▪ Have students, in small groups, brainstorm a definition of “decorative art” and list examples (e.g. decorating different ornaments).</li> <li>▪ Have students present their definition of decorative arts to whole class.</li> <li>▪ Have students collect samples of different decorative art (see examples listed in content) and display on a bulletin board or display corner.</li> <li>▪ Have students research the methods of making the different items displayed.</li> <li>▪ Peer teaching of seed design, paper mache´, wreath, collage, and/or mobile, etc.</li> </ul> <p><b>Examples</b></p> <ol style="list-style-type: none"> <li>1. <b>Seed Mosaic</b> <ul style="list-style-type: none"> <li>▪ Have students bring in a collection of different seeds.</li> <li>▪ In small groups, have students identify, compare, and group the seeds in their collection.</li> <li>▪ Have students choose a variety of seeds and/or coloured rice to make a seed mosaic.</li> </ul> </li> </ol>	<p><b>Decorative Art</b></p> <ul style="list-style-type: none"> <li>▪ Individual or group work in preparing one of the following:             <ol style="list-style-type: none"> <li>a. paper mache´</li> <li>b. seed design</li> <li>c. mobile</li> <li>d. wreath</li> </ol> </li> <li>▪ Criteria – Neatness Organization Used material Presentation</li> </ul>

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**UNIT: Decorative Art**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Decorative Art</b></p> <p>3. Collage is the art of making pictures by pasting on a background such things as parts of photographs and newspapers, fabric, and string. Sometimes paint is added.</p> <p>4. Wreath – a ring of flowers or leaves twisted together e.g.paper, plastic, corn, husk, sweets.</p> <p>5. Mobile means moving – is any object you can make which can be in constant motion. i.e. wind chimes</p> <p><b>Skills:</b> Experimenting, identifying, observing, planning, organizing, selecting, balancing, designing, shading</p> <p><b>Attitudes:</b> Awareness, respect, appreciation, cooperation, participation, value, tolerance, good habits</p>	<p><b>Decorative Art – Examples</b></p> <p><b>2. Collage</b></p> <ul style="list-style-type: none"> <li>▪ Encourage students to arrange an art collage using paper, fabric, yarn, string, glitter, feathers, etc.</li> <li>▪ Display students' work and invite other students to view and comment on their work.</li> </ul> <p><b>3. Mobile</b></p> <ul style="list-style-type: none"> <li>▪ Have students bring in wire coat hangers, fishing line.</li> <li>▪ Give the students a theme to chose their idea from, and then make a list of objects..i.e. Underwater theme → fish, bubbles, starfish, shells</li> <li>▪ Shapes of objects should be cut out of bristol board, and decorated with paints, sparkles, etc., and hung with the fishing line from the wire, so that the shapes are balanced and move freely.</li> </ul>	<p><b>Decorative Art</b></p> <ul style="list-style-type: none"> <li>▪ Display art work.</li> <li>▪ Hand out questinnaire for comments.</li> </ul>

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**UNIT: Decorative Art**

<b>LINKAGES/CONNECTIONS</b>	<b>RECOMMENDED RESOURCES: TEACHER/STUDENT</b>
<p><b>EL3.a</b> Produce written work for self-fulfillment and aesthetic satisfaction.</p> <p><b>SS2.b</b> Understand how the different natural landscape features and natural resources relate to human activity.</p> <p><b>M2.c</b> How shapes fit together to form patterns.</p>	<p><u>Book:</u> <u>Working with Clay and Plaster</u> by David Plaster <u>PapierMache´</u>, lots to do with Paste and Paper</p> <p><u>Materials:</u> Flowers, plastic bags, wires, glue, seeds, newspapers, magazines, balloons, natural materials, paper scraps. Bristol board, fishing line, wire coat hangers</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard 5**

**UNIT: Fiber Art**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**SP2.a Take part in group activities.**

**SP2.b Express their opinions and feelings in a socially acceptable way.**

**SP2.g Help to create consensus.**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Fiber Art</b>  <b>Knowledge</b> (5 weeks)                      Definition:                      The art of using threads or thread-like materials including yarns, cloth, grass, straw, and rope.                      Examples:                      - macrame - weaving                      - crochet - embroidery                      -basketry - quilting  <b>Weaving</b> – to form threads or strips into an object or fabric. People weave thread into cloth, straw into hats, and reeds into baskets. The three basic weaves include:                      - plain weave                      - twill weave                      - satin weave</p>	<p><b>Fiber Art – Examples</b>  <b>1. Weaving</b></p> <ul style="list-style-type: none"> <li>▪ Have students collect samples of woven objects; e.g. baskets, fans, mats, rope.</li> <li>▪ Students research procedures of how items were made.</li> <li>▪ Students will decide on a weaving project of their choice. They will work in pairs or small groups The groups/pairs will work together to collect their materials, discuss their ideas, and do peer tutoring in weaving an item.</li> </ul>	<p><b>Fiber Art – Weaving</b></p> <ul style="list-style-type: none"> <li>▪ Individual/small group projects in weaving; e.g. fans, baskets, mats.</li> <li>▪ Have an open day for contest. Judges will evaluate the art work using the following criteria:                             <ul style="list-style-type: none"> <li>- creativity</li> <li>- originality</li> <li>- neatness</li> </ul> </li> </ul>

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UNIT: Fiber Art

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<p><b>Fiber Art</b> (con't)</p> <p><b>Crochet</b> – to make wool or cotton thread into sweaters, shawls, and other things in a way somewhat like knitting, but using only one needle, with a hooked end, called a crochet hook</p> <p>Crochet hook – a needle that ends in a barblike hook.</p> <p>Crochet stitiches:</p> <ul style="list-style-type: none"> <li>- chain stitch</li> <li>- single stitch</li> </ul> <p><b>Macramé</b> is a form of decorative knotting in which basic knots such as the square knot and the hitch are tied to create geometrical patterns. Examples include:</p> <table border="0"> <tr> <td>Plant holder</td> <td>belt</td> </tr> <tr> <td>Key holder</td> <td>bag</td> </tr> <tr> <td>Pillow cover</td> <td>bracelet</td> </tr> <tr> <td>wall hanging</td> <td>place mat</td> </tr> </table>	Plant holder	belt	Key holder	bag	Pillow cover	bracelet	wall hanging	place mat	<p><b>Fiber Art – Examples (continued)</b></p> <p><b>2. Crochet</b></p> <ul style="list-style-type: none"> <li>▪ Collect materials.</li> <li>▪ Display samples of finished products.</li> <li>▪ Invite resource person to come and teach different stitches.</li> <li>▪ Have students create a small ba or change purse that can be fastened with a drawstring or button.</li> <li>▪ Display students' work.</li> </ul> <p><b>3. Macramé</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate 2 or 3 different types of macrame´ knots and have students practice on scrap string or rope.</li> <li>▪ Cut lengths of rope for a plant hanger 3 times longer than desired finished length.</li> <li>▪ Have students use different knots to produce a plant holder.</li> <li>▪ Make sure students leave a large enough area at the bottom for a pot. Show examples.</li> <li>▪ Display finished projects.</li> </ul>	<p><b>Fiber Art</b></p> <p><b>2. Crochet</b></p> <ul style="list-style-type: none"> <li>▪ Follow correct steps.</li> <li>▪ Use of correct loops.</li> <li>▪ Evaluate the finished product using the Principles and Elements of Design.</li> </ul> <p><b>3. Macramé</b></p> <ul style="list-style-type: none"> <li>▪ Compiled booklets with types of knots</li> <li>▪ Assess finished plant hanger.</li> </ul>
Plant holder	belt									
Key holder	bag									
Pillow cover	bracelet									
wall hanging	place mat									

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**UNIT: Fiber Art**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Fiber Art</b> (con't)  <b>4. Embroidery</b> – designs sewn in cloth or leather with a needle &amp; embroidery thread</p> <p>Embroidery stitches:                      - running stitch                      - back stitch                      - chain stitch</p> <p><b>Skills:</b>                      Observe, apply, design, decorate, create, select</p> <p><b>Attitudes:</b>                      Appreciation, sharing, cooperation, participation                      Concentration, neatness</p>	<p><b>Fiber Art</b>  <b>4. Embroidery</b></p> <ul style="list-style-type: none"> <li>▪ Teacher or resource person demonstrates examples of embroidery stitches.</li> <li>▪ Students practice stitches.</li> <li>▪ Have students prepare a project using embroidery stitches.                      i.e. have students cut out a shape from cloth and sew it on to a square of a complementary coloured cloth using embroidery stitches (applique) to make a placemat or banner.</li> <li>▪ Make sure students leave a large enough area at the the bottom for a pot. Show examples.</li> <li>▪ Projects will be displayed.</li> </ul>	<p><b>Fiber Art</b>  <b>4. Embroidery</b>                      Teacher will observe neatness, application of stitches.</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard 5**

**UNIT: Fiber Art**

<b>LINKAGES/CONNECTIONS</b>	<b>RECOMMENDED RESOURCES: TEACHER/STUDENT</b>
<p><b>SL1.a</b> Interpret and respond appropriately to messages conveyed through visual images.</p> <p><b>EL2.a</b> Respond sensitively and appropriately to auditory and visual stimuli.</p>	<p><b>Fiber Art</b> Needle, thread decorations Wool, string, fiber, straw, thread, cloth, hats, paper strips, scissors</p>



**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**  
**UPPER DIVISION - Standard 5**  
**UNIT: Sculpture**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**CP1.a Recognize an issue or a problem.**

**CP1.b Examine information related to the problem/issue.**

**SP1.a Recognize the values associated with choices.**

**SP2.b Express their opinions, feelings in a socially acceptable way.**

**SP2.e Lead and follow where appropriate.**

**SP2.f Help the group to achieve its goals.**

**SP3.b Assess progress in relation to achievement of goals and adjust goals or strategies as necessary.**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Sculpture Knowledge</b>            Sculpture is the art of constructing or carving or modeling figures.</p> <ul style="list-style-type: none"> <li>▪ Types of sculpture:               <ul style="list-style-type: none"> <li>- clay</li> <li>- bone</li> <li>- wood</li> <li>- sawdust clay</li> <li>- soap</li> <li>- corn</li> <li>- slate</li> <li>- cohune</li> <li>- plaster</li> </ul> </li> </ul> <p>N.B. Tools: knife, nail, paper clips, files, chisels, etc.</p> <p>Design is the artist's plan for using lines, shapes, and other elements.</p>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>▪ Have students in groups discuss what sculpture is.</li> <li>▪ Explain the meaning of sculpture.</li> <li>▪ List some examples of materials and tools used to design the different types of sculptures.</li> </ul> <p><b>Examples</b></p> <p><b>1. Clay or Clay-like Medium</b></p> <ul style="list-style-type: none"> <li>▪ Read the students 2 culturally based folk stories; i.e. Anancy, etc.</li> <li>▪ Have the students make a sketch of a character in the story that made an impression on them.</li> <li>▪ Have the students form the figure from clay or clay-like material.</li> <li>▪ Bake or dry figures.</li> <li>▪ Paint.</li> </ul> <p style="text-align: center;">...Continued on next page</p>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>▪ Assess models and carving with following criteria               <ul style="list-style-type: none"> <li>- neatness</li> <li>- unique ideas</li> <li>- creativity</li> <li>- texture</li> <li>- balance</li> <li>- colour</li> </ul> </li> <li>▪ Descriptive oral presentation of design.</li> <li>▪ Checklist               <ul style="list-style-type: none"> <li>- balance</li> <li>- space</li> <li>- neatness</li> <li>- creativity</li> <li>- language</li> </ul> </li> </ul>

AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART

UPPER DIVISION - Standard 5

UNIT: Print Making

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Sculpture (con't)</b></p> <p>Design creates a mood or feeling that goes with the subject.</p> <p><b>Skills:</b> Experimenting, observing, organizing, manipulating, planning, researching, plastering, replicating, creating, selecting, constructing, painting, carving</p> <p><b>Attitudes:</b> Awareness, appreciation, respect, sharing tolerance, cooperation, participation</p>	<p><b>Sculpture – Examples (continued)</b></p> <p><b>2. Wood</b></p> <ul style="list-style-type: none"> <li>▪ Have students find scrap wood in a variety of sizes and shapes.</li> <li>▪ Have students construct a sculpture by gluing and/or nailing pieces together.</li> <li>▪ Make sure sculpture looks interesting from all sides (There is no front or back.).</li> <li>▪ Decorate with paint.</li> </ul> <p><b>3. Soap Carving</b></p> <ul style="list-style-type: none"> <li>▪ Have students carve a bar of soap or a block of wax with a variety of metal and/or wooden tools.</li> <li>▪ Have the students use curved lines and negative space by carving holes carefully through the soap or wax.</li> <li>▪ Save the scrap soap. (It can be used with tempera paint to make finger paint or for clean-up.)</li> </ul>	<p><b>Sculpture</b></p> <p style="text-align: center;"><i>See page 17</i></p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard 5**

**UNIT: Sculpture**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT																		
<p><b>SL1.a</b> Interpret and respond appropriately to messages conveyed through visual images and tone of voice.</p> <p><b>SL2.a</b> Use speech effectively in a variety of situations.</p> <p><b>EL2.a</b> Respond sensitively and appropriately to auditory and visual stimuli.</p> <p><b>EL4.b</b> Use speech for self-fulfillment and aesthetic satisfaction.</p> <p><b>SS4.b</b> How major landforms around the world were formed.</p> <p><b>WT4.d</b> Activate the plan.</p> <p><b>ST5.b</b> Understand the properties and transformation of some forms of energy.</p>	<p>Books:</p> <p><u>Discover Art 3</u> by Laura H. Chapman</p> <p><u>Arts &amp; Craft</u> by Marguerite Ickist and Reba Seldenoesh</p> <p>Materials:</p> <table border="0"> <tr> <td>Pen</td> <td>thread</td> <td>knife</td> </tr> <tr> <td>Soap</td> <td>bark</td> <td>cartoon box</td> </tr> <tr> <td>Clay</td> <td>cloth</td> <td>paper clips</td> </tr> <tr> <td>Cans</td> <td>needle</td> <td>wire</td> </tr> <tr> <td>Broken bottles</td> <td></td> <td>bottle stoppers</td> </tr> <tr> <td>Yarn</td> <td>slate</td> <td></td> </tr> </table>	Pen	thread	knife	Soap	bark	cartoon box	Clay	cloth	paper clips	Cans	needle	wire	Broken bottles		bottle stoppers	Yarn	slate	
Pen	thread	knife																	
Soap	bark	cartoon box																	
Clay	cloth	paper clips																	
Cans	needle	wire																	
Broken bottles		bottle stoppers																	
Yarn	slate																		

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard 5**

**UNIT: Print Making**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

- SP1.b Choose between alternatives based on values.**
- SP2.a Take part in group activities.**
- SP2.e Lead and follow where appropriate.**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Print making</b> (5 weeks)  <b>Knowledge:</b>                      Print making – the process of printing pictures or designs</p> <p>Types of print making:  <b>Stencils Surface Design</b> – A paper or other flat material with a cut-out design that ink or paint is pressed through onto a surface to create a print.</p> <p><b>Free hand</b> – means of printing by using thumb, finger, or hand</p> <p>...Continued on next page</p>	<p><b>Print making – Examples</b></p> <p><b>1. Stencils</b></p> <ul style="list-style-type: none"> <li>▪ Draw a simple design and cut it from paper.</li> <li>▪ Use cut-paper as stencil.</li> <li>▪ Design own stencils using ideas from the natural world. Choose something that has a rhythmic pattern or movement in its shape. e.g. fish, bird, butterfly, etc</li> </ul> <p><b>2. Free Hand</b></p> <ul style="list-style-type: none"> <li>▪ Have students place their thumbs, fingers or hands into a small amount of paint.</li> <li>▪ Have students practice making prints first on pieces of scrap paper.</li> <li>▪ Use print to create pictures and shapes on good paper.</li> <li>▪ Add lines to help define the picture.</li> </ul> <p>...Continued on next page</p>	<p><b>Print making - Stencils</b></p> <ul style="list-style-type: none"> <li>▪ Checklist focusing on students’s effort and input in applying designs and colour.</li> <li>▪ Checklist for freedom in use of colour, design, repetition, etc.</li> </ul> <p><b>Free Hand</b></p> <ul style="list-style-type: none"> <li>▪ Exhibit students’ work.</li> <li>▪ Observe students’ creativity and neatness.</li> </ul> <p>...Continued on next page</p>

AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART

UPPER DIVISION - Standard 5

UNIT: Print Making

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Print Making (con't)</b></p> <p><b>Relief prints</b> – prints done with found or made objects (i.e.vegetables)</p> <p><b>Skills:</b> Collecting, organizing, observing, identifying, selecting, applying</p> <p><b>Attitudes:</b> Appreciation, sharing, cooperation, enjoyment, respect</p>	<p><b>Print Making – Examples (continued)</b></p> <p><b>3. Relief prints</b></p> <ul style="list-style-type: none"> <li>▪ Collect objects, fruits and vegetables to use as print objects; e.g. potato, carrots, cabbage, onion, etc.</li> <li>▪ Object collected will be cut in half.</li> <li>▪ Have students print a repeated pattern on paper by first dipping the objects in ink or paint.</li> <li>▪ Provided with shop paper, students can print on it to make gift wrap.</li> </ul>	<p><b>Print Making</b></p> <p><b>Relief prints</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observes and checks for space, balance, colours, creativity, variety.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard 5**

**UNIT: Print Making**

<b>LINKAGES/CONNECTIONS</b>	<b>RECOMMENDED RESOURCES: TEACHER/STUDENT</b>
<p><b>SL1.a</b> Interpret and respond appropriately to message conveyed through visual images.</p> <p><b>SS2.b</b> Understand how the different natural landscape features and natural resources relate to human activity.</p> <p><b>M2.c</b> How shapes fit together to form patterns.</p>	<p>Books:</p> <p><u>Primary School Art &amp; Craft</u> <u>Discover Art</u> – Book 2,4,6 <u>Art &amp; Craft</u>, Part One</p> <p>Materials:</p> <p>Paper, paint, scissors, knife, newsprint, objects, fruits, vegetables, ink, cardboard</p>

**AREA OF STUDY: EXPRESSIVE ARTS**

**UPPER DIVISION - STANDARD VI**

**UNIT: Painting**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**SP2.b Express their opinions and feelings in a socially acceptable way.**

**SP2.e Lead and follow where appropriate.**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Painting Knowledge:</b> Painting is the arranging of paint on surfaces in ways that express ideas about people and the world.</p> <p><b>Primary colours:</b> red, blue, yellow</p> <p><b>Secondary colours:</b> orange, green, violet</p> <p><b>Neutral colours:</b> black, grey, brown, white</p> <p><b>Skills:</b> Manipulation, eye/hand coordination, colour combination</p> <p><b>Attitudes:</b> Cooperation, appreciation, self-satisfaction, pleasure</p>	<p><b>Painting</b></p> <p><b>1. Example - Abstract</b></p> <ul style="list-style-type: none"> <li>▪ Students will experiment with primary colours to get secondary colours. (see foreword for definitions)</li> <li>▪ Discussion on complementary and neutral colours; e.g. red and green are complementary brown and grey are neutral colours</li> <li>▪ Teacher introduces and discusses the various techniques of paintings: e.g. spattering, mirror, sponge, stenciling, rag, fingers</li> <li>▪ Teacher demonstrates technique(s) of painting, using different colours to create designs and textures.</li> <li>▪ Have students create abstract (or realist) paintings without using paint brushes. (see Foreword for definitions)</li> <li>▪ Display students' work and discuss.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate on:               <ul style="list-style-type: none"> <li>- ideas</li> <li>- variety</li> <li>- colour</li> <li>- unity</li> <li>- neatness</li> <li>- expression</li> <li>- proportion</li> <li>- texture</li> </ul> </li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS**

**UPPER DIVISION - STANDARD VI**

**UNIT: Painting**

<b>LINKAGES/CONNECTIONS</b>	<b>RECOMMENDED RESOURCES: TEACHER/STUDENT</b>
<p><b>SL1.a</b> Interpret and respond appropriately to messages conveyed through visual images.</p>	<p>Books: <u>The Paint Book</u> by Hannah Tofts <u>World Book Encyclopedia</u> (1993) <u>Discover Art – Book 4</u> <u>Crafts for the Home</u> by J.G. Press</p> <p>Materials: Samples of various types of painting, straws, brushes, water paints/food colouring, stencils, bristol boards, crayons, pencils, string, wax, vegetables, craft knife, paper plates</p>



**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Drawing**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**SP1.a Recognize values associated with choices.  
SP2.e Take part in group activities.**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Drawing Knowledge</b> Drawing is the act of making a design or image using line and/or tone on a suitable surface.</p> <p>Tone value refers to shades and tints of a colour</p> <p><b>Skills:</b> Eye/hand coordination, manipulation, observation</p> <p><b>Attitudes:</b> Appreciation, respect, cooperation, sharing</p>	<p><b>Drawing</b></p> <p><b>1. Example – Landscape or Townscape</b></p> <ul style="list-style-type: none"> <li>▪ Teacher and students will discuss shapes, lines and the colour wheel.</li> <li>▪ Provide pictures done with pencil, crayon, chalk or charcoal by Belizean artists depicting scenes, people or objects. (postcards)</li> <li>▪ Discuss the different shapes, lines and tones in the pictures.</li> <li>▪ Take students outside and ask them to choose scenery that they would like to draw using pencil, crayon, etc.</li> <li>▪ Students will create their own drawing of a different scene around them.</li> <li>▪ Have students find a scene that shows a unique building or view in their town or village. They can add something from their own imagination to the scene.</li> <li>▪ Display and discuss student’s work.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate on: <ul style="list-style-type: none"> <li>- ideas</li> <li>- neatness</li> <li>- balance</li> <li>- space</li> <li>- value/tone</li> <li>- proportion</li> <li>- lines</li> <li>- experimentation</li> </ul> </li> </ul> <p>**Principles and Elements of Design are defined in the Foreword.</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Drawing**

<b>LINKAGES/CONNECTIONS</b>	<b>RECOMMENDED RESOURCES: TEACHER/STUDENT</b>
<p><b>EL4.a</b> Use speech (English) effectively and appropriately in a variety of situations (for a variety of functional tasks).</p> <p><b>EL4.b</b> Use speech for self-fulfillment and aesthetic satisfaction.</p>	<p>Books:</p> <p><u>World Book Encyclopedia and Dictionary</u> (1993)</p> <p><u>The Paint Book</u> by Hannah Tofts</p> <p><u>Discover Art – Book 4</u> by Laura Chapman</p> <p>Material:</p> <p>Pencil, crayon, chalk, charcoal, bristol board, construction paper, cardboard, paper plates, shop paper</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Graphic Art**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**SP1.a Recognize the values associated with choices.  
 SP2.a Take part in group activities.  
 SP2.e Lead and follow where appropriate.  
 SP2.f Help the group to achieve its goals.**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Graphic Art Knowledge:</b>                      Graphic Art is a general term for an art work that combines lettering and illustrations using drawings, paintings, collages, and other techniques</p> <p>Cards:</p> <ul style="list-style-type: none"> <li>- greeting</li> <li>- sympathy</li> <li>- get well</li> <li>- invitations</li> <li>- thank you</li> <li>- celebrations</li> </ul>	<p><b>Graphic Art – Examples</b></p> <p><b>1. Pressed Plant Card</b></p> <ul style="list-style-type: none"> <li>▪ Provide students with paper and other art materials.</li> <li>▪ Have students collect, and press plant parts between 2 pieces of paper. (Use thick books to place on plants for pressing.)</li> <li>▪ Students use prepared pressed and dried plant parts to glue onto thick paper or bristol board.</li> <li>▪ Make cards for different celebrations:                             <ul style="list-style-type: none"> <li>- Christmas</li> <li>- Thank you</li> <li>- Mother’s Day</li> <li>- Get Well</li> </ul> </li> <li>▪ Have students look at different lettering styles from magazines and/or old cards, and have them copy an appropriate lettering style for their card.</li> <li>▪ Display work in the classroom.</li> <li>▪ Discuss cultural expressions, such as in card making.</li> </ul>	<p><b>Graphic Art - Cards</b></p> <ul style="list-style-type: none"> <li>▪ Describe the procedures used in card making (oral or written).</li> <li>▪ Evaluate creativity in design. (Use a checklist to assess elements and principles of design – e.g. variety, balance)</li> <li>▪ Teacher evaluates on:                             <ul style="list-style-type: none"> <li>- unity</li> <li>- ideas</li> <li>- project work on poster</li> <li>- card making</li> </ul> </li> </ul> <p>**Principles and Elements of Design can be found in the Foreword.</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Graphic Art**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Graphic Art</b> (con't)</p> <p><b>Skills:</b> Writing, manipulating, eye-hand coordination, imagination, colour combination, organizing, selecting, designing, speaking, writing, neatness</p> <p><b>Attitudes:</b> Expression, awareness, appreciation, satisfaction, sharing, value, critical cooperation,</p>	<p><b>Graphic Art – Example</b></p> <p><b>2. Poster</b></p> <ul style="list-style-type: none"> <li>▪ Have students make a collection of different kinds of graphic arts; e.g. cards, posters, cartoons from newspapers, logos, stamps, magazines &amp; book covers.</li> <li>▪ Discussion of the different samples of graphic art; advertisements, or posters; how they express feelings and opinions, attract attention, colour, information; use of letters, etc.</li> <li>▪ Have students highlight an upcoming event on a poster; e.g. school fair, poster competition on credit union week or AIDS Awareness Week.</li> </ul>	<p><b>Graphic Art</b></p> <p style="text-align: center;"><i>...see previous page</i></p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Graphic Art**

<b>LINKAGES/CONNECTIONS</b>	<b>RECOMMENDED RESOURCES: TEACHER/STUDENT</b>
<p><b>SL1.a</b> Interpret and respond appropriately to messages conveyed through visual images.</p> <p><b>SL2.e</b> Use speech effectively and appropriately in a variety of situations.</p> <p><b>SL3.a</b> Demonstrate the ability of punctuate and capitalize written work.</p> <p><b>SL4.a</b> Interpret simple forms, notes, messages, and follow instructions and directions.</p> <p><b>SL4.b</b> Use speech for self-fulfillment and aesthetic satisfaction</p> <p><b>EL3.b</b> Produce written work that demonstrates effective English usage and grammar</p> <p><b>EL3.c</b> Demonstrate the ability to write for a full range of purposes.</p> <p><b>ST8.a</b> The interrelationships and dependence that exist within the environment.</p>	<p>Books: <u>World Book Encyclopedia</u> (1993)</p> <p>Materials: Newspapers, magazines, greeting cards, crayons/markers/pencils, paper, paint</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Decorative Art**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**SP1.a Recognize the values associated with choices.**

**SP1.b Choose between alternatives based on values.**

**SP2.a Take part in-group activities.**

**SP2.c Identify feelings.**

**SP2.h Accept major decisions.**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Decorative Art Knowledge:</b>  <b>Decorative Art</b> is the art of using suitable &amp; found objects to create functional and/or ornamental art works.  <b>Ornaments:</b> anything used to add beauty  <u>Seasonal ornaments:</u>                      Christmas Advent                      Halloween Easter                      Other celebrations and festivities</p>	<p><b>Decorative Art – Examples</b>  <b>1. Ornaments</b></p> <ul style="list-style-type: none"> <li>▪ Display sample of ornaments.</li> <li>▪ Collect materials from the environment (scavenger hunt) and/or recycled materials.</li> <li>▪ Do project (seasonal decoration) according to culture and festivities. (i.e. corn husk angel, carnival parade batons or headdresses, jewelry, etc.)</li> <li>▪ Display students' work.</li> </ul> <p style="text-align: center;">**Visit craft shops where possible.</p>	<p><b>Decorative Art – Ornaments</b></p> <ul style="list-style-type: none"> <li>▪ Discuss procedures used in making ornaments (written or oral).</li> <li>▪ Evaluate creativity in design, using a checklist to assess principles/elements of design*.</li> </ul> <p>(Principles and Elements of design are listed in Foreword.)</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Decorative Art**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Decorative Art Knowledge</b>  <b>Tie Dye</b> is a method of folding and tying fabric to create patterns while being dyed.                      Examples:                      - t-shirts                      - banners                      - curtains                      - scarves                      - socks                      - tablecloths                      - napkins</p> <p><b>Mosaic</b> = decoration made by small pieces of any material.                      Examples:                      - pictures/scenes                      - picture frames                      - pencil holders                      - pot holders</p>	<p><b>Decorative Art (continued)</b></p> <p><b>2. Tie Dye</b></p> <ul style="list-style-type: none"> <li>▪ Display samples or pictures of tie dyed cloths.</li> <li>▪ Explain procedure to students.</li> <li>▪ Collect materials needed.</li> <li>▪ Have students work in pairs to assist one another in tying each other's cloth tightly.</li> <li>▪ Teacher should immerse the students' cloths in the dye bath.</li> <li>▪ Students can assist in the rinsing and untying of the cloth.</li> <li>▪ Display work (if dyeing t-shirts, students can have a fashion show).</li> </ul> <p><b>3. Mosaic</b></p> <ul style="list-style-type: none"> <li>- Collect materials (e.g. seeds, pebbles, glass, paper, tile, marbles, coloured egg shell).</li> <li>- Teacher displays samples or pictures from collection.</li> <li>- Students design patterns.</li> <li>- Students choose material of their choice according to design and availability.</li> <li>- Students' work on project – make a picture frame using seeds, pebbles, etc.</li> <li>- Paste/glue material to fill in the design.</li> <li>- Allow to dry.</li> </ul> <ul style="list-style-type: none"> <li>▪ Display work.</li> </ul>	<p><b>Decorative Art – Tie Dye</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate the procedures used to create tie dye using principles and elements of design.</li> </ul> <p><b>Mosaic</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate on ideas and elements/principles of design.</li> </ul>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Decorative Art**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Decorative Art Knowledge</b>  <b>Collage</b> is the art of creating a picture by pasting together parts of pictures from newspapers &amp; magazines. Fabric, string and other materials can be used. (paint can be added.)</p> <p><b>Paper Maché</b> is the art of creating a model using scrap paper, water, and flour.                      Examples:                      - Piñatas                      - Masks                      - Figures                      - Bowls                      - Jewelry                      - Frames</p>	<p><b>Decorative Art – Examples (continued)</b></p> <p><b>4. Collage</b></p> <ul style="list-style-type: none"> <li>▪ Teacher displays samples of collages.</li> <li>▪ Have students collect pictures, magazines, cloth, etc.</li> <li>▪ Have students make design (e.g. religious figures, portraits, the student’s own bedroom) on cardboard.</li> <li>▪ Cut or tear paper into manageable pieces.</li> <li>▪ Arrange pieces chosen for the collage on the design. They should overlap to avoid gaps between the pieces.</li> <li>▪ Paste/glue the pieces chosen (pictures, cloth, etc) to the cardboard.</li> <li>▪ Display students’ work.</li> </ul> <p>N.B. Any necessary details can be added with crayon or paint.</p> <p><b>5. Paper Maché</b></p> <ul style="list-style-type: none"> <li>▪ Collect materials. e.g. newspaper, balloons, flour, water, etc.</li> <li>▪ Make models according to cultural festivities.</li> </ul> <p style="text-align: center;"><i>Step by Step instructions on next page</i></p>	<p><b>Decorative Art – Collage</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate work using principles and elements of design.</li> <li>▪ Observe students’ work.</li> </ul> <p>**Principles and Elements of Design can be found in the Foreword.</p>



AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART

UPPER DIVISION - Standard VI

UNIT: Decorative Art

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Decorative Art Paper Maché</b>  <b>Skills:</b>                      Manipulating, organizing, observing, experimenting</p> <p><b>Attitudes:</b>                      Appreciation, cooperation, Enjoyment, respect, awareness, participation</p>	<p><b>Decorative Art – Paper Maché (continued)</b></p> <ul style="list-style-type: none"> <li>▪ Step by step instructions                             <ul style="list-style-type: none"> <li>- Cut/tear newspaper into strips.</li> <li>- Mix paste in a bowl (flour and water).</li> <li>- Inflate balloon to desired size.</li> <li>- Place strip of paper in paste until saturated.</li> <li>- Remove the strip from the bowl and wipe off excess paste.</li> <li>- Apply paste saturated strip directly to the balloon. Continue until the balloon is covered – at least 6 layers.</li> <li>- Allow to dry thoroughly (Amount of time will vary depending on the weather. Drying time needs to be increased during the rainy season.</li> <li>- Decorate when dry.</li> </ul> </li> <li>▪ Display students' work.</li> </ul>	<p><b>Decorative Art - Paper Maché</b></p> <ul style="list-style-type: none"> <li>▪ Observe work.</li> <li>▪ Evaluate using principles and elements of design.</li> </ul> <p>**Principles and Elements of Design can be found in the Foreword.</p>

**AREA OF STUDY: EXPRESSIVE ARTS – VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Decorative Art**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>SL1.a</b> Interpret and respond appropriately to messages conveyed through visual images and tone of voice.</p> <p><b>SL3.b</b> Demonstrate unity and coherence in their writing.</p> <p><b>SS5.a</b> How different ethnic groups interact with one another and the cultural changes that have occurred over time.</p> <p><b>SS5.b</b> Other cultures of the world in relation to Belizean culture.</p> <p><b>WT3.a</b> The elements which contribute to the effectiveness of the work people do.</p> <p><b>M3.a</b> Measure, estimate, express and compute distance, weight, time, capacity, and temperature, and apply to practical situations.</p>	<p><b>Books:</b>  <u>A Handbook of Arts and Crafts</u>, 4<sup>th</sup> edition</p> <p><b>Materials:</b>  <u>Ornaments:</u>                      Pine cones, shells, cohune, seeds, cans, metal, plastic, egg shells, bottle covers</p> <p><u>Tie Dye:</u>                      Fabric, brush, dye, buckets, string, elastic</p> <p><u>Mosaic:</u>                      Seeds, pebbles, glass, paper, cardboard, bottles, pencils/pens, glue</p> <p><u>Collage:</u>                      Pictures, magazines, cloth, scissors, glue, pencil, cardboard, sand, buttons, toothpicks, straw, string, rope, etc.</p> <p><u>Paper Maché</u>                      Newspaper and/or magazines, balloons, flour, water, containers for the flour paste</p>

**AREA OF STUDY: EXPRESSIVE ART - VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Fiber Art**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

- SP1.a Recognize the values associated with choices.**
- SP1.b Choose between alternatives based on values.**
- SP1.c Take action based on principled choice.**
- SP1.f Help the group to achieve its goals.**
- SP2.a Take part in-group activities.**
- SP2.h Accept major decisions.**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Fiber Art Knowledge</b> Fiber art is the art of using fibrous materials to create something.</p> <p><b>Weaving</b> is the process of interlacing two sets of material in an over and under pattern. Examples include: mats      friendship bands basket    belts hats      pot holders fans      wall hanging</p>	<p><b>Fiber Art – Examples</b></p> <p><b>1. Weaving</b></p> <ul style="list-style-type: none"> <li>▪ Collect materials for weaving.</li> <li>▪ Invite resource personnel to share expertise.</li> <li>▪ Have students practice weaving techniques with scrap materials.</li> <li>▪ Have students create a wove object based on ideas from a theme.</li> <li>▪ Display projects.</li> </ul> <p style="text-align: center;"><i>...Fiber Art continued on next page</i></p>	<p><b>Fiber Art</b></p> <p><b>1. Weaving</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate:               <ul style="list-style-type: none"> <li>- creativity in end product</li> <li>- originality in end product</li> <li>- grade group and individual project</li> <li>- evaluate in terms of using elements and principles of design.</li> </ul> </li> </ul> <p>..</p> <p>** Elements and Principles of Design can be found in the Foreword</p>

**AREA OF STUDY: EXPRESSIVE ART - VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Fiber Art**

<b>CONTENT ORGANIZED INTO MANAGEABLE SETS</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT</b>
<p><b>Fiber Art</b> (continued)  <b>Knowledge</b>  <b>Puppetry</b> is the art of making puppets. Puppets are figures made to look like persons or animals, and are controlled by people.                      Types of puppets:                          - finger puppets                          - hand puppets                          - string puppets</p> <p><b>Crochet</b> is a needle craft type of chain stitch embroidery</p> <p>A crochet hook is the hook used to draw individual loops through previously made loops.                      Examples of items that can be made:                      Booties           caps                      Blouse            tablecloth                      Mittens           scarves                      Doilies           bags</p>	<p><b>Fiber Art – Examples (continued)</b></p> <p><b>2. Puppetry</b></p> <ul style="list-style-type: none"> <li>▪ Collect materials.</li> <li>▪ Teacher displays finished puppets or pictures as examples.</li> <li>▪ Design puppets on paper based on ideas from a theme.</li> <li>▪ Sew puppets together.</li> <li>▪ Decorate designed puppet.</li> </ul> <p>Have students form groups and give puppet shows for the end of class.</p> <p><b>3. Crochet – Purse</b></p> <ul style="list-style-type: none"> <li>▪ Collect materials.</li> <li>▪ Display samples of finished products.</li> <li>▪ Invite resource person to come and teach different stitches.</li> <li>▪ Have students each create a small bag or change purse that can be closed with a drawstring or button.</li> <li>▪ Students should use one primary or secondary colour with one neutral color.</li> <li>▪ Display students' work.</li> </ul>	<p><b>Fiber Art</b>  <b>Fiber Art</b></p> <p><b>2. Puppetry</b></p> <ul style="list-style-type: none"> <li>▪ Students describe procedures used in making puppets.</li> <li>▪ Explain how puppets are used or are to be used.</li> <li>▪ Evaluate creativity in design and finished work using the Elements and Principles of Design.</li> </ul> <p><b>3. Crochet</b></p> <ul style="list-style-type: none"> <li>▪ Follow correct steps.</li> <li>▪ Use of correct loops.</li> <li>▪ Evaluate the finished product using the Principles and Elements of Design.</li> </ul> <p>**Principles and Elements of Design can be found in the Foreword.</p>

AREA OF STUDY: EXPRESSIVE ART - VISUAL ART

UPPER DIVISION - Standard VI

UNIT: Fiber Art

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Fiber Art</b> (continued)</p> <p><b>Knowledge</b>  <b>Embroidery</b> is the art of decorating material using thread with ornamental needlework.  <u>Types of stitches:</u>  <i>Flat</i> = used to fill shapes (curved and straight lines)  <i>Looped</i> = formed by curving a straight stitch.  <i>Chain</i> = basically closed loop (looped under the needle from left to right)  <i>Knotted</i> = made by twisting the thread around the needle in series of separate units                      Examples of decorated items:                      - Kitchen towels                      - Tortilla bags                      - Canvas work                      - Quilted pieces</p> <p><b>Skills:</b>                      Manipulating, observing, experimenting, comparing, measuring, organizing</p> <p><b>Attitudes:</b>                      Appreciation, cooperation, respect</p>	<p><b>Fiber Art – Examples (continued)</b></p> <p><b>4. Embroidery – Towel</b></p> <ul style="list-style-type: none"> <li>▪ Bring materials.</li> <li>▪ Introduce the types of stitches.</li> <li>▪ Students practice stitches.</li> <li>▪ Invite resource person to teach types and uses of the different stitches.</li> <li>▪ Have students work on a small kitchen towel with the different types of stitches.</li> </ul>	<p><b>Fiber Art – Embroidery</b></p> <ul style="list-style-type: none"> <li>▪ Examine for correct and consistent use of various stitches.</li> <li>▪ Evaluate the finished product using the Principles and Elements of Design.</li> </ul> <p>**Principles and Elements of Design can be found in the Foreword.</p>

**AREA OF STUDY: EXPRESSIVE ART - VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Fiber Art**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>SL4.a</b> Interpret simple forms, notes, messages, and follow instructions and directions.</p> <p><b>EL2.a</b> Respond sensitively and appropriately to auditory and visual stimuli.</p> <p><b>EL4.b</b> Use speech for self-fulfillment and aesthetic satisfaction</p> <p><b>SS2.b</b> Understand how the different natural landscape features and natural resources relate to human activity.</p> <p><b>SS2.c</b> How natural resources influence the settlement and development of Belize.</p> <p><b>SS5.a</b> How the different ethnic groups interact with one another and the cultural changes that have occurred over time.</p> <p><b>M2.a</b> How to draw and construct three-dimensional objects.</p> <p><b>M2.c</b> How shapes fit together to form patterns.</p> <p><b>M3.a</b> Measure, estimate, express and compute distance, weight, time, capacity, and temperature and apply to practical situations.</p>	<p>Books:  <u>World Book Encyclopedia</u>  <u>Discover Art 5</u>  <u>1997 Grolier, Inc.</u>  <u>The Book of Arts and Craft</u></p> <p>Materials:  <u>Weaving</u>            Fabric, straw, wire, paper, cornhusk, coconut fiber, dry plantain leaves, cohune or coconut leaves, string, yarn, basket tie-tie (bial) (jippy japar)**, depends on project selected.</p> <p><u>Puppetry</u>            Fabric, socks, paper bag, buttons, thread, boxes, shells, yarn, glue, markers, paint</p> <p><u>Crochet</u>            Crochet hooks, crochet thread or yarn</p> <p><u>Embroidery</u>            Cotton, silk, satin, wool, velvet, cotton, cotton canvas, plastic canvas, variety of threads, needles *A hoop is optional.</p>

**AREA OF STUDY: EXPRESSIVE ART - VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Sculpture**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**SP2.b Express their opinions and feelings in a socially acceptable way.**

**SP2.e Lead and follow where appropriate.**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Sculpture Knowledge</b>  <b>Sculpture</b> is the method of carving or modeling three dimensional designs</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- cohune carved animals</li> <li>- plaster relief sculptures</li> <li>- clay masks</li> </ul> <p><b>Skill:</b>                      Manipulation, eye-hand coordination</p> <p><b>Attitudes:</b>                      Satisfaction, appreciation, participation</p>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>▪ Display examples of sculptures made from the following material: cohune, coconut, calabash, slate, wood, vegetable, wax or soap, clay or plaster or clay-like substances (sawdust and glue).</li> <li>▪ Discuss the different kinds of materials that can be used to make the sculpture.</li> <li>▪ Based on availability of materials, teacher selects one of the materials with which to work on project.</li> <li>▪ Teacher demonstrates carving or modeling with selected material; e.g. cohune or coconut, clay.</li> <li>▪ Teacher &amp; students brainstorm ideas based on a central theme.</li> <li>▪ Students create a sculpture with technical assistance from the teacher.</li> <li>▪ Display finished work.</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observes for:                             <ul style="list-style-type: none"> <li>- balance</li> <li>- ideas</li> <li>- creativity</li> <li>- neatness</li> <li>- texture</li> <li>- shape</li> <li>- space</li> </ul> </li> </ul>

**AREA OF STUDY: EXPRESSIVE ART - VISUAL ART**

**UPPER DIVISION - Standard VI**

**UNIT: Sculpture**

<b>LINKAGES/CONNECTIONS</b>	<b>RECOMMENDED RESOURCES: TEACHER/STUDENT</b>
<p><b>SS1.a</b> How the social-economic-political conditions existing in pre-european times influenced later developments in Belize.</p> <p><b>SS2.b</b> Understand how the different natural landscape features and natural resources related to human activity.</p> <p><b>SS2.c</b> How natural resources influence the settlement and development.</p>	<p>Books: <u>Working with Clay and Plaster</u> by David Cowley</p> <p>Material: Personnel Examples of sculpture Wood, clay, clay-like substances, wax/soap, vegetable, slate, calabash, coconut, cohune, depending on project chosen</p>



**AREA OF STUDY: EXPRESSIVE ART - VISUAL ART**

**Standard VI**

**UNIT/THEME: Sculpture**

**AREA OF STUDY OUTCOMES**

Students should:

**EA1.e Explore and experiment with styles, methods, ideas, and techniques that have been used to create artistic representations.**

**CROSS-CURRICULAR OUTCOMES**

Students should:

**SP1.a Recognize the values associated with choices.**

**SP1.b Choose between alternatives based on values.**

**SP1.c Take action based on principled choice.**

**SP2.a Take part in group activities.**

**SP2.b Express their opinions & feeling in a socially acceptable way**

**SP2.c Identify feelings**

**SP2.d Respond to the feelings of others.**

**SP2.e Lead and follow where appropriate.**

**SP2.f Help the group to achieve its goals.**

**SP2.g Help to create consensus.**

**SP3.b Possess progress in relation to achievement of goals & adjust goals or strategies as necessary.**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Print Making Knowledge</b>  <b>Print Making</b> is a method process of printing pictures or designs</p> <p>...<i>Print Making continued on next page</i></p>	<p><b>Print Making – Examples</b></p> <p><b>1. Stamped Story Borders</b></p> <ul style="list-style-type: none"> <li>▪ Collect appropriate material used to make simple stamps.</li> <li>▪ Display samples of stamps (rubber, wood, foam, sponge and/or plastic).</li> <li>▪ Students to work on a stamp of their choice.</li> <li>▪ Project – each child produces a stamp using materials of their choice and uses it dipped in paint or ink to print a repeated design in the margin or border of a page.</li> <li>▪ The students then use the page to write a short creative story related to the image on the stamp.</li> <li>▪ Display students' work.</li> </ul>	<p><b>Print Making – Stamps</b></p> <ul style="list-style-type: none"> <li>▪ Expository writing – how to make a stamp</li> <li>▪ Evaluate using the Principles and Elements of Design.</li> </ul> <p>**Principles and Elements of Design can be found in the Foreword.</p>

**AREA OF STUDY: EXPRESSIVE ART - VISUAL ART**

**Standard VI**

**UNIT/THEME: Sculpture**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><b>Print Making</b> (continued)  <b>Knowledge</b>  <b>Stenciling</b> = A paper or other flat material with a cut-out design that ink or paint is pressed through onto a surface to create a print.                      Types:                      - Crayon stencil                      - Spattered stencil design                      - Sponge stencil design                      - Textile painting with stencils</p> <p><b>Skills:</b>                      Manipulating, observing, experimenting, comparing, measuring, organizing</p> <p><b>Attitudes:</b>                      Appreciation, cooperation, respect</p>	<p><b>Print Making – Examples</b> (continued)  <b>2. Stenciled Banner</b></p> <ul style="list-style-type: none"> <li>▪ Collect appropriate materials used to make stencils.</li> <li>▪ Display samples of different types of stencils.</li> <li>▪ Demonstrate how stencils are made.</li> <li>▪ Have students make a design suitable for a banner and cut out stencil of the design.</li> <li>▪ Have students make printed designs using their stencils.</li> <li>▪ Display students' work.</li> </ul>	<p><b>Print Making – Stenciling</b></p> <ul style="list-style-type: none"> <li>▪ Expository writing – how to make stencils.</li> <li>▪ Evaluate creativity using the Principles and Elements of Design.</li> </ul> <p>**Principles and Elements of Design can be found in the Foreword.</p>

**AREA OF STUDY: EXPRESSIVE ART - VISUAL ART**

**Standard VI**

**UNIT/THEME: Sculpture**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p><b>SL4.a</b> Interpret simple forms, notes, messages, and follow instructions and directions.</p> <p><b>EL2.a</b> Respond sensitively and appropriately to auditory and visual stimuli.</p> <p><b>EL4.b</b> Use speech for self-fulfillment and aesthetic satisfaction</p> <p><b>SS2.b</b> Understand how the different natural landscape features and natural resources relate to human activity.</p> <p><b>SS2.c</b> How natural resources influence the settlement and development of Belize.</p> <p><b>SS5.a</b> How the different ethnic groups interact with one another and the cultural changes that have occurred over time.</p> <p><b>M2.a</b> How to draw and construct three-dimensional objects.</p> <p><b>M2.c</b> How shapes fit together to form patterns.</p> <p><b>M3.a</b> Measure, estimate, express and compute distance, weight, time, capacity, and temperature and apply to practical situations.</p>	<p><u>Books</u>  <b>A Handbook of Arts &amp; Crafts</b>, William F. Wankelman and Philip Wigg, 1981.</p> <p><u>Materials:</u>  <b>Stamps:</b>                      Soft wood, rubber, styrofoam, string, glue, vegetable/fruits, paper, ink/paint, soap, carving tool, brush</p> <p><b>Stenciling:</b>                      Paper, plastic, rubber, wood, carbon, ink, paint, old toothbrush, sponge, styrofoam, fabric</p>