Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
The student:	The student:	The student:	The student:	The student:	Michelangelo
Engage and	(a) Create a model	(a) Create textured clay	(a) Create a pinch pot	(a)Applies methods to	Winslow Homer
experiments in	magic coil cross.	cross.	angel from clay or	overcome creative	Vincent Van Gogh
exploration and	b) Apply paint with a	(b) Paint with brush to	model magic.	blocks, such as	
imaginative play	sponge to depict God's	depict a perspective	(b) Paint landscape	sketching designs, to	
with materials	landscape on paper.	landscape.	including highlights	later create a clay	
individually and		_	and shadows (value	personality box	
collaboratively.			scale).	showing what their	
				Catholic Faith means	
				to them.	
				(b)Students choose	
				their most inspiring	
				bible verse and create	
				a painting that depicts	
				the verse.	

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
Experiment and apply knowledge using available resources, tools, and technologies to create personally relevant ideas through the artistic process. At times, collaborate and set goals demonstrating openness in trying new ideas.	(a) Cuts basic geometric shapes using scissors and creates a stained-glass cross. (b) Create a Madonna and Child drawing with oil pastel resist. (c) Mix primary colors to correctly create secondary colors to make a pointillism cross.	(a)Assemble a faith inspired symbol mosaic with cut construction or tissue paper and glue. (b) Apply watercolor techniques to create a border to a self portrait drawing. God creates us as individuals. (c) Create a sun catcher cross using tissue paper and contact paper.	(a)Create a collage of a musical instrument and musician out of geometric shapes. Tie in God's gift of music. (b)Blend color for monochromatic painting. Add a crucifix silhouette image on top.	(a)Carve a linoleum block print (Styrofoam) depicting religious icon Greeting card. (b)Creating tints, tones and shades to make a value scale to create collaborative rosary still life.	Piet Mondrian George Seurat Church Mosaic Pablo Picasso Andy Warhol Faith Ringgold Hallmark

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
Demonstrate an understanding of the safe use of materials, tools, and equipment to prevent danger.	(a) Use scissors and paper to cut out their traced hand on construction paper to use as angel wings. (b) Independently and accurately applies glue when creating a collage of things we are thankful for. (c) Correctly follows directions to organize supplies for an art project. (d) Correctly follows procedures for clean up. (e)Keeps self and work in assigned personal workspace and demonstrates the virtues of Christ.	(a)Use scissors to cut out manger scene silhouette on black paper with watercolor salt background. (b)Cut out or draw foods for self portraits accepting differences in a humorous way. (c) Correctly follows directions to organize supplies for an art project. (d) Correctly follows procedures for clean up. (e)Keeps self and work in assigned personal workspace and demonstrates the virtues of Christ.	(a)Create rose window radial symmetry design by cutting paper and glue. (b)Create a human figure from wire and tape or papier-mâché sculpture in likeness of humans made by God accepting differences. (c) Correctly follows directions to organize supplies for an art project. (d) Correctly follows procedures for clean up. (e)Keeps self and work in assigned personal workspace and demonstrates the virtues of Christ.	(a)Demonstrate awareness of Catholic morality to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. Example: Copy Right, Images of Moral standards. (b)Create a comic book hero into a comic strip that teaches younger students the virtues, Beatitudes or Ten Commandments of the Catholic Faith. (c)Always follow art room rules and procedures.	Marc Chagall Religious Nativity Scenes Notre Dame Rose Window Matisse Cut Paper Giuseppe Arcimboldo Giacometti Eric Carle George Rodriguez Georgia O'Keefe

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
Identify, describe,	(a) Depicts the subject	(a) Create a sun/moon	(a)Form a packing	Select, organize, and	Catholic Art
design and redesign	of love using oil pastels	relief sculpture out of	tape sculpture	design images and	Jim Dine
while visually	and chalk pastels	clay, depicting the 4 th	depicting a religious	words to make	Mark Jenkins
documenting	inspired by the work of	day of Creation in	event.	visually clear and	African Mask/ Picasso
detailed artwork	Jim Dine.	Genesis Ch.1.	(b)Design and	compelling	Albrecht Durer
with the uses of	(b) Use warm and cool	(b)Creates an African	redesign a clay rosary	presentations. For	Sistine Chapel
everyday objects	colors to create a	mask that shows	box, incorporating	example: Create	Our Lady of
through drawings,	Rosary with the correct	symmetrical balance.	important religious	posters for Catholic	Guadalupe
diagrams,	number of beads.	Refer to the use of the	symbols in their life.	School's Week and	1
sculptures, or other	(c) Create a cross	masks in religious	(c)Inspired by the	other faith driven	
visual means.	stained glass window	ceremonies.	images of the Sistine	activities.	
	with tempera paint	(c) Create an advent	Chapel, design a new	(b) Design a papier-	
	using primary colors,	wreath Notan using	panel inspired by their	mâché cross	
	or complementary	contrast and balance	favorite religious	incorporating Easter	
	colors. Inside cross	through colors.	event.	Symbols.	
	could be solid or a			(c) Inspired by the	
	complementary set of			image of Our Lady of	
	colors. Background is			Guadalupe, the	
	opposite.			students will design	
				an image for	
				printmaking.	

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
Using vocabulary terms explain the process of making art while creating.	Participates in a teacher guided art walk. Then, uses a developed list of vocabulary terms to explain the differences apparent in various arts, such as Primary Colors, Lines, and Shapes.	Participates in a teacher guided art walk. Then, uses a developed list of vocabulary terms to explain the differences apparent in various art, such as Secondary Colors, Warm/Cool Colors, Complementary Colors, Geometric vs Organic Shapes	Participates in a teacher guided art walk. Then, uses a developed list of vocabulary terms to explain the differences apparent in various art, such as perspective, value scale, tints, tones, shades, greenware, bisque, and glazed ware.	Participate in a student guided art walk throughout the church. Then, uses a developed list of vocabulary terms to explain the differences in mediums of art such as painting, sculpture, etc.	Piet Mondrian Henri Matisse Native American Pottery The Parish Church

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
Revise artwork in	Presenting in front of	Using correct art	Use a critique	Apply relevant criteria	
progress on the	the class a collection of	vocabulary, describes	worksheet where they	to examine, reflect on,	
basis of insights	their work.	personal art work to	critique their own	and plan revisions for	
gained through		classmates commenting	work and two	a work of art or design	
discussion and		on media application.	classmates. 2	in progress.	
personal reflection.			positives, 1 negative		
			comment while using		
			more explanatory		
			words and accepting		
			differences.		

PRESENTING

Base Indicator	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
Analyze, Interpret, Identify and Compare areas of presenting artwork.	Level 1 Activity (a) As a class, identify artwork based on a concept. Ex. Landscape, Still Life, Portrait. (b) Explain the purpose of a portfolio or collection. (c) Explain what an art museum is and distinguish how an art museum is different from other buildings.	(a) Explain why some objects, artifacts, and artwork are valued over others. (b) Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation. (c) Identify the roles and responsibilities of people who work in and visit museums and other art venues. (d) sorts a stack of reproductions into the following categories:	(a)Select art objects for personal portfolio and display, explaining why they were chosen. (b) Distinguish between different materials or artistic techniques for preparing artwork for presentation. (c) Analyze how art exhibited such as in museums, galleries, virtual spaces, contributes to communities. (d) create a memory	(a)Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. (b) Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. (c) Collaboratively prepare and present selected theme-based	Vatican Website Catholic Church Religious Prints Calendars, Posters, Prints Projector Images Nelson Adkins Museum
		following categories: portraits, still life, and	game of various	selected theme-based artwork for display,	
		landscapes	artwork to help younger students identify portrait,	and formulate exhibition narratives for the viewer.	
			landscape, still life or sculpture.		

Base Indicator	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
Select and describe	Can identify the mood	Discuss the story of a	Student compares their	Participates in a	Various Religious
works of art that	and emotion in a	painting and then have	artwork to a famous	critique circle (student	Artists
illustrate daily life	religious work of art	the students make a	artist in a Venn	led discussion of their	Leonardo Da Vinci
experiences of one's	through class	prediction as to what	diagram.	artwork) describing	Last Supper
self and others in	discussion.	would happen next.		what is being viewed in	Henry Moore
their culture.				the different works of	
				art.	

Describe and	Go to the church and	Describe the meanings	Look at different	Use VTS "visual	Church
compare what an	describe the different	and beatitudes depicted	images portraying the	thinking strategies" to	Diego Rivera
image or symbol	images in stained glass	in Diego Rivera's	mysteries of the	discuss various artist	Da Vinci, Salvador
represents.	windows, sculptures,	painting "Mother's	rosary. Compare and	interpretation of	Dali
	paintings. Use church	Helper"	contrast symbols you	Leonardo Da Vinci's	
	as your resource.		have found.	"The Last Supper"	

Interpret art by	(a)The class can	(a)A cooperative group	(a)Pairs of students	(a)Individuals can	Paul Klee
analyzing	identify the various	can identify various	can identify various	identify various	Matisse "Girl with
characteristics of	types of lines, shapes,	types of elements and	elements and	elements and principles	the Green Robe"
form and structure,	unity and rhythm in a	principles in an	principles in religious	in religious art.	Romare Bearden
contextual	work of art.	artwork.	art.	(b) Identifies humanity	Hundertwasser
information,	(b)Describes the	(b)Identify meanings of	(b)Can match a	and feelings portrayed	Louise Nevelson
subject matter,	meanings evoked	iconic Catholic	written description of	in Norman Rockwell's	"Sky Cathedral"
visual elements,	through the shapes,	symbols. Ex. Rainbow,	a saint with an image	painting "Spirit of	Various Religious
and use of media to	lines, and colors used	dove, lamb, shepherd,	of the saint.	Kansas"	artists and Church
identify ideas and	in church life, such as	trinity, alpha omega,			
mood conveyed.	the Stations of the	etc			
	Cross.	(c) Identifies lines and			
	(c) Identifies lines in a	colors that create the			
	painting, such as	feeling of rhythm such			
	Vincent Van Gogh's	as Kandinsky's			
	Starry	Farbstudie Quartet.			
	Night and describes the	While at church, what			
	feelings those lines	does the music make			
	convey. Why did he put	you feel?			
	a church into the				
	painting?				

Explain reasons for	(a)Display two	(a)At the end of the	(a)Teacher displays	(a)"Teach the Class/Art	Salvador Dali
selecting a	different pieces of	year, teacher reviews	variety of modern art	Historian" The students	Rene Magritte
preferred artwork.	surrealist art (or others)	art projects done	posters. Each students	will work cooperatively	Various Modern
	and have students	throughout the year.	is given a card with a?	to write a paragraph	Artists: Rothko,
	choose their preferred	Students select and	or !. Question mark	comparing key	Pollock, etc.
	type of artwork.	explain their top three	represents "WHAT?"	elements and principles	Aborigines art vs
	Verbally discuss.	from the school year.	and exclamation point	in religious and secular	Egyptian art
	(b) Uses a T-chart to	A bar graph will be	represents "LOVE	architecture. They will	Henry Moore vs
	compare and contrast	created from what was	IT!". Each student	present it to the class as	Michelangelo
	the lines and patterns	discussed.	places their card in	Art Historians. Ex.	Antoni Gaudi vs
	that are similar and	(b) Venn diagram	front of their choices	Antoni Gaudi vs Frank	Frank Lloyd Wright
	different in various	comparing key	and class verbally	Lloyd Wright.	
	works of art.	elements and principles	discusses reasoning		
		between Henry	behind choices.		
		Moore's "Mother and			
		Child" and			
		Michelangelo "Pieta".			

CONNECTING

Create works of art	(a)Discuss the	(a) Design a crest	(a)Discuss the	(a) Discuss Genesis	Catholic Art
about events in home,	symbols in religious	using a symbol or	significance of	Ch.1 and the symbols	Medieval Crest
school, church or	art that represent	design that illustrates a	symbols in church and	related to creation.	Bible
community life.	love and have	virtue.	prayer life.	(b) Have students	Internet
	students create their	(b)Discuss and create a	(b)Collaborative class	sketch ideas to paint on	
	own religious	slab Holy Water	painting of a religious	canvas of their assigned	
	symbol.	container to their first	event. Value scale	day. Individual or	
	(b)Make a stained	communion.	study.	collaboration.	
	glass window using				
	tissue paper				
	incorporating their				
	religious symbol.				

CONNECTING

Compare and	(a) Create a class list	(a) Collaboratively	(a) Individually write	(a) While examining	Byzantine & Baroque
contrast cultural uses	comparing images of	compare in a Venn	a paragraph describing	various works of art,	examples
of artwork from	Mary in Byzantine	diagram, Dali to Da	the difference between	brainstorms for three or	Dali & Da Vinci's
different times and	art vs. Baroque.	Vinci's Last Supper.	two nativity scenes.	more different ways	"Last Supper"
places.	(b) Discuss as a class	(b) Present their Venn	(realistic vs. modern)	artists have used key	Kate Cosgrove's
	what their thoughts	diagrams to the class	(b) Present their	elements in works of	Nativity Scene vs
	and opinions are	showing how arts have	paragraphs to the class	art to create patterns	Italian Renaissance
	about realistic vs.	changed over the years	explaining how arts	and convey ideas.	Grandma Moses
	abstract religious art.	and continue to change.	have changed over the	Examples could be how	Marc Chagall "1912
	(c) The students will	(c) Create a T chart	years and continue to	artists Sol LeWitt,	Calvary"
	list the key elements	comparing the elements	change.	Henry Matisse, and	
	and principles	and principles of Marc		Victor Vasarely use	
	through the story	Chagall "1912		line and shape to create	
	telling of Grandma	Calvary" to a realistic		pattern that conveys a	
	Moses emphasizing	Calvary painting.		different meaning or	
	on her thanksgiving			idea in each.	
	painting.				