

Deposit Central School District Curriculum Map

GRADE LEVEL: 5-6 TOPIC: Value

- Essential Questions:**
- **What are the most effective ways to use the elements of art and principals of design in art?**
 - **In what ways can I incorporate the elements of art and principles of design together in art?**
 - **How does art affect our every day lives?**
 - **Why is art important?**
 - **What is the purpose of art?**
 - **How does art make us feel?**
 - **What materials are used to create art?**
 - **How is art created?**
 - **How can we use art as a form of communication?**

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • How is value defined in the discipline of art? • How do artist use value in art? • How can you use value to create contrast? • What happens to the values of objects or places as they move away from the viewer? • What are different techniques that the artist can use to make values? • What tools does an artist need to make values? • How does the type of paper affect the outcome of the values? • What happens to the value of an object as the light source is moved? • How does an artist use value to create emotion or change the mood of the art piece? • How can an artist create values using lines? • How does an artist create a black value without using black? 	<ul style="list-style-type: none"> • Recognize that value is an Element of the Arts. • Understand that value referees to the changes between light and dark. • Recognize the importance of value in art. • Use value in art to create depth in a 2-dimentional piece. • Use different value shapes to create contrast in a work of art. • Create values using a variety of materials, and techniques. • Explore different kinds of paper to see the variety of values that are created from the different gradients of paper. • Look at how different colors can be made into values. • Discuss why some artists choose to use values in their art, while other artists do not use values. • Recognize that a light source over a three-dimensional 	<ul style="list-style-type: none"> • Examine other works of art that use value. • Discuss how value effects the over all appearance of the work of art. • Practice making different line values. • Use cross hatching to create value. • Practice using a pencil to create a value box. • Use a charcoal pencil to create a shaded circle or spherical shape. • Use practices skills and create a work of art that has value and depth. • Create values by using one color and creating a monochromatic work of art. • Look at work by various artists and discuss how they create values in their work. • Use paint to create values out of different hues. • Look at various artists and discuss the mood of the painting and how the values were used to help create that mood. • Look at various works of art 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

		<p>object creates light and dark values.</p> <ul style="list-style-type: none"> • Identify that a light source by observing the light and shadow in a work of art. • Create an art piece that uses value to different degrees that changes or alters the mood of the piece. • Learn the different kinds of line values with techniques such as cross hatching and stippling. • Recognize that black can be made by mixing the complementary colors. 	<p>and discuss any messages the artist was trying to convey and how they did it.</p> <ul style="list-style-type: none"> • Look at Rembrandt's paintings and see how the artist used his values the colors he used. Paint a picture that has values, but cannot use black. 	
--	--	---	--	--

<p>Connections to Technology: Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the Eno Board technology to help demonstrate, model or assess student understanding of the material.</p>
<p>Key Vocabulary: Value: Light, dark, high key, low key, Cross hatching, value contrast, value changes, tint, shade</p>

Deposit Central School District Curriculum Map

GRADE LEVEL: 3-4 **TOPIC:** Value

- Essential Questions:**
- **What are the most effective ways to use the elements of art and principals of design in art?**
 - **In what ways can I incorporate the elements of art and principles of design together in art?**
 - **How does art affect our every day lives?**
 - **Why is art important?**
 - **What is the purpose of art?**
 - **How does art make us feel?**
 - **What materials are used to create art?**
 - **How is art created?**
 - **How can we use art as a form of communication?**

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • How is value defined in the discipline of art? • How do artist use value in art? • What happens to the values of objects or places as they move away from the viewer? • What are different techniques that the artist can use to make values? • What tools does an artist need to make values? 	<ul style="list-style-type: none"> • Recognize that value is an Element of Art. • Understand that value referees to the changes between light and dark. • Explore how artists use value in art to create a depth to the objects in the pieces they create. • Recognize the importance of value in art. • Use value in art to create depth in a 2-dimentional piece. • Create values using a variety of materials, and techniques. • Look at how different colors can be made into values. • Discuss why some artists choose to use values in their art, while other artists do not use values. • Recognize that a light source over a three-dimensional object creates light and dark values. 	<ul style="list-style-type: none"> • Examine other works of art that use value. • Discuss how value effects the over all appearance of the work of art. • Practice making different line values. • Practice using a pencil to create a value box. • Use a charcoal pencil to create a shaded circle or spherical shape. • Use practices skills and create a work of art that has value and depth. • Create values by using one color and creating a monochromatic work of art. • Look at work by Michelangelo and discuss how he creates values in his work. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

Connections to Text (Resources)**Time:****Connections to Technology:**

Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.

Key Vocabulary:

Value: Light, dark, high key, low key, value contrast, value changes, tint, shade, Michelangelo

Deposit Central School District Curriculum Map

GRADE LEVEL: 1 – 2	TOPIC: Value
Essential Questions: <ul style="list-style-type: none"> • What are the most effective ways to use the elements of art and principals of design in art? • In what ways can I incorporate the elements of art and principles of design together in art? • How does art affect our every day lives? • Why is art important? • What is the purpose of art? • How does art make us feel? • What materials are used to create art? • How is art created? • How can we use art as a form of communication? 	

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • What is Value? • How can you lighten the value of a color? 	<ul style="list-style-type: none"> • Understand that value referees to the changes between light and dark. • Recognize that by adding white to a color will change the value of the color. 	<ul style="list-style-type: none"> • Look at works of art that have different values and discuss how the values change the objects in the artwork. • Look at Claude Monet’s Water Lilies and discuss the values that you see. Use sea sponges to mix whites, blues and violets to make a water lily painting. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

Connections to Text (Resources)	Time:
Connections to Technology: Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.	
Key Vocabulary: Value: Light, dark, shade, tint	