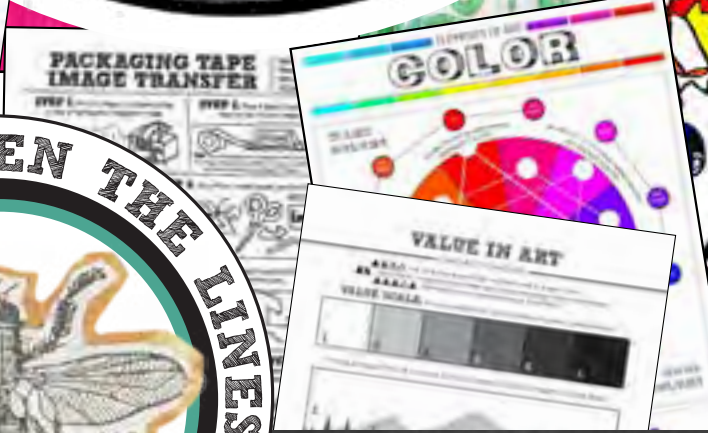
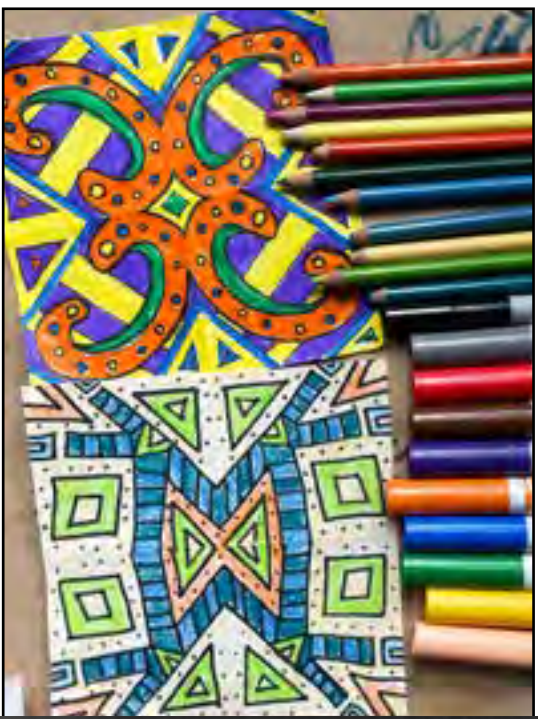


MIDDLE SCHOOL ART
UPPER ELEMENTARY OR MIDDLE CURRICULUM



12

PROJECTS

EVERY DAY PLANNED FOR A SEMESTER

SEMESTER LONG CURRICULUM



This curriculum is geared towards upper elementary and middle school art students.



A focus on exploring the elements of art and principles of design through drawing, paint, mixed media, clay, printmaking, & more.



A semester-long course, every day planned.



12 projects over **17 activities.**

LESSON PACKS

PACKS TYPICALLY INCLUDE:



Lesson plan

PowerPoint presentations

Practice activities

Project instructions

Rubric

Demo videos

VALUE IN ART

SHADING TECHNIQUES

VALUE is the range of light and dark used in a work of art.
CONTRAST is when light values are placed next to dark values.
EMPHASIS can be created through CONTRAST.

VALUE SCALE: shows a range from light to dark using even, gradual steps.



Having a range of VALUE in a work of art

illusion of depth and add detail.



NAME:

DATE:

RUBRIC

Comments

Score

20

Use very light lines to draw 2 overlapping hills near the top of your paper.

Use very light lines to draw 2 overlapping hills near the top of your paper.

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Monochromatic Atmospheric Perspective

STEP BY STEP INSTRUCTIONS

Value Scale:



Atmospheric perspective is a technique used in art that creates the illusion of depth on a flat surface by including a range of value in a work of art.

1. Use very light lines to draw 2 overlapping hills near the top of your paper.



2. Very lightly shade or color in the hill farthest away (the background). Match the color on the "medium light" circle on your value scale. Chalks should not be darker than the shaded area.

4. Add a tree, flower, or another object above the hills.

EVERY LESSON PLAN INCLUDES:

- BIG IDEA
- ESSENTIAL QUESTIONS,
- US NATIONAL STANDARDS
- STEP-BY-STEP INSTRUCTIONS
- CLASSROOM SET UP
- TEACHING TIPS

& MORE!

STILL LIFE DRAWING BUILDING TECHNIQUES

BIG IDEA:

- Building techniques

ESSENTIAL QUESTIONS:

- What is a still life?
- How can you best capture the still life in a work of art?
- How did your first still life drawing compare to your final still life drawing?

OBJECTIVES: Students will...

- Look at and discuss examples of still life drawings.
- Draw their still life.
- Draw a still life using a camera.
- Second grade: Draw a still life using a camera.
- Create a still life drawing.
- Compare and contrast still life drawings.

STANDARD Elementary School

• ART:

○

○

○

○

○

○

○

High School:

• ART:

- Creating, Proficient: VA:Cr2.1.HSI, Engage in making a work of art or design without having a preconceived plan.
- Responding, proficient: VA:Re7.2.HSI, Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Responding, Proficient: VA:Re9.1.HSI, Establish relevant criteria in order to evaluate a work of art or collection of works.

SUPPLIES:

- Computer and projector for PowerPoint
- Paper and planning design

3+

PAGES EACH

MIDDLE SCHOOL ART SEMESTER-LONG COURSE, 18 WEEKS

FIRST DAY OF SCHOOL

- Pass out get to know you handout, have students work on this the first few minutes of class.
- Pass out the course syllabus, go through it as a class, take questions as they come up. Explain that this must be signed by their parents and will be due the next day for their first homework grade.
- If there is time, start on the folder to sketchbook project. Students will use a manila folder to decorate and add paper to for their sketchbook for the semester.
- Have students clean up the last few minutes of class.

FOLDER TO SKETCHBOOK: Make Your Own Sketchbook (1 week)

- Use a manila folder as the cover for a sketchbook.
- Decorate the folder, inside and out.
- Add paper to it (staple paper in or hole punch and tie).
- Use the sketchbook to take notes on projects, jot down ideas, and sketch concepts.

SKETCHBOOK PROMPTS: Every Friday

- Use the sketchbook prompt jar to facilitate a free art Friday activity.
- Either draw a prompt as a class and have everyone work on the same prompt or allow students to individually draw prompts.
- Have them write the prompt in their sketchbook then create a work of art in their sketchbook that reflects the prompt.
- Students aren't limited to drawing materials; they can use any material they want.
- This activity is meant to keep creative ideas flowing and encourage them to explore different topics and materials.
- At the end of the year their sketchbook is checked for notes, project sketches, and 18 completed sketchbook prompts.

This course is designed to introduce students to the elements of art and principles of design. Each project is associated with an element or principle. Along with the project students complete a worksheet activity that introduces them to the element or principle. These can be checked along with the project or

CONTRAST: Typically, worksheets are completed before the project, but for this assignment pass out the elements of art contrast handout for students to work on at the end of the project.

- Have students select a section of the still life to draw.
- Encourage them to fill up the page and add value.
- This is meant to provide a work of art to compare a before and after to. The project will be repeated at the end of the course to compare their works of art before and after receiving instruction.

VALUE: Pass out the elements of art value handout to complete at the start of the project.

VALUE HANDOUTS: 2 days

- Focus on teaching students about value in art.
- Pass out the value in art worksheets for students to work on.
- Check for understanding.
- May take 1-2 days to complete.

ATMOSPHERIC PERSPECTIVE PROJECT: 3 days-1 week

- Students will learn about the value change associated with atmospheric perspective.
- Students will use the value scale handout guides to create a work of art that shows value.
- Students will draw a picture of an outdoor scene that shows depth through value.

SHAPE: Pass out the elements of art shape handout at the start of the project.

VARIETY: Pass out the principles of design variety handout at the start of the project.

ZENTANGLE MAZE: 1 week

- Students will learn about mazes and zendoodles.
- They will practice maze designs and zendoodle designs to help prepare them for their final work of art.
- Students will create two 10"x10" works of art, one with the zendoodles in the positive space of the maze, one with zendoodles in the negative space of the maze.

EMPHASIS: Pass out the principles of design emphasis handout at the start of the project.

REPETITION & PATTERN: Pass out the principles of design repetition and pattern handout at the start of the project.

EGYPTIAN CARTOUCHE: 3 days- 1 week

- Students learn about Egyptian art and cartouches.
- They practice writing their name using hieroglyphics.
- They create their own cartouche design using shapes to decorate the border and write their name in hieroglyphics.
- Optional: Design their own sarcophagus and column.

RHYTHM: Pass out the principles of design rhythm handout at the start of the project.

SUPPLY LIST

MIDDLE SCHOOL SEMESTER-LONG COURSE, 18 WEEKS
BASED ON A 25 STUDENT CLASS

FOLDER TO SKETCHBOOK

- 25 Manila folders
- Hole punch
- String
- 2 packs Computer paper
- 12-25 Scissors
- 2 packs Construction paper
- Collage paper
- Magazines
- School variety pack of paint brushes
- 12-25 Watercolor packs
- Acrylic paint
- Sharpies
- Colored pencils
- Pencils
- Pens
- Hot glue
- Elmer's glue
- Mod Podge
- Additional 2D supplies

STILL LIFE

- Computer and projector for PowerPoint
- Sketchbooks for notes and planning design
- Table and various still life objects
- Viewfinders
- 18"x24" or 16"x20" white drawing paper

TIMELINE

SEMESTER OVERVIEW, SUPPLY LISTS

VISUAL ART SYLLABUS

What do I want you to accomplish?

1. For students to develop their skills in communicating visually and verbally through visual art.
2. For students to gain confidence in talking about and creating works of art.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

What are we going to do?

1. **Making art:** In this course you will have a chance to explore topics that focus on your interests through visual art. We will use a variety of materials including pencil, paint, mixed media, clay, and other materials.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also critique, or talk about, your finished work.
3. **Writing about art:** Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement. Writing is meant to ENHANCE the art making experience and will never be used as "busy work" or punishment.

What am I expected to do?

The following behaviors are expected from students in order to meet our goals:

1. **Ambition:** If you push yourself farther than you think you can go, you may surprise yourself with what you are able to accomplish.
2. **Professionalism:** In order to become a better artist and a better thinker, you need to act in a professional manner. This means taking care of all your artwork, cleaning up after yourself and your space, doing your best at all times, following all rules, and completing ALL assignments.
3. **Participation:** Art is about creating and discussing. For you to reap the full benefits of this course, you need to participate in art making activities, class discussions, and writing assignments. All three are related and participation in all these tasks will benefit your artistic mind.
4. **Open-mindedness:** New thoughts and ideas are constantly arising in the art world. In order to understand, appreciate, and have the creative mind to create wonderful art work you must be open to new ideas and experimentations. Don't be afraid to try new things and have fun with it!

How will I be graded?

1. **60% Projects:** Final projects will be graded on craftsmanship, ambition, engagement with assignments, and your overall final product. All projects are due on the day of the critique (various dates to be announced throughout the semester). I will grade all artwork after the critique. After you receive your grade, you will have three days to revise your artwork. This gives you an opportunity to improve your grade. Unexcused late work will NOT receive full credit. In order for you to complete all projects on time, you will need to work the entire class period. All work is to be kept in your cubby in the classroom at all times.
2. **25% Daily Work:** Participation is expected and essential for your success in this class. Work bell to bell EVERYDAY. The participation grades include in-class assignments, weekly artist to know, discussions and critiques.
3. **15% Homework and Sketchbook:** Any late assignments will not receive full credit unless it is due to an excused absence. Homework assignments will be given regularly and may include sketchbook assignments, artist to know, photography, etc.

Behavior Contract

This is an agreement between my teacher and me concerning my behavior during this art class this year. I, _____, agree to abide by these rules established in the art room. These rules include:

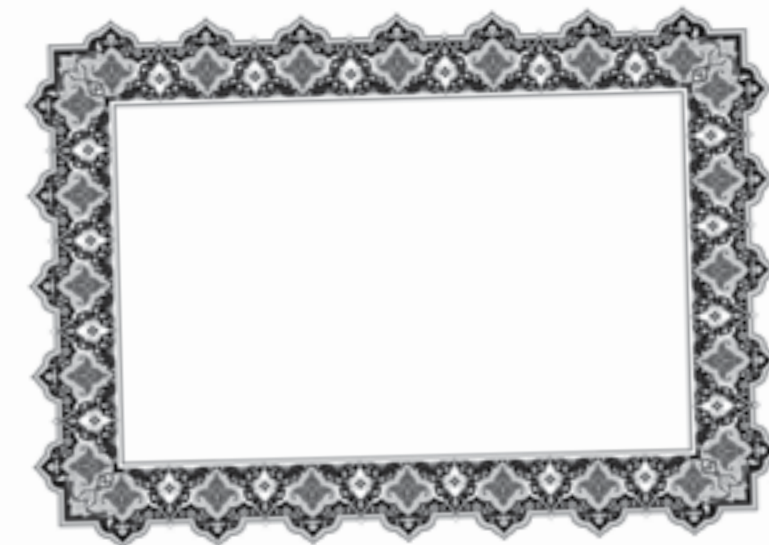
1. **Be in the room before the tardy bell rings, find my seat, and stay seated until all instructions are given.** Before class I will have all my supplies out and will be working on my project or warm up assignment. The door will be closed upon the tardy bell. If I am late, I must report to the front office for a pass.
2. **Be respectful!** No talking while others are talking in class. No talking back, no arguing with anyone, no touching anyone else or their things. Take care of supplies. I will listen attentively and speak with respect toward everyone. I will never tease, touch, or harass anyone, and continue this behavior even when a substitute is present. I will be respectful of other's projects and property-never touching without permission.
3. **Do your best! Be prepared, work the whole class time, and turn in all assignments.** I will do every project, test, and/or activity to the best of my ability, even if I do not particularly like it. I will turn it in on time, in the correct place.
4. **Clean up and turn in all supplies as directed. The room must be clean before being released from class.** I will do more than my part to keep the room and materials and tools clean. I will leave the classroom better than I found it. I will remain seated until the bell rings.
5. **Enjoy yourself and be positive!** Art is fun, try your best and learn to be creative. *I will also follow all guidelines in the Student Handbook

My parents and I are aware the consequences of breaking these rules are as follows (not necessarily in this order):

- Verbal Reminder:** teacher reminds the student of the contract
- Detention:** Before or after school or another time given by teacher
- ISS:** If the student does not fulfill detention or receives 2nd offense
- Involve the office:** Principal, Assistant Principal, parents, etc.

NAME: _____

CLASS PERIOD: _____



Draw a Picture!

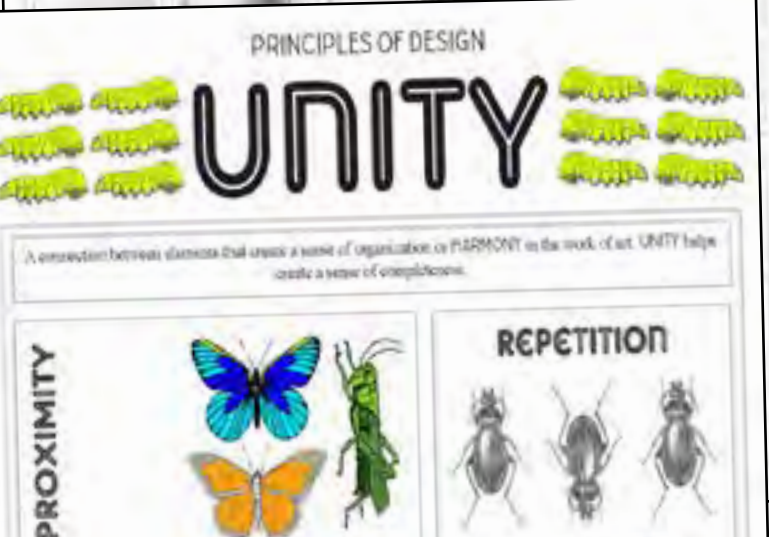
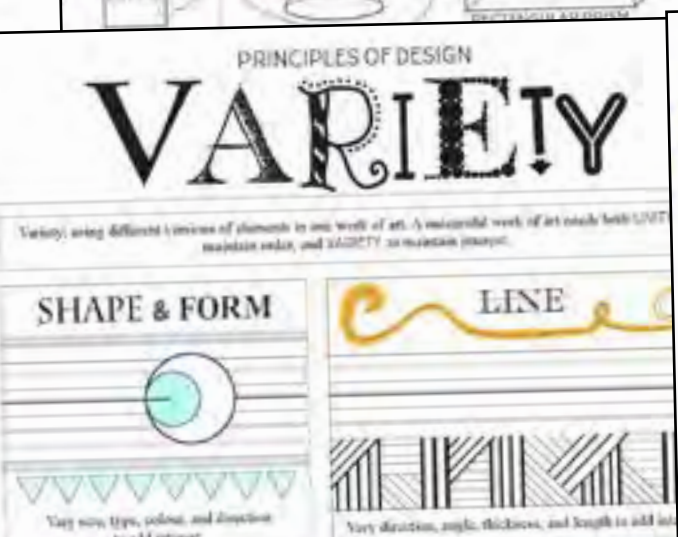
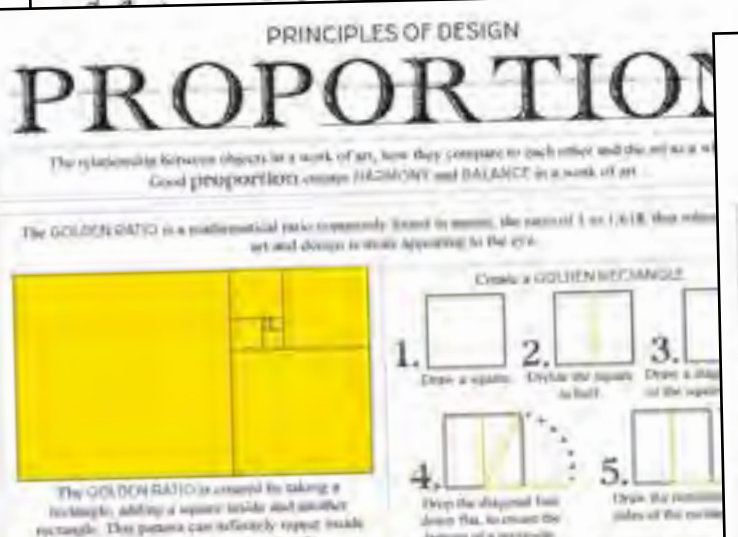
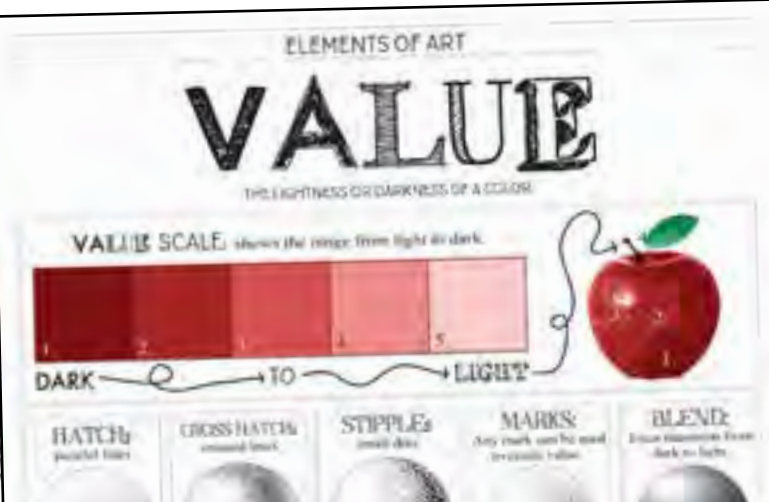
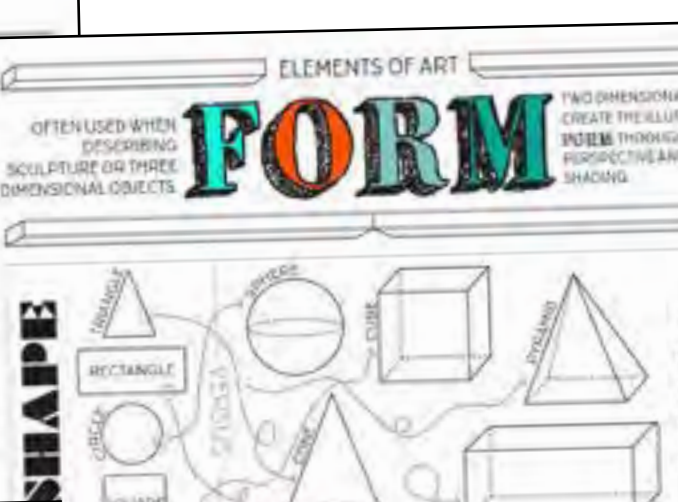
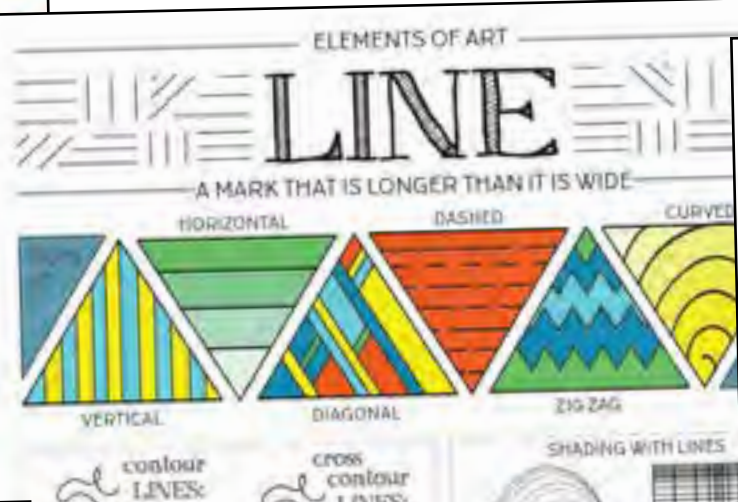
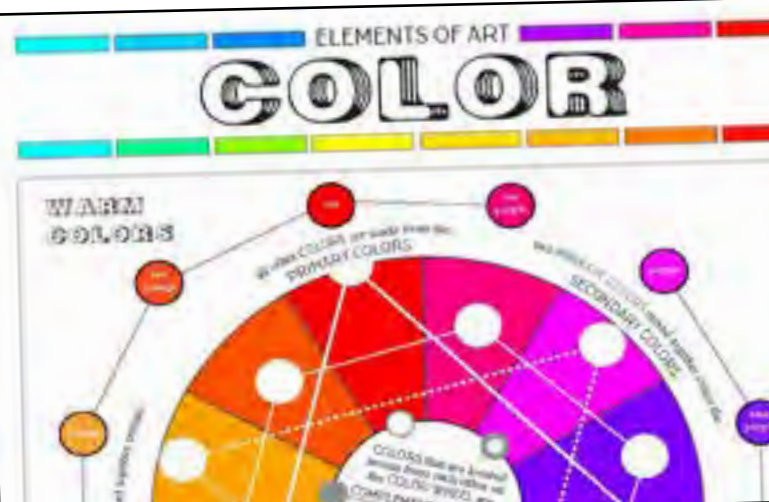


WHAT IS YOUR FAVORITE MOMENT FROM THE BREAK?

What is your favorite food?

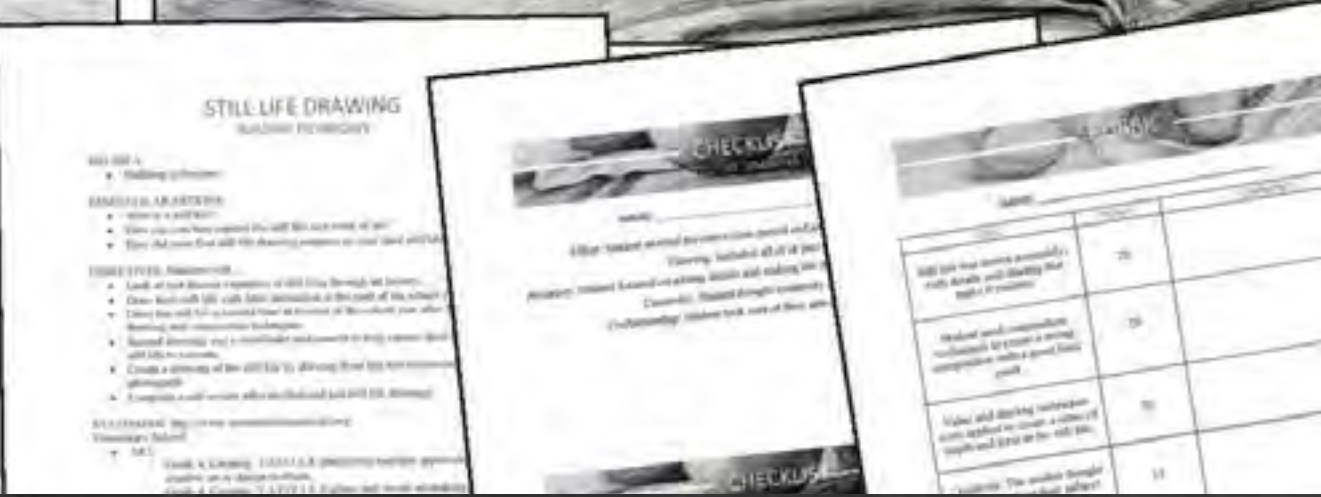
FIRST DAY

SYLLABUS & GET TO KNOW YOU ACTIVITY



ELEMENTS & PRINCIPLES

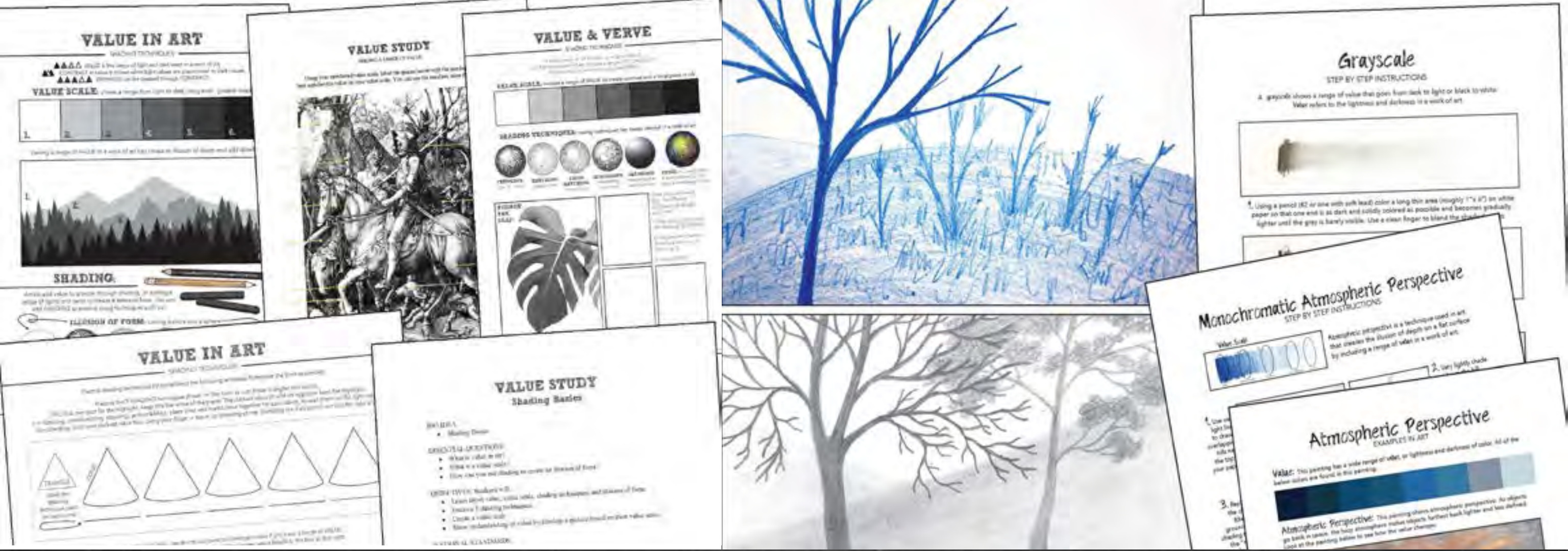
17 ELEMENTS OF ART & PRINCIPLES OF DESIGN
ACTIVITIES & HANDOUTS



CONTRAST

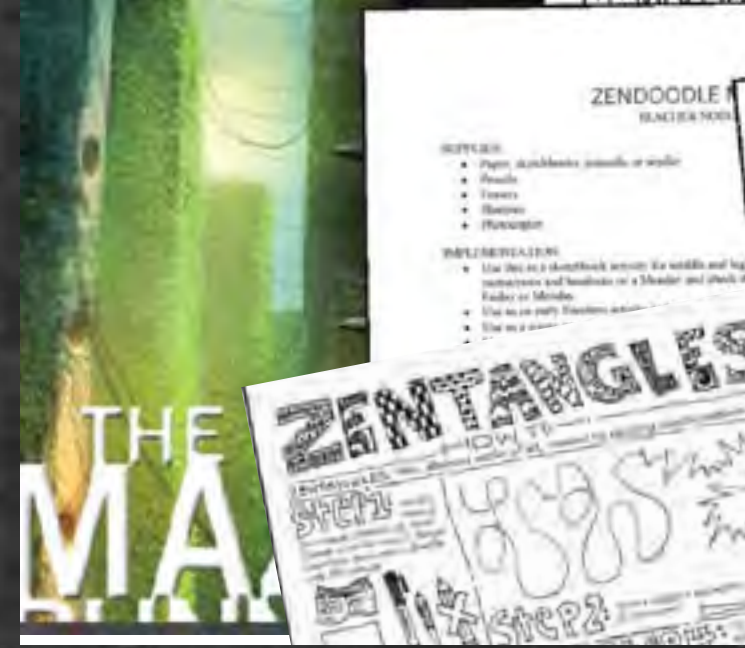
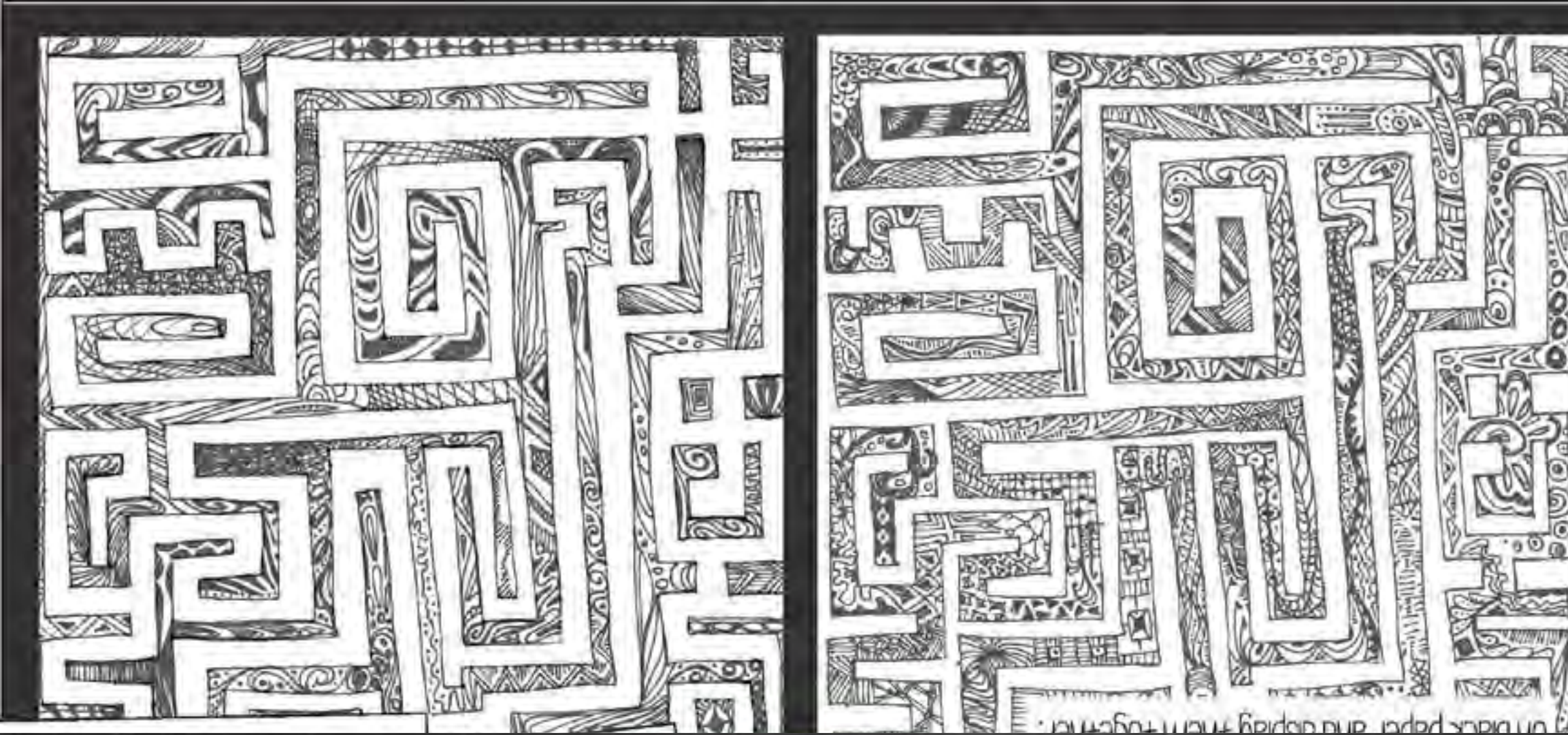
1 PROJECT, ART ASSESSMENT

FIRST DAY, LAST DAY STILL LIFE DRAWING



VALUE

1 PROJECT, 5 ACTIVITIES: VALUE STUDIES, ATMOSPHERIC PERSPECTIVE



VARIETY & SHAPE:

1 PROJECT, 2 ACTIVITIES, CROSS CURRICULAR PROJECT:
ZENTANGLE MAZE ACTIVITY



EMPHASIS, REPETITION, PATTERN

1 PROJECT, 4 ACTIVITIES, ART HISTORY FOCUS:

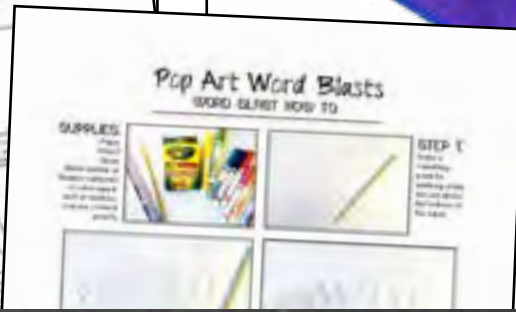
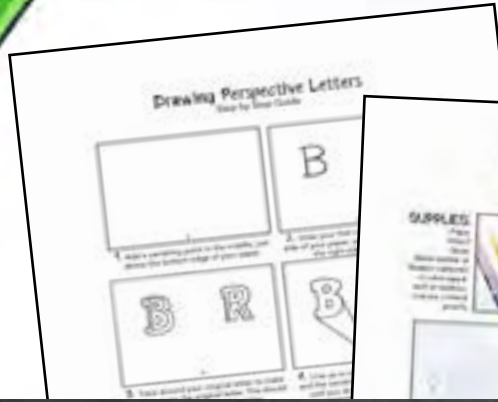
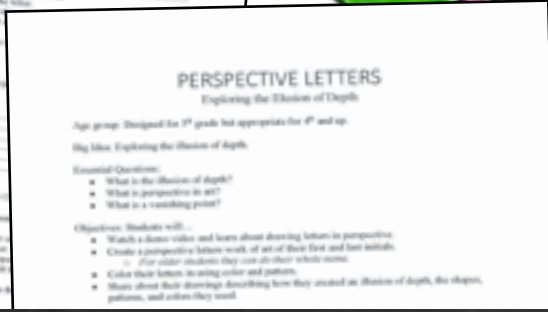
EGYPTIAN CARTOUCHE DESIGN



RHYTHM & BALANCE

1 PROJECT, 5 ACTIVITIES

RADIAL SYMMETRY MANDALA WITH INITIALS



SPACE

1 PROJECT

PERSPECTIVE LETTERS



PERSPECTIVE PERSON
Exploring the Illusion of Depth

Age group: Designed for 4th grade but appropriate for 4th and up.

Big Idea: Exploring the illusion of depth.

Essential Questions:

- What is the illusion of depth?
- What is perspective in art?
- How can you create a person in perspective?

Objectives: Students will...

Perspective Person
STEP-BY-STEP INSTRUCTIONS

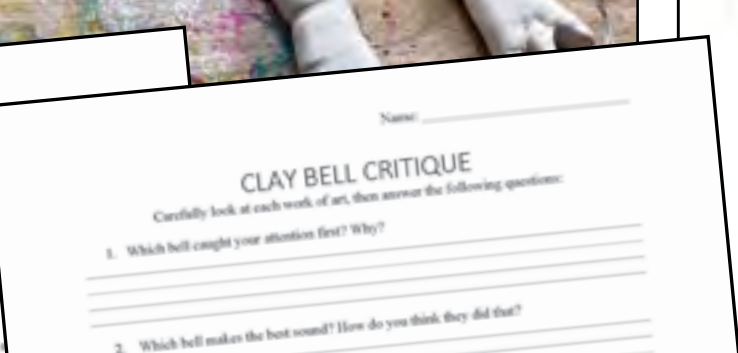
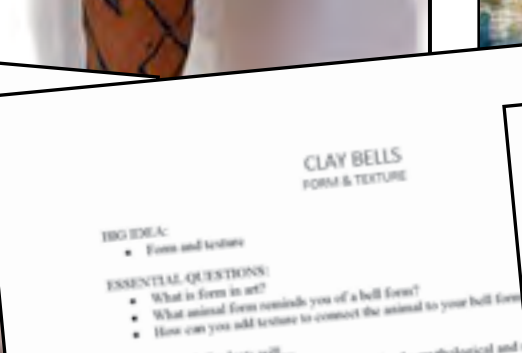
Perspective Person
STEP-BY-STEP INSTRUCTIONS

Perspective Person
STEP-BY-STEP INSTRUCTIONS

PROPORTION/SCALE

1 PROJECT

PERSPECTIVE PERSON



FORM & TEXTURE

1 PROJECT, 2 ACTIVITIES

CLAY BELL PROJECT



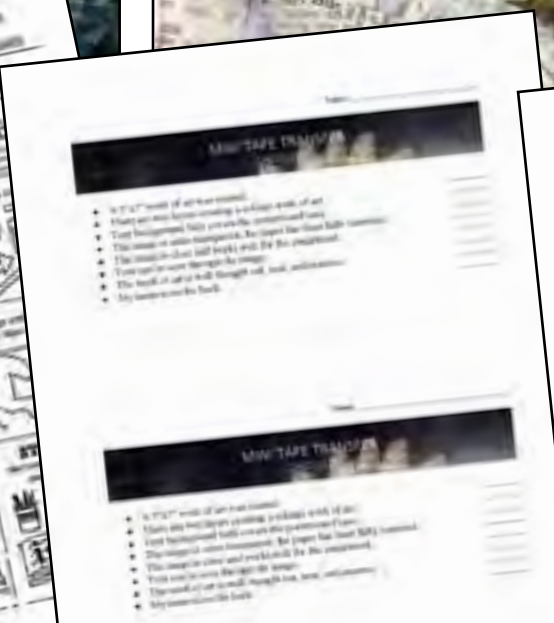
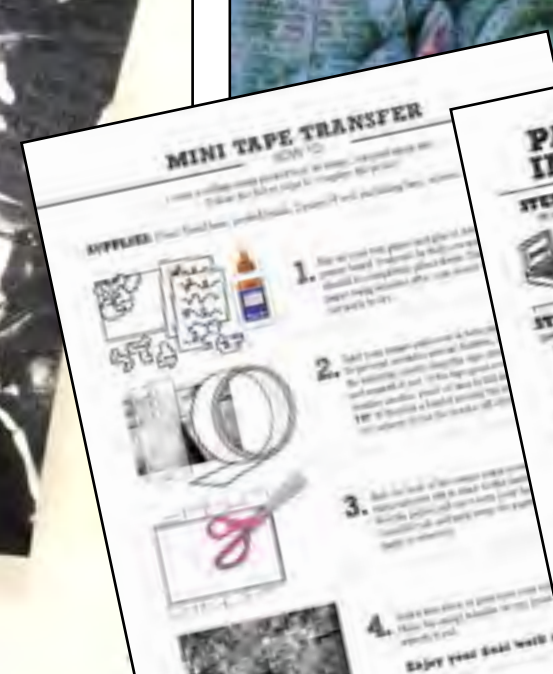
COLOR

1 PROJECT, 5 ACTIVITIES, COLOR MIXING PRACTICE,
BLIND CONTOUR COLOR MIXING



LINE

1 PROJECT, 3 ACTIVITIES, ART HISTORY FOCUS:
SELF PORTRAIT POP ART SCRATCH FOAM PRINT



MINI TAPE TRANSFER RUBRIC

Category	Expectations	Possible Points	Comments	Score
Collage	A work of art created with two layers to create a collage. The layers work well together. The work is neat and the image is clear.	30		
Tape Transfer	The image is clear and the tape transfer is successful. All the paper is removed. The image is transferred to the back layer.	30		
Text Layer	The text is well placed and works with the image.	10		
Craftsmanship	Good workmanship and neat work. Well used tape and thought on.	10		
Creativity	Design is interesting, showing thoughtfulness of the text and experimental with materials.	10		
		10		

UNITY

1 PROJECT, 1 ACTIVITY: MINI TAPE TRANSFER

BUYERS LOVE MY PRODUCTS:



"This curriculum has helped me in my first year of teaching art to JH and HS. While I am an artist myself, it was great to have it all planned out and ready for me to present. Such a time saver and well organized!"



"My students love this resource and added another area of dimension to my unit. Thanks!"

CHECK OUT MORE PRODUCTS:



Check out more projects for elementary through high school students.

Grab early finishers for those quick artists or an entire curriculum so you can focus on teaching.

[VIEW MORE HERE](#)

LOOK BETWEEN THE LINES

BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at whitneywpanetta@gmail.com.