

Curriculum Matrix

Grade Level/Course Name: 2nd Grade	
Name: Brandi Neighbors	Date: 2-17-2025
North Carolina Essential Standards that you plan to cover over the course of the semester: (Avoid having too many standards 5-8 standards). I. 2.V.1.2 Create original art that expresses ideas about people, neighborhoods, or communities. II. 2.V.1.3 Understand the “story” in works of art. III. 2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value. IV. 2.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion. V. 2.V.2.1 Understand that artistic problems have multiple solutions. VI. 2.V.3.3 Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.	

Curriculum Matrix

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
The title should be short , yet descriptive and specific to content being explored. Use your concept map to help you identify the modules. Add rows as needed for additional Units.	List (2-3) standards address in this unit. See above selected standards.	State the units intended Central Focus/ Big Idea .	State the unit's intended <i>measurable content</i> and language learning objectives. objectives must describe student performance in specific, observable terms. Use suggested action verbs from Bloom's Taxonomy.	Specify all activities that will be used to measure the stated module learning outcome . Also, list the objectives that align with each assessment.	List all instructional materials and technology/media used during the unit that promote achievement of the stated learning objectives. This may include artwork, readings, web resources, videos, etc.	List all formative and summative assessments that promote achievement of the stated module learning outcomes and align with Learning Activities .

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 1: -Emphasis -Balance -Contrast -Classroom Border Name Card Design	2.V.1.5 2.V.2.1 2.V.3.3	Central Focus: Students will understand how to develop artwork to separate the foreground and background. Essential Questions: How do I create balance by centering my name? How do I make the name stand out from the background?	Language Objectives: Students will be able to explain how they used the Principles of Design to create a personal background of their choice that visually describes them in their artwork. Content Objectives: 1. Students will create balance formulating guides to help them center their name on a small card that will be a part of a collaborative border with all of the student body. 2. Students will learn that they can create a complex design as a background and use contrast to separate it from the	1. Construct a guide to space out letters evenly on the card. 2. Explore ideas for the background drawings that describe the student. 3. Apply color to the background. 4. Emphasize the foreground name by using contrasting colors or value. 5. Critique (LO)	Visual Examples: Google search of instructional design images foreground background name card Teacher Demonstrations on Block Lettering and Overlapping Images Vocabulary: Emphasis Balance Contrast Foreground Background Overlap	The students will have a final critique where they will discuss how to observe if and how they achieved emphasis by using contrast in their artwork. Student/Teacher Rubric

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 2: -Lines -Shapes -Movement Patterns -Pastels -Markers	2.V.1.2 2.V.1.4 2.V.2.1	Central Focus: Students will understand how to identify various line types in artwork and create original artworks based on their interpretation of famous artist's works. Essential Questions: How does the artist create movement in their artwork and with what types of lines were used? How do I create separate pieces of art and merge them into one?	Language Objectives: Students will be able to explain how they created a story setting in the background of their pumpkin scene. Content Objectives: 1. Students will create two artworks and explore how to merge them together to develop one art piece. 2. Students will create patterns with the Elements of Art, line and shape, in their pumpkins. 3. Students will experiment with lines to create movement in their background.	1. Explore pastels on Construction paper. 2. Draw a background scene answering the question, "Where is your pumpkin?" 3. Use lines that show movement to create energy in your piece. 4. Create a pumpkin and use patterns to design the different sections. 5. Cut out the pumpkin and evaluate where the best location on the back ground in which the pumpkin would be placed. 6. Add pastel	Artists: Vincent Van Gogh Wassily Kandinsky Teacher Drawing Demonstrations Vocabulary: Movement Pattern Types of Lines: Horizontal Vertical Diagonal Curved Zig Zag Curly Wavy Dotted Broken Spiral Curved Supplies: -Markers -Multicolored Construction paper -Pencil -Glue -Scissors - Chalk Pastels	The students will have a final critique where they will discuss how to observe if and how they achieved movement in their backgrounds and if they discovered ways to use pastels effectively. Student/Teacher Rubric

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 3: Color	2.V.1.4 2.V.3.3	<p>Central Focus: Students will develop works of art by understanding the Element of Art: color and learn basic color theory while experimenting with color mixing to create an original work of art.</p> <p>Essential Questions: What are the characteristics of color? How do colors react when mixed?</p>	<p>Language Objective: Students will explain the difference between Primary and Secondary Colors and the order to mix them.</p> <p>Content Objective: Students will explore color mixing through the use of crayons.</p>	<ol style="list-style-type: none"> 1. Learn about the newest element, which is color. 2. Students will learn about Primary Colors and explain why they are called that. 3. Students will observe the "Bauhaus Color Wheel" by Johannes Itten. 4. The students will develop their own color wheel using the techniques that they just learned. Secondaries.. 	<p>Artists: Johannes Itten "Bauhaus Color Wheel"</p> <p>Teacher Deomnstrations</p> <p>Vocabulary: Elements of Art, Primary Colors, Secondary Colors</p> <p>Supplies: Drawing Paper, Red, Yellow, Blue, White and Black Crayons, Pencil and Color Wheel Worksheet</p>	Students will critique their work by describing observations that they made while mixing certain colors.
Unit 4:						
Unit 5:						

Curriculum Matrix

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 6:						

Source:
The Online Course Map Guide, 2019
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Curriculum Matrix

Grade Level/Course Name: 3rd Grade	
Name: Brandi Neighbors	Date: 2-17-2025
North Carolina Essential Standards that you plan to cover over the course of the semester: (Avoid having too many standards 5-8 standards). I. 3.V.1.2 Understand that artists use their art to express personal ideas. II. 3.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value. III. 3.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity. IV. 3.V.2.1 Create art through a process that includes generating ideas, planning solutions, and producing original art. V. 3.V.2.2 Use personal point of view and experiences as sources for creating art. VI. 3.V.2.3 Create art from realistic sources of inspiration. VII. 3.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.	

Curriculum Matrix

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
The title should be short , yet descriptive and specific to content being explored. Use your concept map to help you identify the modules. Add rows as needed for additional Units.	List (2-3) standards address in this unit. See above selected standards.	State the units intended Central Focus/ Big Idea .	State the unit's intended <i>measurable content</i> and language learning objectives. objectives must describe student performance in specific, observable terms. Use suggested action verbs from Bloom's Taxonomy.	Specify all activities that will be used to measure the stated module learning outcome . Also, list the objectives that align with each assessment.	List all instructional materials and technology/media used during the unit that promote achievement of the stated learning objectives. This may include artwork, readings, web resources, videos, etc.	List all formative and summative assessments that promote achievement of the stated module learning outcomes and align with Learning Activities .

Curriculum Matrix

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 1: -Emphasis -Balance -Contrast -Classroom Border Name Card Design	3.V.1.2 3.V.1.5 3.V.2.2	Central Focus: Students will understand how to develop artwork to separate the foreground and background. Essential Questions: How do I create balance by centering my name? How do I make my name stand out from the background?	Language Objective: Students will be able to explain how they used the Principles of Design to create a personal background of their choice that visually describes them in their artwork. Content Objectives: 1. Students will create balance formulating guides to help them center their name on a small card that will be a part of a collaborative border with all of the student body. 2. Students will learn that they can create a complex design as a background and use contrast to separate it from the	6. Construct a guide to space out letters evenly on the card. 7. Explore ideas for the background drawings that describe the student. 8. Apply color to the background. 9. Emphasize the foreground name by using contrasting colors or value. 10. Critique (LO)	Visual Examples: Google search of instructional design images foreground background name card Teacher Demonstrations on Block Lettering and Overlapping Images Vocabulary: Emphasis Balance Contrast Foreground Background Overlap	The students will have a final critique where they will discuss how to observe if and how they achieved emphasis by using contrast in their artwork. Student/Teacher Rubric

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 2: -Lines -Shapes -Movement	3.V.1.2 3.V.1.4 3.V.2.1	Central Focus: Students will select a topic of their choice and illustrate certain elements of that topic in a composition that includes white space to fill with lines of movement. Essential Questions: Which elements should I include to communicate my topic? How should I design those elements in my composition?	Language Objective: Students will be able to explain how they used the Principles of Design: Movement to direct the eye flow throughout their composition. Content Objectives: 1. Students will assemble various elements that represent the topic of their choice preferably and area of interest in a single composition. 2. Students will learn that they can unify various elements of artworks with lines and patterns. 3. Students will create emphasis in their design by using prior	1. Pick a topic of interest. 2. Analyze different elements to illustrate that represent the topic. 3. Use the Element of Art: space to create white space between the illustrations. 4. Color or shade the different drawings. 5. Develop a pattern with continuous lines that flow throughout the composition.	Artist: Keith Haring Vocabulary: Composition Eye Flow Movement Principles of Design Types of lines Organic Shapes Geometric Shapes Supplies: -Drawing Paper -Pencil -Crayons -Colored Pencils	The students will have a final critique where they will discuss their topic and why it was important to them and critique their final artwork if it communicated movement. Student/Teacher Rubric

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 3: Color	3.V.1.4 3.V.2.1	<p>Central Focus: Students understand the Element of Art: Color and create art through a process that includes generating ideas, planning solutions, and producing original art.</p> <p>Essential Questions: What are the characteristics of color? How do colors react when mixed?</p>	<p>Language Objective: 1. Students will explain the difference between Primary and Secondary Colors.</p> <p>Content Objectives: 1. Students will understand the Element of Art: Color. 2. Students will understand how to mix colors. 3. Students will create an original work of art based on the color wheel.</p>	<ol style="list-style-type: none"> 1. Students will review color mixing. 2. Students will create an original design color wheel. 3. Students will plan their design on a separate sheet of paper. 4. Students will transfer their design to a canvas where they will mix and paint their colors. 	<p>Visual Examples: Google Color Wheel Design Ideas</p> <p>Teacher Demonstrations on Simple Color Mixing Ideas</p> <p>Vocabulary: Element of Art Color Primary Colors Secondary Colors Tertiary Colors Monochromatic Painting Tints, Shades, Unity</p> <p>Supplies: Drawing Paper Pencil Transfer Paper Canvas Red, Blue, Yellow, White, Black Tempura Paint, Paint Brush</p>	The final artwork will be the assessment. Students will develop their color wheel in the correct order incorporating their own unique unified design. Students work will be assessed in accordance with the Teacher/Student Rubric.

Curriculum Matrix

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 4:						
Unit 5:						
Unit 6:						

Source:

The Online Course Map Guide, 2019

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Curriculum Matrix

Grade Level/Course Name: 4th Grade	
Name: Brandi Neighbors	Date: 2-17-2025
North Carolina Essential Standards that you plan to cover over the course of the semester: (Avoid having too many standards 5-8 standards). I. 4.V.1.2 Apply personal choices while creating art. II. 4.V.1.4 Understand how the Elements of Art are used to develop a composition. III. 4.V.1 Use the language of visual arts to communicate effectively. IV. 4.V.1.5 Understand how the Principles of Design work in relation to each other. V. 4.V.2.3 Create abstract art that expresses ideas. VI. 4.V.3.2 Compare characteristics of a variety of media. VII. 4.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.	

Curriculum Matrix

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
The title should be short , yet descriptive and specific to content being explored. Use your concept map to help you identify the modules. Add rows as needed for additional Units.	List (2-3) standards address in this unit. See above selected standards.	State the units intended Central Focus/ Big Idea .	State the unit's intended <i>measurable content</i> and language learning objectives. objectives must describe student performance in specific, observable terms. Use suggested action verbs from Bloom's Taxonomy.	Specify all activities that will be used to measure the stated module learning outcome . Also, list the objectives that align with each assessment.	List all instructional materials and technology/media used during the unit that promote achievement of the stated learning objectives. This may include artwork, readings, web resources, videos, etc.	List all formative and summative assessments that promote achievement of the stated module learning outcomes and align with Learning Activities .

Curriculum Matrix

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 1: -Emphasis -Balance -Contrast -Classroom Border Name Card Design	4.V.1.2 4.V.1.4 4.V.1.5	<p>Central Focus: Students will understand how to develop artwork to separate the foreground and background that represents themselves.</p> <p>Essential Questions: How do I create balance by centering my name? How do I make my name stand out from the background?</p>	<p>Language Objective: Students will be able to explain how they used the Principles of Design to create a personal background of their choice that visually describes their interests in their artwork.</p> <p>Content Objectives: 1. Students will create balance formulating guides to help them center their name on a small card that will be a part of a collaborative border with all of the student body. 2. Students will learn that they can create a complex design as a background and use contrast to separate it from the foreground. 3. Students will learn to create emphasis in the foreground by using balance and </p>	11. Construct a guide to space out letters evenly on the card. 12. Explore ideas for the background drawings that describe the student. 13. Apply color to the background. 14. Emphasize the foreground name by using contrasting colors or value. 15. Critique (LO)	<p>Visual Examples: Google search of instructional design images foreground background name card</p> <p>Teacher Demonstrations on Block Lettering and Overlapping Images</p> <p>Vocabulary: Emphasis Balance Contrast Foreground Background Overlap</p>	<p>The students will have a final critique where they will discuss how to observe if and how they achieved emphasis by using contrast in their artwork.</p> <p>Student/Teacher Rubric</p>

Curriculum Matrix

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 2: -Lines -Movement -Gesture Drawing	4.V.1.4 4.V.1.5 4.V.2.3	<p>Central Focus: Students interpret gestures while using shapes to create a mechanical figure incorporating lines of motion around the figure to develop movement.</p> <p>Essential Questions: What pose do I want to capture? How can I use lines and shapes to communicate the position effectively?</p>	<p>Language Objective: Students will be able to explain how they applied the Elements of Art: Line and Shape to capture a gesture that they themselves modeled.</p> <p>Content Objectives:</p> <ol style="list-style-type: none"> 1. Students will investigate how to use themselves to analyze different movements to capture in a drawing. 2. Students will apply lines of motion to the drawing to formulate a sense of movement. 	<ol style="list-style-type: none"> 1. Explore different poses to capture. 2. Use lines to create a stick figure in a gesture drawing. 3. Develop simple geometric shapes around the lines. 4. Color the shapes in a final rendering. 5. Add motion lines around the figure in a color or value pattern. 	<p>Artists: Keith Haring James Gurney</p> <p>Vocabulary: Gesture Drawing Movement Lines of motion Capture</p> <p>Supplies: -Drawing Paper -Pencil -Crayons -Colored Pencils</p>	<p>The students will have a final critique where they will discuss how they captured and developed movement in a figure drawing.</p> <p>Student/Teacher Rubric</p>

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 3: Value	4.V.1.4 4.V.3.3	Central Focus: Students will understand how the Elements of Art are used to develop a composition.	Language Objective: <ol style="list-style-type: none"> Students will be able to explain how they applied the Elements of Art: Line and Shape to capture a gesture that they themselves modeled. Content Objectives: <ol style="list-style-type: none"> Students will explore mixing different values with paint to create a monochromatic painting. Students will apply knowledge of Aerial Perspective to their paintings. 	<ol style="list-style-type: none"> Students will learn basic measuring (sighting) while drawing in a landscape. Students will observe accuracy in drawing to create their landscape. Students will choose the color that they would like to experiment with. Students will experiment with paint to create different values. Students will develop their artwork incorporating different values and layers to create atmospheric perspective in 	Artists: Albert Bierstadt Vocabulary: Value Tints Shades Monochromatic Aerial Perspective Supplies: -Drawing Paper -Pencil -Transfer Paper -Canvas -Black, White, Primary and Secondary Tempura Paints	Assessment: Students will present their final paintings recalling the vocabulary learned to describe their painting and process. Teacher/Student Rubric

Curriculum Matrix

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 4:						
Unit 5:						
Unit 6:						

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Grade Level/Course Name: 5th Grade

Name: Brandi Neighbors

Date: 2-17-2025

Curriculum Matrix

North Carolina Essential Standards that you plan to cover over the course of the semester:

(Avoid having too many standards 5-8 standards).

- I. 5.V.1.2 Create art that reflects personal voice and choice.
- II. 5.V.1.3 Classify works of art in terms of whether they are realistic, abstract, or non-objective.
- III. 5.V.1.4 Understand the relationship between the Elements of Art and the Principles of Design.
- IV. 5.V.1.5 Apply the Principles of Design in creating compositions.
- V. 5.V.2.1 Evaluate solutions to artistic problems, including their effectiveness
- VI. 5.V.2.3 Create realistic, imaginative, abstract, and non-objective art.
- VII. 5.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

Unit # and Title	NC Essential Standards	“Central Focus” / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
The title should be short , yet descriptive and specific to content being explored. Use your concept map to help you identify the modules. Add rows as needed for additional Units.	List (2-3) standards address in this unit. See above selected standards.	State the units intended Central Focus/ Big Idea .	State the unit's intended <i>measurable content</i> and language learning objectives. objectives must describe student performance in specific, observable terms. Use suggested action verbs from Bloom's Taxonomy.	Specify all activities that will be used to measure the stated module learning outcome . Also, list the objectives that align with each assessment.	List all instructional materials and technology/media used during the unit that promote achievement of the stated learning objectives. This may include artwork, readings, web resources, videos, etc.	List all formative and summative assessments that promote achievement of the stated module learning outcomes and align with Learning Activities .

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 1: -Emphasis -Balance -Contrast -Classroom Border Name Card Design	5.V.1.2 5.V.1.5 5.V.3.3	<p>Central Focus: Students will understand how to develop artwork to separate the foreground and background that represents themselves.</p> <p>Essential Questions: How do I create balance by centering my name? How do I make my name stand out from the background?</p>	<p>Language Objective: Students will be able to explain how they used the Principles of Design to create a personal background of their choice that visually describes their interests in their artwork.</p> <p>Content Objectives: 1. Students will create balance formulating guides to help them center their name on a small card that will be a part of a collaborative border with all of the student body. 2. Students will learn that they can create a complex design as a background and use contrast to separate it from the foreground. 3. Students will learn to create emphasis in the foreground by</p>	16. Construct a guide to space out letters evenly on the card. 17. Explore ideas for the background drawings that describe the student. 18. Apply color to the background. 19. Emphasize the foreground name by using contrasting colors or value. 20. Critique (LO)	<p>Visual Examples: Google search of instructional design images foreground background name card</p> <p>Teacher Demonstrations on Block Lettering and Overlapping Images</p> <p>Vocabulary: Emphasis Balance Contrast Foreground Background Overlap</p>	<p>The students will have a final critique where they will discuss how to observe if and how they achieved emphasis by using contrast in their artwork.</p> <p>Student/Teacher Rubric</p>

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 2: -Lines -Natural Curve -Measurement -Organic Shapes -Value	5.V.1.3 5.V.2.3	Central Focus: Students will explore measuring with a pencil to create accurate realistic drawings. Essential Questions: How do I measure? How can I overcome what I think versus what I truly see?	Language Objective: Students will be able to explain how they used the Element of Art: Line to create a curve and the importance of measuring for accuracy. Content Objectives: <ol style="list-style-type: none"> Students will construct a strong foundation on their drawings by applying specific measurements to their framework. Students will use the Element of Art: Value to develop and illusion of 3-Dimensionality. 	<ol style="list-style-type: none"> Students will construct a framework using rulers and pencils. Students will learn the parts of the ruler and how to read it. Students will measure to develop accuracy in their artwork. Students will connect specific measurements to create the natural curve. Students will apply value to the curve to create and illusion of 3Dimensionality. 	Artists: MC Escher Teacher Demonstration Vocabulary: Organic Shapes Geometric Shapes Value Measure Contour Supplies: Ruler Drawing Paper Pencil	The students will have a final critique where they will discuss what they understood of the process and how to apply the concepts to future designs. Student/Teacher Rubric

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 3: Shape	5.V.2.3 5.V.3.3	<p>Central Focus: Students will observe still life objects and investigate how to use measuring to replicate the shape of what they see in a drawing.</p> <p>Essential Questions: How do I measure? What shapes am I truly seeing versus what I think?</p>	<p>Language Objective: Students will be able to explain the process of creating realistic drawings by using the drawing tools: measuring, angles, alignment, and positive and negative shapes.</p> <p>Content Objectives:</p> <ol style="list-style-type: none"> 1. Students will observe a still life object and recreate it in a drawing focusing on accuracy. 2. Students will use their pencil to help them measure, see angles and how things align. 	<ol style="list-style-type: none"> 1. Students will use their pencil to measure and compare the height and width of an object. 2. Students will use the information learned from measuring to create a boundary box. 3. Students will use measuring to find out which points of the object touch the boundary. 4. Students will use angles to create the shape of the object. 	<p>Artists: Michelle Dunaway</p> <p>Teacher Demonstration</p> <p>Vocabulary: Measure Angle Alignment Realism</p> <p>Supplies: Drawing Paper Pencil</p>	<p>Assessment:</p> <p>Students will be assessed by the accuracy of their final drawing.</p> <p>Student/Teacher Rubric</p>

Curriculum Matrix

Unit # and Title	NC Essential Standards	"Central Focus" / Big Ideas	Overall Learning Objective	Activities: Learner Interactions and Engagement	Instructional Materials	Assessments
Unit 4: Value Form						
Unit 5: Color Wheel Still Life						
Unit 6: Texture						

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