What sets *Explorations in Art* apart?

**Theme-Based Learning**
Unit themes such as *Belonging* and *Making a Difference* underscore the relevance of art in students’ lives and reveal the important roles art plays in cultures around the world.

**Process-Based Studios**
By learning a process that emphasizes the importance of thinking, planning, and reflection in creating superior, original artworks, students go far beyond the basics of art-making.

**Solid Foundation in Art Concepts**
No other program provides such strong support for teaching elements and principles, with in-depth lessons, helpful illustrations of skills and techniques, brilliant fine art examples, exemplary student artwork, and an exceptional Student Handbook.
Program Overview

A Personal Journey
A Personal Journey focuses on the experiences of artists, and how their perspectives and approaches change over time.

A Community Connection
A Community Connection focuses on how groups of people use art to communicate and connects with the study of U.S. History.

A Global Pursuit
A Global Pursuit focuses on ideas and artwork from around the world and connects with the study of Western and non-Western history.

Teacher Edition

Teacher Edition includes:
- Suggested pacing
- Vocabulary
- Strategies for using text and images effectively
- Inquiry-based activities to challenge learners
- Additional background on art and artists
- Compare and Contrast Venn diagrams
- Ideas for extending the lesson
- Studio evaluation criteria
- Critical thinking exercises
- Support for differentiated instruction
- Cross-curricular connections

Unit Planning Guide
- At-a-glance planning
- Pacing, objectives, studios, necessary materials

Lesson Wraparound Material
- Point-of-use support on every page
- Four key sections that organize teaching instruction of each lesson: Prepare, Teach, Assess, and Close
- Numerous teaching extensions: differentiated instruction, paths of inquiry, interdisciplinary content, online resources, assessment options, and more

Unit Rubrics and Summative Assessment
- Authentic assessment options for both art and non-art content
- Unit Performance Tasks that help determine depth and breadth of understanding
- Studio Exploration rubrics with a clear evaluation structure for studio work
- Unit Concepts rubric for assessment of specific unit objectives
Student Books

Student Book includes:

- 9 theme-based units
- Brilliant fine art images
- 54 studios with stellar examples of student artwork
- Art criticism of fine art and student artwork
- Technique illustrations
- Artist biographies
- Timelines
- Globes and maps

Introduction to Art

Why do people make art?

- To express themselves
- To tell a story
- To share feelings
- To remember important people
- To make things look beautiful
- To remember special times

Using Watercolors

- A wash is a thin layer of paint spread over a large area.
- You can let a wash dry and then paint over it.
- You can paint over a wash before it has dried.
- To make a white area, do not apply paint. Let the white paper show through.

Using Tempera Paints

- Use a stiff bristle brush and short, swift brushstrokes to paint large areas of color first.
- Allow area to dry before adding small details. Brushing large areas of wet paint over dry paint will cause the paint to run.

Review

- Revisit elements and principles.
- Study a simplified chronology of Western art styles and movements.
- Refer to safety information and art forms.
Teaching and learning strands that work!
All nine units in the student book follow this same structure.

Strand 1: Two lessons plus a Studio Exploration

Unit Overview
- Introduces the unit theme and objectives
- Includes two large fine art images
- Relevant text captures reader interest

Lesson 1
Exploring the Unit Theme
- Shows how a universal theme has been interpreted by many different artists
- Explores the theme in depth
- Profiles an artist and offers a Studio Time, a hands-on lesson illustrated with student work

Lesson 2
Skills and Techniques
- Provides background and basic information about an element or principle, art form or medium, process or technique
- “Observe, Tools, Practice” sequence models good studio habits
- Studio Time allows experimentation and develops skills needed for the Studio Exploration that follows

Lesson 3
Studio Exploration
- Reinforces concepts and skills learned in previous two lessons
- Inspires students with fine art and everyday visual culture examples
- Culminates in an Art Criticism exercise using exemplary student work
Strand 2: Two lessons plus a Studio Exploration

Lesson 4: Art History and Traditions
- Includes timeline of theme-related historical events; puts lesson’s fine art in context
- Shows how artists across time and place respond to a theme through their art
- Profiles an artist and offers a Studio Time hands-on lesson

Lesson 5: Global View
- Includes map of area profiled, plus globe for larger context
- Introduces students to art of a cultural group
- Profiles an artist and offers a Studio Time hands-on lesson

Lesson 6: Studio Exploration
- Reinforces concepts and skills learned throughout unit
- Inspires students with fine art and everyday visual culture examples
- Culminates in an Art Criticism skill-building exercise using exemplary student work

Connections/Vocabulary & Content Review
- Helps students see art’s relevance to other subjects and to students’ own lives
- Reviews unit vocabulary; includes writing and art criticism exercises
- Provides sketchbook, portfolio, and aesthetic thinking prompts
The Unit Preview introduces each unit and helps the teacher introduce the unit theme and learning objectives to students.

**The Human Experience**
Each unit is organized around a universal theme or enduring idea that is shared by people across time and place.

**Art and the Human Experience**
Each unit focuses on how artists across time and place have experienced the theme.

**Strands**
Each unit theme is divided into two strands that help students experience the theme from two different perspectives.

**Fine Art**
Fine art on these pages gives you examples, in a variety of media, of how artists across cultures and time periods have responded to a universal theme.

Learn about the unit structure in each Student Book and Teacher Edition, as you view these pages from *A Personal Journey*, Unit 2.
Unit Objectives

Each unit is organized around four learning objectives:

Learn about artworks.
Students learn the significant role that art plays in our lives and in society.

Learn how artists communicate.
Students learn how artists communicate ideas using the elements of art, principles of design, skills and techniques, and forms and media.

Experience the theme as artists.
The nine studio activities in each unit provide an opportunity for students to express their understanding of the unit theme, while practicing the specific skills and techniques that artists use to communicate.

Experience the theme as viewers of art.
Like creating art, the viewing of art is a skill that can improve with practice. Each unit includes numerous artworks from across time and place to help students learn how to view and discuss artworks. Art criticism questions based on both fine art and student artworks are also included.

Art Concepts

Elements and principles, skills and techniques, and forms and media are introduced and reinforced throughout each unit. Students learn how these concepts work together to create effective artwork and convey artists’ messages.
**Unit Planning Guide**

At-a-glance planning assistance is here, at your fingertips!

### Strand 1

Review both strands within the unit, and clearly understand the intentions of each.

**Key Concept:** A guiding concept for each strand helps clarify broad learning objectives and maintain unit focus.

### Objectives

Preview objectives, lesson by lesson, to coordinate with your overall curricular goals.

### Artworks

See the images—fine art, student work, and more—that appear in each lesson, to speed preparation and discussion planning.

### Studio

This section lists the art form students will be exploring in the studio portion of the lessons and the suggested medium or media to use. Media may, of course, be adjusted according to your available supplies.

### Supplies

Supply lists help you plan your unit needs.

---

**Unit 2: Artists Are Recorders**

**Planning Guide**

<table>
<thead>
<tr>
<th>Unit Overview</th>
<th>Page 22–33</th>
<th>Facetime: One 45-minute period</th>
</tr>
</thead>
</table>

**2.1 Exploring the Unit Theme**

- Explain how artists record people's daily lives.
- Demonstrate an understanding of artists' intentions of subject matter.
- Create a drawing of a school day scene.

**2.2 Skills and Techniques**

- Identify hatching and crosshatching, stippling, and flooding techniques.
- Understand that artists choose techniques that create value and desired effects.
- Use shading techniques to draw art objects.

**2.3 Studio Exploration—Drawing**

- Understand that artists make choices about what to record and how to show it.
- Compare and contrast techniques in terms of what the artist has included and excluded to record daily life.
- Complete a final drawing, based on a series of sketches, to record a daily life moment.

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**Studio Materials**

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Still Life Drawing</th>
<th>Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>pencils, marker, charcoal</td>
<td>pencils, charcoal, pastel, India ink</td>
<td>pencils</td>
</tr>
</tbody>
</table>

**Supplies**

- drawing paper
- pencils
- charcoal
- objects of interest
- sketch paper
- charcoal, charcoal, or fine-point fiber-tip pen
- easel
- fixative (optional)
- paper strips or na for vellum

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Lessons
Check pacing and other important details of each lesson. Lesson page numbers are included for ease of use.

Connections
Preview the images and conceptual links between other disciplines, careers, and daily life that you’ll be presenting to students.

Vocabulary and Content Review
Preview the fine art for the Write About Art and Art Criticism exercises, and review unit vocabulary.

Unit Vocabulary
Teachers can view the Unit Vocabulary at a glance.
Unit Overview

In this 2-page lesson, students begin to experience the theme, objectives, and art concepts by viewing and discussing two artworks.

Prepare

Unit Theme  Unit themes are based on universal themes common to the human experience. Students learn how artists experience and communicate these enduring themes.

Unit Focus  Review the overall intention of the unit, including what students will study, how they will incorporate what they learn in their studio work, and major concepts to emphasize.

Unit Vocabulary  All highlighted words in the unit, in English and Spanish.

Teaching Options

Strategies offered in this yellow bar allow you to move beyond the scope of the text, adapting lessons to your students’ skill levels, offering background information and extensions, and highlighting relevant ancillary materials.

Teaching Through Inquiry

Challenge students with extensions that require critical thinking in aesthetics, art history, art criticism, and studios.
Extend the Lesson

Thought-provoking questions and activities take students further in their understanding of the unit’s main theme.

Compare and Contrast

Encourage students to compare and contrast the two artworks shown by using a Venn diagram. Suggested entries for the diagram are included.

Teach

Engage  A quick exercise to spark student interest and introduce the theme.

Read the Text  Questioning strategies focus students on the introductory text after reading, and also serve as discussion-starters.

Explore the Art  Here you’ll find strategies for engaging students with the artworks on the spread. Possible answers to questions asked in image captions are provided here.

Close

Final questions for discussions help reinforce what’s been learned in the lesson and relate it to students’ lives.

Unit Preview for Students

Students can review unit objectives related to art concepts, art production, and viewing art.
Lesson 1: Exploring the Unit Theme

This 4-page lesson introduces students to some of the many ways artists have explored the theme through art. An artist’s biography, a Studio Time lesson, and end-of-lesson assessment are always included.

Prepare

Pacing  Estimated time it will take to teach the lesson. Teaching styles vary, so use the pacing estimates as guidelines rather than rules.

Objectives  Concept mastery, use of vocabulary, and studio work expectations are outlined.

Vocabulary  Highlighted in yellow in the student text, lesson vocabulary is provided in English and Spanish with an English definition for each word.

Strand 1

Each unit includes two strands. Each strand provides a specific focus on the unit theme.

Teaching Options

Strategies offered in this yellow bar allow you to move beyond the scope of the text, adapting lessons to your students’ skill levels, offering background information and extensions, and highlighting relevant ancillary materials.

About the Artist

Background about featured artists gives you additional discussion points or ways to help students understand the artists’ work.

Teach

Engage  These discussions serve to activate students’ prior knowledge and to introduce the lesson theme and concepts. Discussions are designed to make lesson concepts relevant to students.

Read the Text  Read-and-question sequences reinforce critical reading skills.

Explore the Art  Questions and discussion help students learn to look carefully and make analysis habitual.

Teacher Edition, A Personal Journey, Unit 2
**Teach (continued)**

**Critical Thinking** Questioning strategies urge students to synthesize disparate facts, determine likely conclusions, and see that there is often more than one “right” answer in art.

---

**Assess**

A quick assessment of the lesson objectives.

---

**Supplies**

A quick list of basic materials needed for the Studio Time activity.

**Create: Studio Time**

Background and support for the initiation of the studio activity.

---

**Teaching Options**

Differentiated Instruction

Additional or alternate activities for your advanced or special needs students, Spanish-speakers, English language learners, or those who need extra help.

**Interdisciplinary Connections**

Help students see parallels between art and language arts, performing arts, and other curricular areas.

**Check Your Understanding**

Possible answers to questions in the student text.

---

**Close**

Questions and short exercises help students retain what they’ve learned and apply it to their lives.

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**Teaching Through Inquiry**

Exercises in art criticism, art history, aesthetics, and art production engage students in careful analysis of artworks, styles, media, and the world around them.

---

**Studio Evaluation Criteria**

What to look for in finished studio work for this lesson. Share criteria with students at the start of the studio activity to set clear expectations.
**Lesson 2: Skills and Techniques**

This 4-page lesson gives students hands-on experience with a vital technique, major art form, or basic skill. Careful observation and practice are emphasized. A Studio Time lesson and assessment are always included.

**Prepare**

Everything you need to get ready for the lesson: suggested pacing, objectives, and vocabulary.

**Engage**

Activate students’ prior knowledge and introduce the lesson theme and concepts through quick, middle school-friendly activities. Related questions are designed to make lesson concepts relevant to students.

**Teaching Options**

**Color Coding** Color coding helps you find the options you prefer quickly.

- **Brown** titles indicate resource lists.
- **Green** titles are connections to Language Arts, Reading Comprehension, Grammar, Vocabulary, or Writing Process.
- **Purple** titles are assessment options.
- **Dark Blue** titles indicate inquiry, art history, artist background, or other general topics.

**Practice**

Brief, focused exercises help familiarize students with media, techniques, and processes they will use throughout the unit and the year. Before practice begins, the text prompts students to observe artwork on the page and acquaint themselves with the tools they’ll be using.

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*Teacher Edition, A Personal Journey, Unit 2*
Create: Studio Time
Get students started on the studio activity that accompanies this lesson. The activity makes use of the skills students have practiced during the lesson.

Studio Evaluation Criteria
Reminders of what to look for in students’ finished artworks.

Teaching Options Assessment
Choose from teacher-based, peer-based, or self-assessment techniques to determine how well students understand the lesson’s concepts.

Check Your Understanding
Answers to the end-of-lesson assessment are provided here.
Lesson 3: Studio Exploration

Each strand ends with a Studio Exploration. The 4-page studios provide cumulative reinforcement and exploration of lesson concepts. A 5-step studio process guides students through the creative process.

Prepare
Everything you need to get ready for a meaningful studio experience is here, including timing, objectives, supplies, and vocabulary.

Art Form
The art form used in the Studio Exploration is clearly stated at the top of the student page for easy reference.

Explore the Images
Use the images labeled Inspiration from Our World to help link the studio art concepts to scenes or objects students understand. Discussion questions in the Teacher Edition help focus students on how these images relate to the Studio Exploration.

Create: Studio Exploration
Step-by-step support for the students’ creative process begins on this first spread and continues on the second spread.

Step 1: Plan and Practice
Planning suggestions help students think carefully before they begin, and prevent rushing through the Studio Exploration.
Create: Studio Exploration

These strategies help students work through the 5-step creative process.

Step 2: Begin to Create
Clear illustrations outline the major steps in the process.

Step 3: Revise
Things to Remember checklist makes omission less likely. It prompts students to slow down, look at their work more carefully, and make adjustments to match expectations.

Step 4: Add Finishing Touches
Coach students through the addition of crucial details and emphasize good artistry.

Step 5: Share and Reflect
Strategies for encouraging discussion, analysis, the use of appropriate art vocabulary, and planning for future art-making.

Assess
Guidelines for a quick, informal assessment of lesson objectives. Note: A complete Studio Exploration Rubric is available at the end of each unit.

Close
Suggestions for ways to help students retain and expand upon what they’ve learned.

Art Criticism
Art Criticism based on student artwork provides students with a safe model for peer revision and assessment. Large, well-crafted student work offers inspiration and motivation. Possible answers to Art Criticism questions are available at point of use.
These lessons explore the unit theme in the context of history.

Teacher Edition, A Personal Journey, Unit 2
Supplies

Be prepared with point-of-use lists of necessary materials and tools for Studio Time.

Assess

Evaluate understanding of both text content and the Studio Time art activity.

Read the Text

Ask: What does Whistler mean by "in the air" when he refers to the "paint" in the "floral and decorative" period of his work?

Explore the Art

Talk about the color scheme and texture of the flowers in the painting. Discuss the differences in the flowers' petals and how they are represented.

Fig. 2-17: The stems in the vase are made of glass.

Fig. 2-18: The glass vase is placed on a table.

Supplies

- watercolor paints
- canvas
- paintbrushes
- water
- water-resistant paper

Create: Studio Time

Suggest that students create their own still life arrangements using different colors, shapes, and textures. Encourage them to experiment with different techniques, such as layering colors or adding texture to the flowers.

Studio Evaluation Criteria

- Student drawings must accurately represent the flowers as seen from the front.
- Students must use extreme value to create a sense of depth.

2.4, "Assessment Options"

Teaching Options

Assessment Options: Multiple approaches to assessment—peer, self, and teacher-based—offer maximum flexibility.

Studio Option

Explore other ways to reinforce or extend lesson concepts through hands-on activities.

Close

Tips for summing up the lesson and reinforcing concepts.

Check Your Understanding

Three questions check recall and synthesis of lesson concepts.

Assess Your Understanding

- Students will evaluate their own understanding of the lesson content.
- Students will reflect on the lesson and identify areas for improvement.

Studio Evaluation Criteria

Check a list of suggested expectations for the Studio Time lesson before students begin.

Teaching Options

Explore other ways to reinforce or extend lesson concepts through hands-on activities.

Check Your Understanding

Three questions check recall and synthesis of lesson concepts.

Close

Tips for summing up the lesson and reinforcing concepts.

Supplies

Be prepared with point-of-use lists of necessary materials and tools for Studio Time.

Assess

Evaluate understanding of both text content and the Studio Time art activity.

Read the Text

Ask: What does Whistler mean by "in the air" when he refers to the "paint" in the "floral and decorative" period of his work?

Explore the Art

Talk about the color scheme and texture of the flowers in the painting. Discuss the differences in the flowers' petals and how they are represented.

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Supplies

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- canvas
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Create: Studio Time

Suggest that students create their own still life arrangements using different colors, shapes, and textures. Encourage them to experiment with different techniques, such as layering colors or adding texture to the flowers.

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Studio Option

Explore other ways to reinforce or extend lesson concepts through hands-on activities.

Close

Tips for summing up the lesson and reinforcing concepts.

Check Your Understanding

Three questions check recall and synthesis of lesson concepts.
Lesson 5: Global View

This lesson highlights a world culture and its traditions and art, exploring them within the context of the unit theme.

Explore the Art

Image-specific discussions help students look more closely and observe more carefully.

Using the Map

Tips and questioning strategies help hone skills in map-reading, inference, and critical thinking.

Visual Culture

Focused questions and a hands-on activity help make students aware of the images and designs that surround them nearly all the time. An emphasis on critical analysis helps students become more visually discriminating.

Teaching Options

Social Studies Connection

These activities encourage deeper understanding of the featured culture through collaborative work.

Captions

Image captions include thought-provoking questions.

Maps

The lesson includes two maps: a regional map showing countries, cities, and land forms related to the featured area, and a globe showing the featured culture’s overall position.
Create: Studio Time

Carefully-crafted activities encourage students to respond to or acknowledge the art of the featured culture while creating art that is based in their own cultural traditions.

Meet the Artist

Capsule biographies help bring featured artists to life for students.
Lesson 6: Studio Exploration

Lesson 6 is the unit’s second Studio Exploration. It may incorporate skills and concepts learned in any of the preceding lessons in the unit. The four-page studios provide cumulative reinforcement and exploration of lesson concepts.
Assess
Guidelines for a quick, informal assessment of lesson objectives.

Close
Suggestions for ways to help students retain and expand upon what they’ve learned.

Assessment Options
Peer, self, and teacher-based strategies help you check comprehension from many angles.

Teaching Options
Digital Option  Technology alternatives provide extensions for Studio Exploration lessons.

Art Criticism
Art Criticism based on student artwork provides students with a safe model for peer revision and assessment. Large, well-crafted student work offers inspiration and motivation. Possible answers to Art Criticism questions are available at point of use.
Each unit includes a 2-page Connections feature that connects the unit theme and art concepts to four major categories. That is followed by a 2-page review of vocabulary and key concepts covered in the unit.

Interdisciplinary Connections
Daily Life, Careers, and two major curriculum areas are covered here, including Math, Language Arts, Social Studies, Performing Arts, or Science. Students learn that art is woven into life and ideas in many different ways.

Teaching Options
Internet Resources  Discover websites that offer students research and inquiry opportunities, as well as art-educational games, brain teasers, and puzzles. Descriptions in the Teacher Edition point to particularly relevant sections of the sites for quick access.

Community Involvement  Ideas for bringing the community into your classroom or taking your students out into the community.

Interdisciplinary Planning  Here you’ll find tips for working with colleagues in other subjects to maximize students’ learning.

Daily Life  Make clear to students how important and prominent art is in their daily lives. Strategies for class discussion, tips for using the accompanying artwork, and more are included in this section.

Careers  Explore a career in the arts with students. Questioning strategies help students think beyond the stereotypical “starving artist” and see these careers as relevant and valuable to society.
Aesthetic Thinking
What is beautiful, and why? Aesthetic thinking questions help students consider their own assumptions in depth and look anew at objects they thought were familiar.

Art Criticism
End the unit with a careful analysis of a work of fine art. The questions provide opportunities for students to demonstrate their understanding of the unit theme as well as specific art concepts.

For Your Portfolio
Tips for working with students as they evaluate their work throughout the year and assemble a meaningful record of progress and achievement.

Teaching Options
Advocacy Ideas for promoting your art program in your department, school, or community.

Family Involvement Tips for keeping families aware of and involved with your art program and its goals and achievements.

For Your Sketchbook
Quick exercises sharpen observational and drawing skills and help focus students on possible ideas or directions for their work. Tips and strategies help students get the most out of their sketchbook exercises.

Reteach
Final activities help anchor concepts in students’ memories, and prepare them for the next unit.

Art Criticism
Family Involvement
Teaching Options
Reteach
For Your Portfolio
For Your Sketchbook
Aesthetic Thinking
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For Your Portfolio
Tips for working with students as they evaluate their work throughout the year and assemble a meaningful record of progress and achievement.
## Studio Exploration Rubrics & Summative Assessment

The end of each unit in the Teacher Edition includes authentic assessment options, as well as engaging extensions across the arts.

### Studio Exploration Rubrics

Evaluate the student work that results from Lessons 3 and 6 of each unit. Objectives and sources of evidence are provided for each lesson. Four levels of achievement are included, with clear descriptions of expectations in each.

<table>
<thead>
<tr>
<th>Lesson 2.3 Studio Exploration—Drawing</th>
<th>Evidence</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand that when observing daily life, artists make choices about what to record and how to show it.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast artwork in terms of what the artist has included and excluded in recording daily life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Complete a drawing, based on a moment of observation, to record a daily-life moment.</td>
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</tr>
</tbody>
</table>

### Connections Across the Arts

Meaningful connections across the arts conclude each unit.

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Teacher Edition, A Personal Journey, Unit 2
Summative Assessment
Unit Performance Tasks
Clear performance tasks provide an authentic assessment opportunity for each unit. This includes students’ understanding as both creators and viewers of art, as well as their understanding of the unit theme.

Unit Concepts Rubric

Objectives
- The four objectives align with the objectives introduced at the beginning of the unit.

Rubric
- A rubric is included for each unit performance task.

Theater
A Day in the Life
- Ask students to think about all the activities they perform in a typical day. Have them work in small groups to mime the daily activities of a student, from waking to sleeping. Explain to students that mime does not use sounds or props. One group member should mime the student and the others should mime the people and objects around him or her. How can they effectively mime each major activity in a student’s day? How can they use their facial expressions and gestures to show what is happening? How can a person pretend to be an object?

Music
The World of Work
- Work is a part of many people’s daily lives. Work songs are rhythmic a cappella songs sung by people working on a physical and often repetitive task. Rhythms of work songs serve to synchronize the physical movements of a group. Work songs also help to create a feeling of familiarity and connection among the workers. Help students learn the words and music of a work song and then create physical movements to go with the song. Students can then draw pictures to illustrate different parts of the song. Examples of work songs include “Whistle While You Work,” “I’ve Been Working on the Railroad,” and “The Banana Boat Song.”

Unit 2: Studio Exploration Rubrics and Summative Assessment
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