



ANNA GILLIAM

Adventures in ES Art



GRADE 1

ART UNIT 3: Multimedia observations of fruits and vegetables

Unit of Work: How Are you?

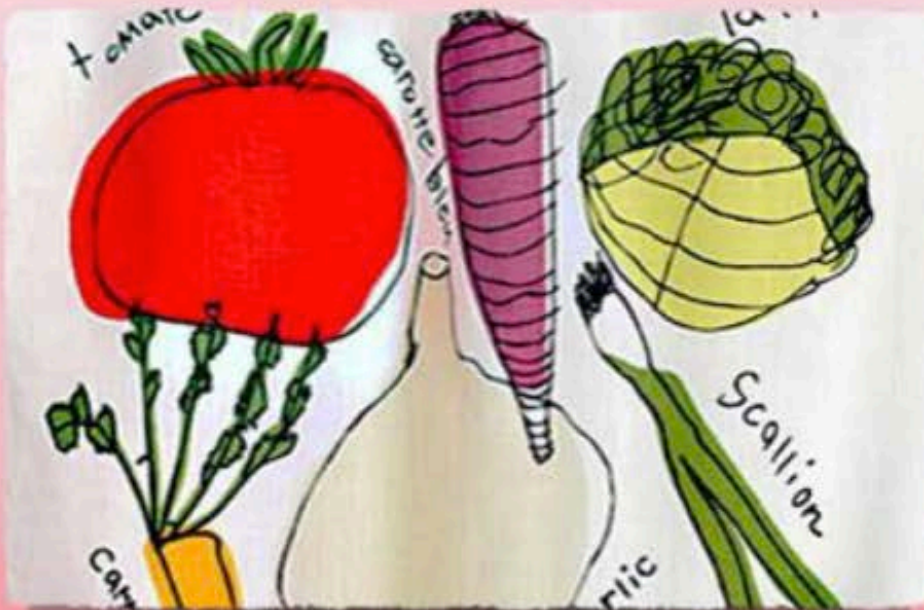
PROJECT: Students create drawings using the shapes, colors and textures of a variety of fruits or vegetables through observation.



- Be able to draw shapes, patterns and textures from observation
- Be able to show shape and texture, using various media



- Understand how to represent three-dimensional objects on paper
- Understand how to represent texture in drawing



Learning Goals:

1.02 Be able to use a variety of materials and processes

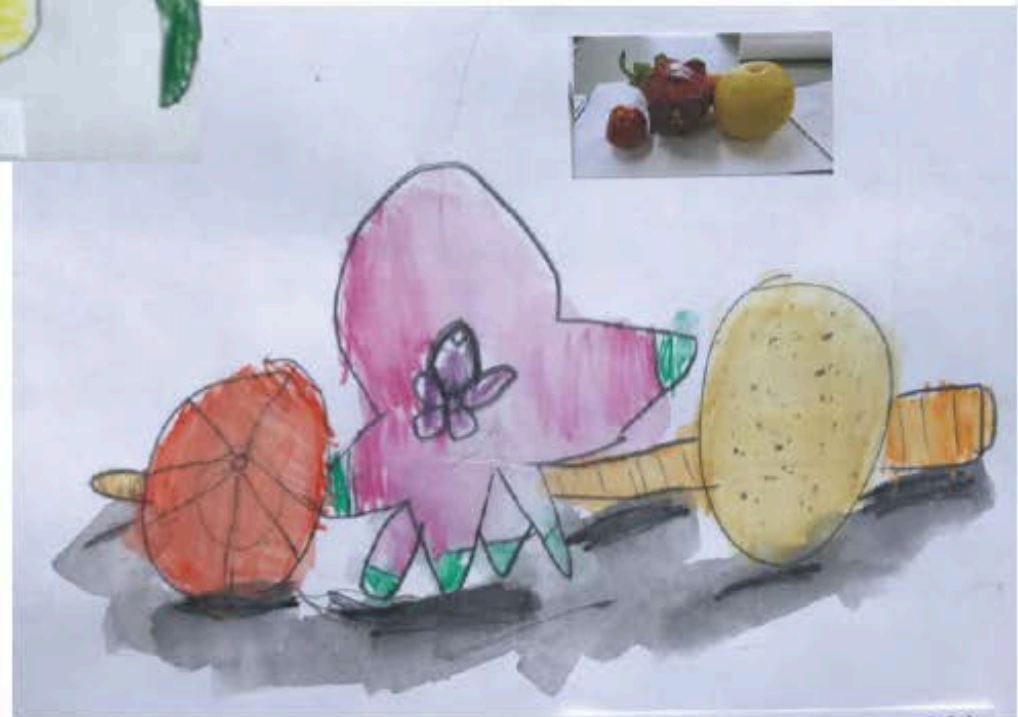
1.03 Be able to suggest ways of improving their own work

1.04 Be able to comment on works of art



GRADE 1

OBSERVATIONAL DRAWING



Grade 1 Unit 3: How Are You? (1718)

Name: _____ Date: _____ Assessment Type: Summative

Assessment Task: Students create artwork using the shapes, colors and textures of fruits or vegetables, using a variety of media.

Criteria	Beginning 1 - 2	Begin-Developing 3	Developing 4	Develop-Mastering 5	Mastering 6-7
1.02 Be able to use a variety of materials and processes Is able to draw fruits and vegetables by observation.	Is beginning to draw shapes of fruits or vegetables with support.	Is learning to draw shapes that resemble the subject through memory rather than observation.	Draws recognisable shapes of fruits or vegetables. Is developing observational skills.	Draws shapes from observation, showing an understanding of proportion and relative size.	Draws shapes from observation, showing a very good understanding of proportion and relative size.
1.02 Be able to use a variety of materials and processes Is able to use a variety of media in their artwork.	Is beginning to apply color to suggest the form and texture of fruits or vegetables with support.	Is learning to apply color to suggest the form and texture of fruits or vegetables with some support.	Is developing the ability to apply color to suggest the form and texture of fruits or vegetables.	Is able to apply color to suggest the form and texture of fruits or vegetables. Works with independence.	Is able to apply color to suggest the form and texture of fruits or vegetables with considerable skill. Works independently.



Grade 1
*Demonstrate for your parents, how
to draw a fruit.*

Grade 3
*Demonstrate for your parents,
how to draw a fruit.*

**PARENT TEACHER
CONFERENCES**

Grade 3 Unit 3 Exp
Assessment Task: Students are required to
Illustration

Criteria	Beginning
Is able to create a realistic, detailed, and clear drawing of the chosen fruit.	Is beginning to learn how to draw a recognizable botanical illustration.
Is able to use a variety of media, materials, and techniques to create a drawing.	With support, is able to complete a drawing.

GRADE 1

ART UNIT 2: Printmaking

Unit of Work: Freeze It!

PROJECT: Students use a variety of materials to produce a print form a collagraph of a winter landscape



Arranging shapes to produce a printing plate.
Applying even pressure to the stamp to produce a clear print.



Understanding of the printing process:
• how to manipulate materials
• how to apply paint to create a good print



Learning Goals:

1.02 Be able to use a variety of materials and processes

- Selecting and arranging collage elements for a desired effect
- Designing a stamp to create a landscape
- Applying even pressure to produce a clear print





Grade 1 Unit 2: Freeze It (1819)

Assessment Task: Students use different materials and techniques to produce prints of winter landscapes.

Criteria	Beginning 1 - 2	Begin-Developing 3	Developing 4	Develop-Mastering 5	Mastering 6-7
.02 Be able to use a variety of materials and processes Designs and prints a collagraph from arranged and glued elements.	The student arranges and glues materials and prints a collagraph with assistance.	The student arranges and glues materials and prints a collagraph with some assistance.	The student arranges and glues materials and prints a collagraph with minimal or no assistance.	The student arranges and glues materials and prints a collagraph with confidence and competence.	The student arranges and glues materials and prints a collagraph with skill and proficiency.
.02 Be able to use a variety of materials and processes Draws, etches and prints from a styrofoam plate. Applies paint evenly.	The student needs assistance to design and etch an image to produce a print.	The student needs some assistance to etch a recognisable image and produce a clear print.	The student designs, etches and prints a clear image of a winter landscape.	The student independently designs, etches and prints a clear image of a winter landscape.	The student confidently and independently designs, etches and prints a clear image of a winter landscape.

My Artwork Reflection

This is a paper collage I created about my holiday.
Here is how I did it:

I did well:



tearing paper cutting out shapes
using glue placing pieces together
choosing images coloring

I will practice:



tearing paper cutting out shapes
using glue placing pieces together
choosing images coloring

Personal Goals:

Cooperation= I work well with others:



Resilience= I keep working hard on my artwork:



Teacher Comment:

GRADE 2

ART UNIT 3: 3D construction of a bird sculpture

Unit of Work: Land, Sea and Sky

PROJECT: Students use a variety of construction techniques to create a 3-Dimensional form of a bird, following the style of Barbara Kobylnska



- Be able to use media with control and apply color carefully and with intent



- Understand how to represent birds through the use of shape, line, and pattern
- Understand how to represent and decorate elements for artwork



Learning Goals:

2.03 Be able to use art as a means of self expression

2.04 Be able to choose materials and techniques which are appropriate for their task



Grade 2 Unit 3 Land, Sea and Sky (17/18)

Assessment Task: Students experiment with a variety of construction techniques to create a 3-Dimensional bird form based on the style of Barbara Kobylnska

Criteria	Beginning	Begin-Developing	Developing	Develop-Mastering	Mastering
2.04 Be able to choose materials and techniques, which are appropriate for the task. Is able to manipulate materials to construct a sturdy, balanced sculpture.	Is beginning to learn how to manipulate materials with assistance.	Is able to use simple construction techniques with some assistance.	Is able to manipulate materials to create their bird sculpture with some independence.	Uses appropriate construction techniques to produce a sturdy sculpture.	Uses construction techniques with skill to create a strong, proportionate sculpture.
2.03 Be able to use art as a means of self-expression. Adds colour and detail to create desired textures and features.	Is beginning to add desired textures and features to their sculpture with assistance.	Is developing an understanding of how colour, texture and detail can be used to enhance their sculpture.	Uses colour, texture and detail to add interest to their sculpture.	Uses colour, texture and detail to create an appealing sculpture.	Uses colour, texture and detail to create an imaginative sculpture with a strong visual impact.

GRADE 2

ART UNIT 3: 3D construction of a bird sculpture

Unit of Work: Land, Sea and Sky

PROJECT: Students use a variety of construction techniques to create a 3-Dimensional form of a bird, following the style of Barbara Kobylnska



- Be able to use media with control and apply color carefully and with intent



- Understand how to represent birds through the use of shape, line, and pattern
- Understand how to represent and decorate elements for artwork



Learning Goals:

2.03 Be able to use art as a means of self expression

2.04 Be able to choose materials and techniques which are appropriate for their task



My Artwork Reflection

This is a _____

Here is how I made it:



2.04 Be able to choose materials and techniques which are appropriate for their task

THOUGHTFULNESS

Thinking carefully about my learning before, during and after I've done it!



My project looks good



I was neat in making it



I created small details



I followed all of the steps well

I WOULD LIKE TO IMPROVE :

.....

.....

Personal Goals:

Which Personal Goals did you use during this unit and how did you use them ?

I USED WHEN I

.....

I USED WHEN I

.....

Enquiry
Adaptability
Resilience
Morality
Communication
Thoughtfulness
Cooperation
Respect

Grade 2 Unit 2: Different Places, Similar Lives (1819)

Assessment Task: Students paint a self portrait that includes a favorite item.

Criteria	Beginning 1 - 2	Begin-Developing 3	Developing 4	Develop-Mastering 5	Mastering 6-7
Be able to use a means of expression as a face and object from observation of given references.	The student draws a simple face and object mostly from memory.	The student draws a face and object that somewhat resembles the subject, with some reference to the pictures.	The student draws a recognisable face and object from observation and is beginning to show an understanding of proportion and size.	The student draws a recognisable face and object from observation and shows an understanding of proportion and size.	The student draws a recognisable face and object from observation , showing a very good grasp of proportion and size.
Be able to use materials and techniques which are appropriate for their task and glue elements carefully.	The student needs assistance to paint. The student needs assistance to cut and glue elements.	The student needs some assistance to paint with control and apply colour carefully. The student cuts and glues elements with some accuracy .	The student is able to paint with control and apply colour carefully. The student cuts and glues elements well .	The student is able to paint with control and apply detailed colour accurately . The student cuts and glues elements accurately .	The student is able to paint with control and confidence and apply detailed colour accurately . The student cuts and glues elements accurately .

GRADE 3

ART UNIT 1: Mixed Media 3D Object

Unit of Work: Shake it!

PROJECT: Students construct an ice cream cone sculpture using paper, glue and a variety of construction materials.

Learning Goals:

2.01 Know how a number of artists use forms, materials and processes to suit their purpose.

2.04 Be able to choose materials and techniques which are appropriate for their task



- Know how to construct a sturdy 3D shape



- Be able to use construction techniques to create a well-crafted form



- Understand how to use colour, texture and detail to create an imaginative sculpture with visual impact





Grade 3 Unit 1: Shake It

Students construct an ice cream sundae sculpture using a variety of materials. They use shape, color and texture to add interest.

Criteria	Beginning 1 - 2	Begin-Developing 3	Developing 4	Develop-Mastering 5	Mastering 6-7
<p>2.04 Be able to choose materials and techniques which are appropriate for their task Manipulating a variety of materials to create a strong, well-balanced construction.</p>	<p>The student is beginning to learn how to manipulate materials. Considerable assistance is required.</p>	<p>The student is able to use simple construction techniques with some assistance.</p>	<p>The student is able to manipulate materials to create an ice cream sundae sculpture.</p>	<p>The student uses appropriate construction techniques to produce a strong and balanced form.</p>	<p>The student uses construction techniques with great skill to create a well-crafted form.</p>
<p>2.04 Be able to choose materials and techniques which are appropriate for their task Creativity Using shape, color and texture to create interest and detail.</p>	<p>The student requires assistance using shape, colour and texture when assembling their ice cream sundae sculpture.</p>	<p>The student shows a developing understanding of how shape, colour and texture can be used when assembling their ice cream sundae sculpture.</p>	<p>The student uses shape, colour and texture to create interest in their ice cream sundae sculpture.</p>	<p>The student uses shape, colour, texture and detail to create an appealing ice cream sculpture.</p>	<p>The student uses shape, colour and texture to create an imaginative ice cream sundae sculpture with strong visual impact.</p>

(2018-19)

Name: _____

Grade 3 _____

2017-18 Unit 1: Shake it !

My Artwork Reflection

This is a 3D ice cream model.

Here is how I made it:

THOUGHTFULNESS

Thinking carefully
about my learning
before, during and after
I've done it!



2.04 Be able to choose materials and techniques which are appropriate for their task



My ice cream looks real.



I taped parts neatly.



I painted all my ice cream with care.



I showed realistic textures.

I will practice:

.....

.....

Personal Goals:

Which Personal Goals did you use during this unit and how did you use them?

.....

.....

.....

Teacher Comment:

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.....

.....

GRADE 3

ART UNIT 3: Botanical drawing of fruit through observation

Unit of Work: Explorers and Adventurers

PROJECT: Students are inspired by the work of notable naturalist Margaret Mee to draw in the style of a botanical illustration



- Be able to draw through observation
- Be able to research and sketch different stages of a fruit's development



- Understand what elements are used in botanical illustrations
- Understand how naturalist artists research and the importance of their work to science



Learning Goals:

2.01 Know how a number of artists – including some from their home country and the host country – use forms, materials and processes to suit their purpose





FABRIC PATTERN DESIGN

Grade 4



GRADE 4

ART UNIT 2: Fabric Pattern Design

Unit of Work: Existing, Endangered, Extinct

PROJECT:

Students are inspired by the works of french artist and entomologist Eugène Séguy to create a fabric design using an arthropod motif.



Creating a pattern by exploring lines and shapes, detailed drawing by observation.

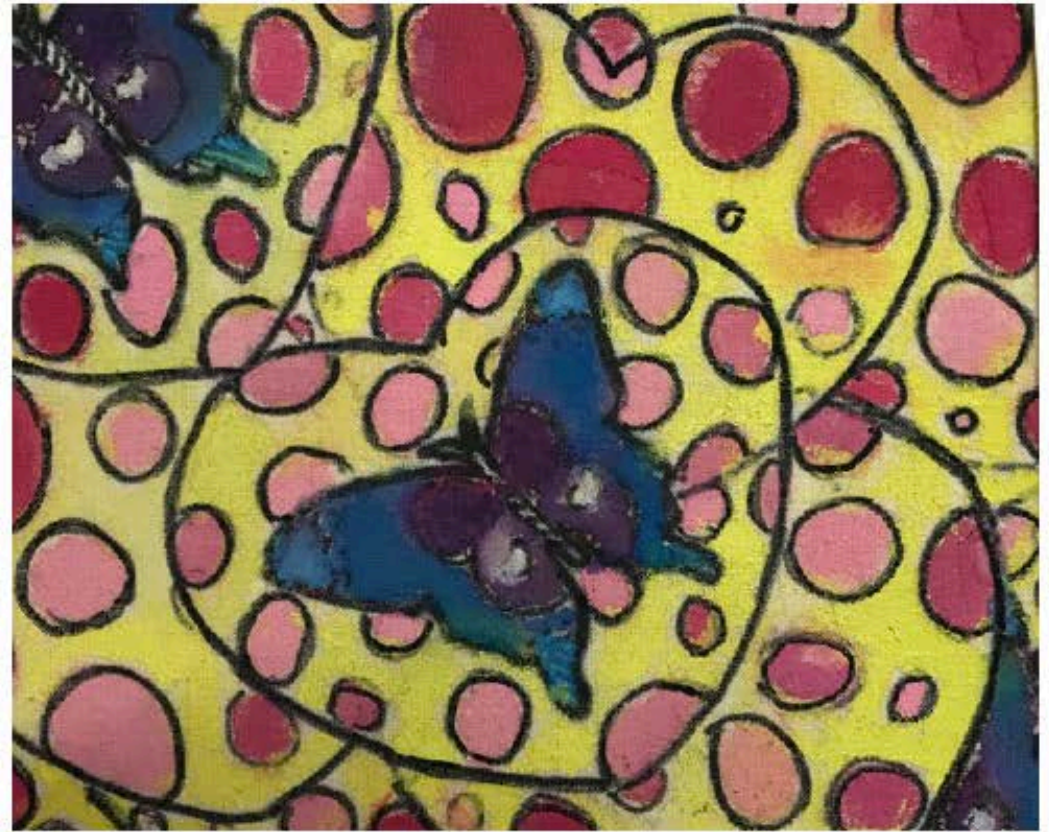


The student understands how to use the principle of repetition to create a balanced and imaginative fabric design.



Learning Goals:

3.03 Be able to use a variety of materials, forms and techniques to express their observations and experiences.



Grade 4 Unit 2: Existing, Endangered, Extinct (1819)

Assessment task: Students are inspired by the works of French artist and entomologist Eugene Seguy to create a fabric design using an arthropod motif.

Learning Goal: 3.03 Be able to use a wide variety of materials, forms and techniques, to express their emotions, observations and experiences

Criteria	Beginning 1-2	Begin-Developing 3	Developing 4	Develop-Mastering 5	Mastering 6-7
Creates a pattern by using a repeated motif based on detailed observational drawings.	The student needs assistance when drawing from observation.	The student draws simple observational drawings.	The student is able to include some detail in their observational drawing.	The student is able to include accurate detail in their observational drawing.	The student is able to use exceptional control, detail and accuracy in their observational drawing.
Creates a balanced design by using colour to show contrast and rhythm.	The student uses some colour in an attempt to show contrast .	The student uses colour to show some contrast .	The student uses colour to show contrast .	The student uses colour with intention to show contrast and rhythm .	Able to use color with intention and control to show contrast and rhythm .
Presentation and Time Management - All required elements are present - Completed on time - Neatly presented	The student is able to partially complete their artwork. The student doesn't present their artwork neatly	The student is able to complete most of the steps required to make their artwork on time. The student is encouraged to present their artwork neatly .	The student is able to complete all the steps required to make their artwork on time. The student presents their work neatly .	The student is able to complete all the steps required to make their artwork on time. The student takes care to present their work neatly	The student is able to complete all the steps required to make their artwork on time. The student takes extra care to present their artwork neatly .

GRADE 4

ART UNIT 3: 3D construction of body adornments

Unit of Work: Going Global

PROJECT: The students design and make their own body adornments using recycled materials



- Be able to attach various objects
- Be able to apply color to various surfaces
- Be able to combine and convert objects



- Understand how to view objects through the lens of creativity
- Understand how to express ideas through the use of various media
- Understand how to use design principals to create effective pieces



Learning Goals:

3.04 Be able to communicate through visual and tactile forms

3.08 Understand the the work of artists is influenced by their environment and that artists have an effect on their environment





7:48 / 10:18

MY VIDEO TUTORIAL : ATTACHING 3D SHAPES



Grade 4 Unit 3 Going Global (17/18)

Assessment Task: Students design and make their own body adornment using recycled materials.

Criteria	Beginning	Beginning - Developing	Developing	Developing-Mastering	Mastering
3.08 Understand that the work of artists is influenced by their environment and that artists have an effect on the environment. Is able to manipulate recycled materials for a body adornment assemblage.	Is beginning to learn how to manipulate materials with assistance.	Is able to use simple assemblage techniques with some assistance.	Is able to independently manipulate materials to create an assemblage.	Is able to use appropriate construction techniques to produce a well-crafted body adornment.	Is able to use assemblage techniques with great skill, showing attention to proportion and detail.
3.04 Be able to communicate through visual and tactile forms. 0 Is able to design an original body adornment assemblage showing an understanding of shape, texture, colour and repetition.	Requires teacher assistance when adding desired details to their assemblage.	Shows a developing understanding of how details can be used to enhance their artwork.	Shows an understanding of how details can be used to enhance artwork.	Uses detail creatively to design an appealing assemblage.	Pays close attention to detail, creating an imaginative assemblage with strong visual impact.

My Artwork Reflection

I designed a body adornment piece _____

I found this interesting /learned about:

I found this hard/ need to practice:

3.04 Be able to communicate through visual and tactile forms

3.08 Understand the the work of artists is influenced by their environment and that artists have an effect on their environment

Thinking about my work	Beginning	Developing	Mastering
My construction is sturdy, wearable. I attached parts neatly.			
I effectively used shape of several types of recycled materials			
I used several artistic concepts in my design (rhythm, symmetry, repetition)			
I was able to work independently			

Personal Goals:

Which Personal Goals did you use during this unit and how did you use them ?

Teacher comments:



PARENT TEACHER CONFERENCES

Standard 3: Going Global (1/1)

Assessment Task	Beginning	Developing	Proficient	Advanced
Is able to manipulate recycled materials for a body adornment assemblage?	Is beginning to learn how to manipulate materials with assistance.	Is able to use simple assemblage techniques with some assistance.	Is able to independently manipulate materials to create an assemblage.	Is able to use appropriate construction techniques to produce a well-crafted body adornment.
Is able to design an original body adornment assemblage showing an understanding of shape, texture, colour and repetition.	Requires teacher assistance when adding desired details to their assemblage.	Shows a developing understanding of how details can be used to enhance their artwork.	Shows an understanding of how details can be used to enhance artwork.	Uses detail creatively to design an appealing assemblage.
				Pays close attention to detail, creating an imaginative assemblage with strong visual impact.

Grade 4

Demonstrate for your parents,
how to attach a tube to the flat
cardboard.

GRADE 5

ART UNIT 1: Mixed media group portrait

Unit of Work: Moving People

PROJECT: Students create a multimedia artwork in style of April Harrison with focus on the effect of the host country and own identity.

Learning Goals:

3.04 Be able to communicate through visual and tactile forms

3.03 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences



- Know the style of a particular artist
- Know how to use multimedia objects to express ideas



- Be able to paint with acrylics and embed multimedia objects
- Be able to paint faces with highlights and shadows



- Understand how to plan an interesting composition with meaning and expression of own ideas

STUDYING
THE STYLE
OF AN ARTIST







**MY VIDEO TUTORIAL :
ATTACHING MULTIMEDIA**

le 5 Unit 1: Moving People (1819)

ssment Task: Students create a multimedia artwork in the style of April Harrison focusing on the relationship between self and a new community.

Criteria	Beginning 1 - 2	Begin -Developing 3	Developing 4	Develop - Mastering 5	Mastering 6 - 7
1 Be able to communicate through visual and tactile forms. able to draw human figures or portraits from observation and memory. Following the style of April Harrison nting with the use of value (using highlight and shadow to show 3D form)	Draws human figures without attempting the style of the artist.	Draws human figures with limited attempt at the style of the artist.	Draws human figures with some attempt at the style of the artist, applying own details from observation and memory.	Draws human figures in the style of the artist, applying details from observation and memory. Value begins to depict 3D form	Draws human figure in the style of the artist, applying creative details from observation and memory. Value depicts 3D form
3 Be able to use a variety of materials, media and techniques to express their emotions, observations and experiences appropriate multimedia image elements. convey the relationship between a new community self (composition and artist's statement)	Adds provided collage materials without intention. Does not attempt to show a relationship between themselves and a new community.	Adds provided collage materials with some intention. Attempts to show a relationship between themselves and a new community.	Adds provided and own collage materials with intention. Shows a relationship between themselves and a new community.	Adds provided and own collage materials with thoughtful intention. Shows a clear relationship between themselves and a new community.	Adds own collage materials with thoughtful and expressive intention. Is able to clearly and fully express the relationship between themselves and a new community.

Name: _____ Grade 5 _____ 2018-19 Unit 1: Moving People

My Artwork Reflection

Title of my painting: _____

I found this interesting /learned about:

I found this hard/need to practice:

3.03 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences.

Thinking about my work	Beginning	Developing	Mastering
I drew human figures in the style of April Harrison			
I painted carefully and chose colours well			
I added multimedia elements to my work with attention to detail			
I wrote an artist statement, explaining my story of "My friend in a new community" painting			
I managed my time well and finished all work in time			

Enquiry Adaptability Resilience Morality Communication Thoughtfulness Cooperation Respect

Personal Goals:

I USED _____ WHEN I _____

I USED _____ WHEN I _____

Teacher Comment:



GRADE 5

ART UNIT 3: Poster design-collage

Unit of Work: The Holiday Show

PROJECT: Students create a collage poster that depicts tourist attractions of a city



- Be able to select and combine collage elements to create an effective composition



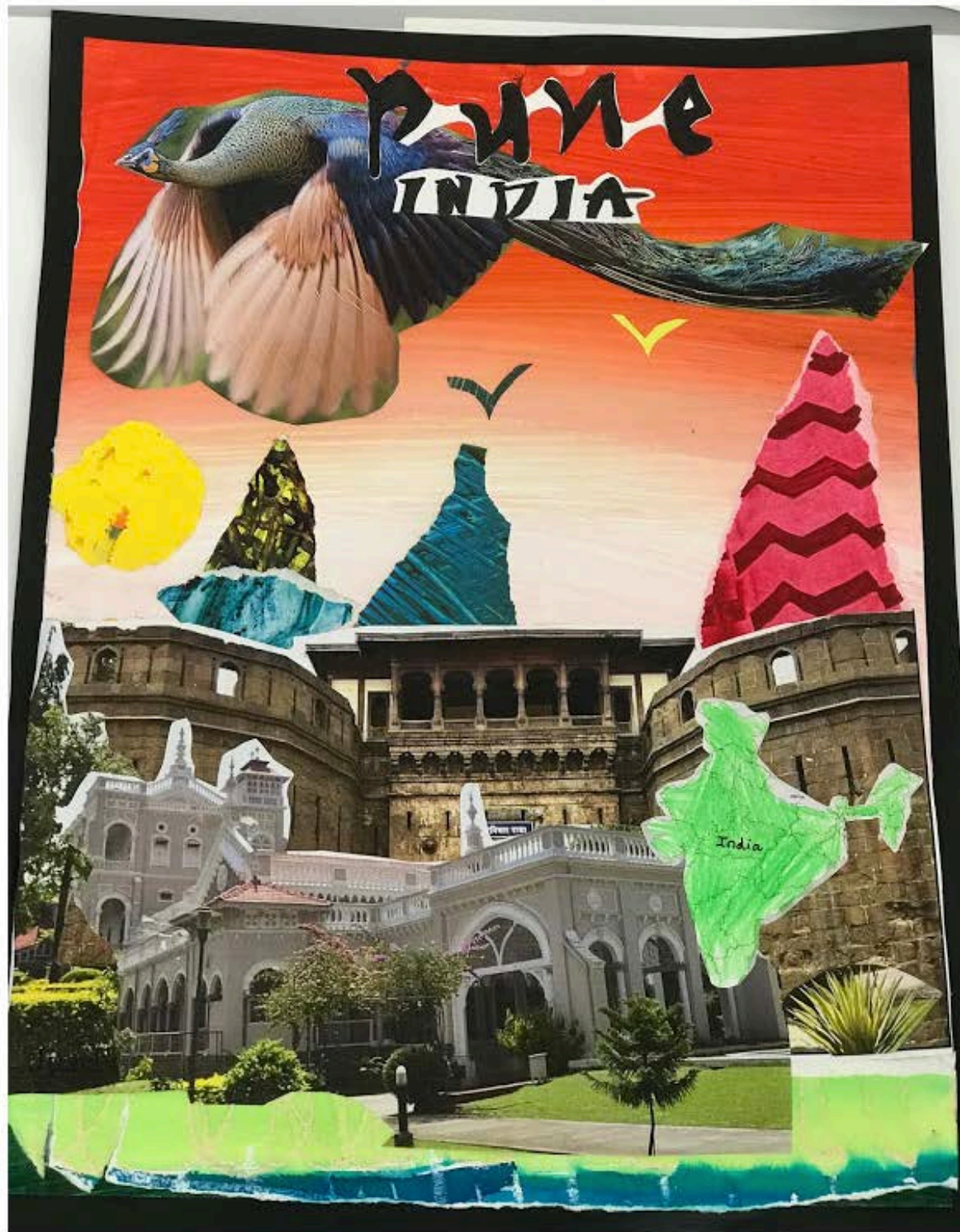
- Understand how to communicate a message through the use of collage elements
- Understand how to create emphasis and focal points of the composition
- Understand how to effectively use design principles in composition



Learning Goals:

3.04 Be able to communicate through visual and tactile forms

3.08 Understand that the work of artists is influenced by their environment and that artists have an effect on the environment



Grade 5 Unit 3 The Holiday Show (17/18)

Assessment Task: Students create a collage poster advertising a tourist destination

Criteria	Beginning	Begin-Developing	Developing	Develop-Mastering	Mastering
3.03 Be able to use a variety of materials, forms and techniques to express their observations and experiences. Is able to draw, cut, tear and glue collage elements for a desired effect.	Is beginning to draw, cut, tear and glue collage elements with support.	Is able to draw, cut, tear and glue collage elements with some support.	Is able to draw, cut, tear and glue collage elements into suitable shapes for intended effect with minimal or no support.	Is able to draw, cut, tear and glue collage elements with competence and confidence.	Is able to draw, cut, tear and glue collage elements with skill and proficiency to achieve desired effects.
3.04 Be able to communicate through visual and tactile forms. Is able to arrange collage elements to design an original composition to advertise a tourist destination.	Is beginning to choose and arrange collage elements for a simple composition with support.	Is learning to choose and arrange collage elements with some support.	Is able to choose and arrange suitable collage elements to produce a balanced composition.	Is able to choose and arrange collage elements to produce a balanced composition with one or more focal points.	Shows originality when choosing and arranging collage elements to produce a well-balanced, imaginative composition with one or more focal points.

PARENT TEACHER CONFERENCES

Grade 5

Demonstrate for your parents, how
to write a title for the poster.

T O K Y O

NEW YORK

T O K Y O

T O K Y O

TOKYO

Osaka-Sans Serif

SINGAPORE

Gang of Three

SINGAPORE

Romaaji Mincho

SINGAPORE

Spring Rolls

SINGAPORE

Cookie NF