Arizona Visual Arts Standards
Explorations in Art 2E Grade 6
6th Grade Correlations

| Standard # | Standard | SE or TE | Page | Citation |
|---|---|---|---|---|
| VA:6.Cr1.a | Combine concepts collaboratively to generate innovative ideas for creating art. | SE | 29 | Unit 1:Unit 1 STEAM Focus on Technology:Consider Time When Creating Art: Research and Collaborate |
| | | SE | 59 | Unit 2:Unit 2 STEAM Focus on Science:Consider Ecosystems When Creating Art: Research and Collaborate |
| | | SE | 84 | Unit 3:3.9 Remembering Stories:Maskmaking: Explore |
| | | SE | 89 | Unit 3:Unit 3 STEAM Focus on Math:Consider Visualization When Creating Art: Research and Collaborate |
| | | SE | 98 | Unit 4:4.3 Collaborative Structure:An Architectural Model |
| | | SE | 113 | Unit 4:4.8 People and Parks:Landscape Design: Studio Time: Park Planning |
| | | SE | 119 | Unit 4:Unit 4 STEAM Focus on Science:Consider Malleability When Creating Art: Research and Collaborate |
| | | SE | 149 | Unit 5:Unit 5 STEAM Focus on Technology:Consider Convergence When Creating Art: Research and Collaborate |
| | | SE | 166 | Unit 6:6.6 Remembering Events:Monuments and Memorials: Explore |
| | | SE | 179 | Unit 6:Unit 6 STEAM Consider Intersecting Themes When Creating Art:Create, Reflect, Revise |
| | | TE | 28 | Unit 1:Unit 1 STEAM Focus on Technology:Consider Time When Creating Art: Teach through Inquiry: Create, Reflect, Revise |
| | | TE | 47 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: STEAM Science |
| | | TE | 58 | Unit 2:Unit 2 STEAM Focus on Science:Consider Ecosystems When Creating Art: Teach through Inquiry: Research and Collaborate |
| | | TE | 69 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Studio Option |
| | | TE | 71 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Presenting |
| | | TE | 84 | Unit 3:3.9 Remembering Stories:Maskmaking: Teach through Inquiry: Studio Exploration: Explore |
| | | TE | 88 | Unit 3:Unit 3 STEAM Focus on Math:Consider Visualization When Creating Art: Teach through Inquiry: Research and Collaborate |
| | | TE | 96 | Unit 4:4.2 Architectural Forms:Three-dimensional Basics: Teach through Inquiry: Engage |
| | | TE | 98 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Teach through Inquiry: Studio Exploration: Explore |
| | | TE | 112 | Unit 4:4.8 People and Parks:Landscape Design: Teach through Inquiry: Create: Studio Time |
| | | TE | 148 | Unit 5:Unit 5 STEAM Focus on Technology:Consider Convergence When Creating Art: Teach through Inquiry: Research and Collaborate |
| | | TE | 179 | Unit 6:Unit 6 STEAM Consider Intersecting Themes When Creating Art:Teach through Inquiry: Create, Reflect, Revise |
| VA:6.Cr1.b | Formulate an artistic investigation of personally relevant content for creating art (such as drawing on traditions of the past to generate new ideas). | SE | 24 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Explore |
| | | SE | 135 | Unit 5:5.5 Graphic Identity:Symbols and Letters : Studio Time: A Personal Logo |
| | | SE | 158 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Explore |
| | | SE | 165 | Unit 6:6.5 People to Remember:Sculpted Figures: Studio Time: Memorial Sculpture |
| | | TE | 4 | Unit 1:1.1 Observing People:Proportion and Line: Teach through Inquiry: Engage |
| | | TE | 7 | Unit 1:1.2 Portraits with Light and Shadow:Value and Contrast:Research Journal |
| | | TE | 8 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Teach through Inquiry: Studio Exploration: Explore |
| | | TE | 11 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Research Journal |
| | | TE | 12 | Unit 1:1.4 People in Everyday Life:Proportion and Gesture: Teach through Inquiry: Engage |
| | | TE | 15 | Unit 1:1.5 People Abstracted:Realism and Abstraction: Reearch Journal |
| | | TE | 19 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Research Journal |
| | | TE | 20 | Unit 1:1.7 Colorful Surroundings:Mixing Colors: Teach through Inquiry: Create: Studio Time |
| | | TE | 22 | Unit 1:1.8 Colorful Objects:Color Harmonies: Teach through Inquiry: Create: Studio Time |
| | | TE | 39 | Unit 2:2.3 Close to Nature:Landscape Painting: Research Journal |
| | | TE | 46 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Studio Exploration: Explore |
| | | TE | 65 | Unit 3:3.1 The Art of Caricature:Exaggerating Features: Research Journal |
| | | TE | 75 | Unit 3:3.5 Picturing Stories:Literature and Illustration: Research Journal |
| | | TE | 77 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Writing Process |
| | | TE | 82 | Unit 3:3.8 Animal Symbolism:Theme and Emphasis: Teach through Inquiry: Create: Studio Time |
| | | TE | 109 | Unit 4:4.6 Artful Teapots:Clay Methods: Research Journal |
| | | TE | 123 | Unit 5:Intro/Unit 5 Communicating Ideas:What counts as communication? Close: Aesthetic Awareness |
| | | TE | 129 | Unit 5:5.3 Images and Ideas:Photomontage: Research Journal |
| | | TE | 132 | Unit 5:5.4 Graphic Design:Expressive Lettering: Teach through Inquiry: Create: Studio Time |
| | | TE | 134 | Unit 5:5.5 Graphic Identity:Symbols and Letters: Teach through Inquiry: Create: Studio Time |
| | | TE | 137 | Unit 5:5.6 Getting Attention:Posters and Packets: Research Journal |
| | | TE | 140 | Unit 5:5.7 Art to Wear:Symbols and Personal Adornment: Teach through Inquiry: Engage |

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| | | TE | 145 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: STEAM Science |
| | | TE | 158 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Teach through Inquiry: Studio Exploration: Explore |
| | | TE | 164 | Unit 6:6.5 People to Remember:Sculpted Figures: Teach through Inquiry: Create: Studio Time |
| | | TE | 177 | Unit 6:6.9 Festival Traditions:A Community Celebration: Close: Aesthetic Awareness |
| VA:6.Cr2.a | Demonstrate openness in trying new ideas, materials, methods, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in making works of art and design. | SE | 5 | Unit 1:1.1 Observing People:Proportion and Line: Studio Time: Sketching a Portrait |
| | | SE | 7 | Unit 1:1.2 Portraits with Light and Shadow:Value and Contrast: Studio Time: Drawing Faces with Values |
| | | SE | 10 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Create |
| | | SE | 13 | Unit 1:1.4 People in Everyday Life:Proportion and Gesture: Studio Time: Drawing Daily Life |
| | | SE | 15 | Unit 1:1.5 People Abstracted:Realism and Abstraction: Studio Time: Abstracted Figures |
| | | SE | 16 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Explore |
| | | SE | 21 | Unit 1:1.7 Colorful Surroundings:Mixing Colors: Studio Time: Painting an Interior |
| | | SE | 23 | Unit 1:1.8 Colorful Objects:Color Harmonies: Studi Time: Objects with a Theme and a Scheme |
| | | SE | 26 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Create |
| | | SE | 29 | Unit 1:Unit 1 STEAM Focus on Technology:Consider Time When Creating Art: Create, Reflect, Revise |
| | | SE | 35 | Unit 2:2.1 Perspective in Nature:Space and Distance: Studio Time: Sketching Nature |
| | | SE | 37 | Unit 2:2.2 Atmospheric Perspective:Exploring Watercolor: Studio Time: Watercolor Painting |
| | | SE | 38 | Unit 2:2.3 Close to Nature:Landscape Painting: Explore |
| | | SE | 43 | Unit 2:2.4 Looking at Nature:Visual Texture: Studio Time: Invented Textures |
| | | SE | 45 | Unit 2:2.5 In Touch with Nature:Actual Textures: Studio Time: Clay Relief Tile |
| | | SE | 46 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Explore |
| | | SE | 51 | Unit 2:2.7 Details in Nature:Repetition and Pattern: Studio Time: Stamp Printing |
| | | SE | 53 | Unit 2:2.8 Animal Prints:Shape and Texture: Studio Time: Stencil Printing |
| | | SE | 54 | Unit 2:2.9 Animal Patterns:Relief Printing: Studio Exploration: Explore |
| | | SE | 56 | Unit 2:2.9 Animal Patterns:Relief Printing: Studio Exploration: Finish Up |
| | | SE | 59 | Unit 2:Unit 2 STEAM Focus on Science:Consider Ecosystems When Creating Art: Create, Reflect, Revise |
| | | SE | 65 | Unit 3:3.1 The Art of Caricature:Exaggerating Features: Studio Time: Drawing a Caricature |
| | | SE | 67 | Unit 3:3.2 Cartoons and Commentary:Themes and Visual Symbols: Studio Time: Create a Cartoon |
| | | SE | 73 | Unit 3:3.4 Narrative Art:History and Murals: Studio Time: History Mural |
| | | SE | 75 | Unit 3:3.5 Picturing Stories:Literature and Illustration: Studio Time: Story Illustration |
| | | SE | 76 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Explore |
| | | SE | 81 | Unit 3:3.7 Mythic Animals:Personification and Humor: Studio Time: Animals Behaving as People |
| | | SE | 83 | Unit 3:3.8 Animal Symbolism:Theme and Emphasis: Studio Time: Self-Portrait with Animal Features |
| | | SE | 89 | Unit 3:Unit 3 STEAM Focus on Math:Consider Visualization When Creating Art: Research Journal |
| | | SE | 95 | Unit 4:4.1 Observing Architecture:Looking for Details: Studio Time: Focus on Facades |
| | | SE | 97 | Unit 4:4.2 Architectural Forms:Three-dimensional Basics: Studio Time: Forms for Building |
| | | SE | 103 | Unit 4:4.4 Working Baskets:Beauty and Purpose: Studio Time: A Coiled Basket |
| | | SE | 105 | Unit 4:4.5 Vessel Forms:The Coil Method: Studio Time: Clay Containers |
| | | SE | 106 | Unit 4:4.6 Artful Teapots:Clay Methods: Explore |
| | | SE | 111 | Unit 4:4.7 Trading Spaces:Interior Design: Studio Time: Design a Room |
| | | SE | 119 | Unit 4:Unit 4 STEAM Focus on Science:Consider Malleability When Creating Art: Create, Reflect, Revise |
| | | SE | 125 | Unit 5:5.1 Wordless Messages:Nonobjective Art: Studio Time: Lines and Shapes |
| | | SE | 127 | Unit 5:5.2 Trees as Symbols:Expressing Meaning: Studio Time: Trees with Personality |
| | | SE | 128 | Unit 5:5.3 Images and Ideas:Photomontage: Explore |
| | | SE | 133 | Unit 5:5.4 Graphic Design:Expressive Lettering: Studio Time: Word Pictures |
| | | SE | 136 | Unit 5:5.6 Getting Attention:Posters and Packets: Explore |
| | | SE | 141 | Unit 5:5.7 Art to Wear:Symbols and Personal Adornment: Studio Time: Jewelry Design |
| | | SE | 143 | Unit 5:5.8 A Woven Tapestry:Symbols in Cloth: Studio Time: Weaving Meaning |
| | | SE | 144 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Explore |
| | | SE | 149 | Unit 5:Unit 5 STEAM Focus on Technology:Consider Convergence When Creating Art: Create, Reflect, Revise |

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| SE | 155 | Unit 6:6.1 People We Know:Capturing Expression: Studio Time: A Dramatic Portrait |
| SE | 157 | Unit 6:6.2 Remembering Others:Painted Portraits: Studio Time: Paint a Portrait |
| SE | 163 | Unit 6:6.4 Remembering Places:Drawing from the Community: Studio Time: Interpreting Places |
| SE | 171 | Unit 6:6.7 Masks for Celebration:Working with Papier-mache: Studio Time: A Festive Mask |
| SE | 173 | Unit 6:6.8 Celebrating Puppets:Telling Stories with Hands: Studio Time: Historical Hand Puppet |
| TE | 4 | Unit 1:1.1 Observing People:Proportion and Line: Teach through Inquiry: Create: Studio Time |
| TE | 6 | Unit 1:1.2 Portraits with Light and Shadow:Value and Contrast- Teach through Inquiry: Engage |
| TE | 12 | Unit 1:1.4 People in Everyday Life:Proportion and Gesture: Teach through Inquiry: Create: Studio Time |
| TE | 14 | Unit 1:1.5 People Abstracted:Realism and Abstraction: Teach through Inquiry: Create: Studio Time |
| TE | 16 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Teach through Inquiry: Studio Exploration: Explore |
| TE | 24 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Teach through Inquiry: Studio Exploration: Explore |
| TE | 34 | Unit 2:2.1 Perspective in Nature:Space and Distance |
| TE | 36 | Unit 2:2.2 Atmospheric Perspective:Exploring Watercolor: Teach through Inquiry: Create: Studio Time |
| TE | 38 | Unit 2:2.3 Close to Nature:Landscape Painting: Teach through Inquiry: Studio Exploration: Explore |
| TE | 41 | Unit 2:2.3 Close to Nature:Landscape Painting: Studio Option |
| TE | 42 | Unit 2:2.4 Looking at Nature:Visual Texture: Teach through Inquiry: Create: Studio Time |
| TE | 44 | Unit 2:2.5 In Touch with Nature:Actual Textures: Teach through Inquiry: Create: Studio Time |
| TE | 50 | Unit 2:2.7 Details in Nature:Repetition and Pattern: Teach through Inquiry: Create: Studio Time |
| TE | 52 | Unit 2:2.8 Animal Prints:Shape and Texture: Teach through Inquiry: Create: Studio Time |
| TE | 54 | Unit 2:2.9 Animal Patterns:Relief Printing: Teach through Inquiry: Studio Exploration: Explore |
| TE | 58 | Unit 2:Unit 2 STEAM Focus on Science:Consider Ecosystems When Creating Art: Teach through Inquiry: Create, Reflect, Revise |
| TE | 64 | Unit 3:3.1 The Art of Caricature:Exaggerating Features: Teach through Inquiry: Create: Studio Time |
| TE | 66 | Unit 3:3.2 Cartoons and Commentary:Themes and Visual Symbols: Teach through Inquiry: Create: Studio Time |
| TE | 68 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Explore |
| TE | 68 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Teach through Inquiry: Studio Exploration: Explore |
| TE | 72 | Unit 3:3.4 Narrative Art:History and Murals: Teach through Inquiry: Create: Studio Time |
| TE | 74 | Unit 3:3.5 Picturing Stories:Literature and Illustration: Teach through Inquiry: Create: Studio Time |
| TE | 76 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Teach through Inquiry: Studio Exploration: Explore |
| TE | 80 | Unit 3:3.7 Mythic Animals:Personification and Humor: Teach through Inquiry: Create: Studio Time |
| TE | 94 | Unit 4:4.1 Observing Architecture:Looking for Details: Teach through Inquiry: Create: Studio Time |
| TE | 96 | Unit 4:4.2 Architectural Forms:Three-dimensional Basics: Teach through Inquiry: Create: Studio Time |
| TE | 99 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Process Tip |
| TE | 102 | Unit 4:4.4 Working Baskets:Beauty and Purpose: Teach through Inquiry: Create: Studio Time |
| TE | 104 | Unit 4:4.5 Vessel Forms:The Coil Method: Teach through Inquiry: Create: Studio Time |
| TE | 106 | Unit 4:4.6 Artful Teapots:Clay Methods: Teach through Inquiry: Studio Exploration: Explore |
| TE | 110 | Unit 4:4.7 Trading Spaces:Interior Design: Teach through Inquiry: Create: Studio Time |
| TE | 118 | Unit 4:Unit 4 STEAM Focus on Science:Consider Malleability When Creating Art: Teach through Inquiry: Research and Collaborate |
| TE | 124 | Unit 5:5.1 Wordless Messages:Nonobjective Art: Teach through Inquiry: Create: Studio Time |
| TE | 126 | Unit 5:5.2 Trees as Symbols:Expressing Meaning: Teach through Inquiry: Create: Studio Time |
| TE | 136 | Unit 5:5.6 Getting Attention:Posters and Packets: Teach through Inquiry: Studio Exploration: Explore |
| TE | 140 | Unit 5:5.7 Art to Wear:Symbols and Personal Adornment: Teach through Inquiry: Create: Studio Time |
| TE | 142 | Unit 5:5.8 A Woven Tapestry:Symbols in Cloth: Teach through Inquiry: Create: Studio Time |
| TE | 144 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Teach through Inquiry: Studio Exploration: Explore |
| TE | 154 | Unit 6:6.1 People We Know:Capturing Expression: Teach through Inquiry: Create: Studio Time |
| TE | 156 | Unit 6:6.2 Remembering Others:Painted Portraits: Teach through Inquiry: Create: Studio Time |
| TE | 162 | Unit 6:6.4 Remembering Places:Drawing from the Community: Teach through Inquiry: Create: Studio Time |
| TE | 170 | Unit 6:6.7 Masks for Celebration:Working with Papier-mache -Teach through Inquiry: Create: Studio Time |
| TE | 172 | Unit 6:6.8 Celebrating Puppets:Telling Stories with Hands: Teach through Inquiry: Create: Studio Time |
| TE | 174 | Unit 6:6.9 Festival Traditions:A Community Celebration: Teach through Inquiry: Studio Exploration: Explore |

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| VA:6.Cr2.b | Explain standards of craftsmanship, environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. | SE | 60 | Unit 2:Unit 2 Review:Critical Thinking |
| | | TE | 100 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Teach through Inquiry: Finish Up |
| | | TE | 103 | Unit 4:4.4 Working Baskets:Beauty and Purpose: STEAM Science |
| | | TE | 107 | Unit 4:4.6 Artful Teapots:Clay Methods: Art Safety Tip |
| | | TE | 143 | Unit 5:5.8 A Woven Tapestry:Symbols in Cloth: STEAM Science |
| | | TE | 148 | Unit 5:Unit 5 STEAM Focus on Technology:Consider Convergence When Creating Art: Teach through Inquiry: Create, Reflect, Revise |
| | | TE | 161 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Process Tips |
| VA:6.Cr2.c | Design or redesign objects or places (such as eating utensils, vending machines, wheelchair-friendly nature trails, etc.) that meet the identified needs of diverse users. | SE | 114 | Unit 4:4.9 Design for Living:Product Design: Explore |
| | | SE | 179 | Unit 6:Unit 6 STEAM Consider Intersecting Themes When Creating Art:Research Journal |
| | | TE | 45 | Unit 2:2.5 In Touch with Nature:Actual Textures: Connections Across the Arts: Dance |
| | | TE | 76 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Teach through Inquiry: Introduce the Studio |
| | | TE | 85 | Unit 3:3.9 Remembering Stories:Maskmaking: Art Safety Tips |
| | | TE | 97 | Unit 4:4.2 Architectural Forms:Three-dimensional Basics: Language Arts |
| | | TE | 99 | Unit 4:4.3 Collaborative Structure:An Architectural Model: STEAM Technology |
| | | TE | 111 | Unit 4:4.7 Trading Spaces:Interior Design: Close: Aesthetic Awareness |
| | | TE | 114 | Unit 4:4.9 Design for Living:Product Design: Teach through Inquiry: Studio Exploration: Explore |
| | | TE | 173 | Unit 6:6.8 Celebrating Puppets:Telling Stories with Hands: Connections Across the Arts: Theater |
| VA:6.Cr3.a | Reflect on whether personal artwork conveys the intended meaning and revise accordingly. | SE | 10 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Reflect and Revise |
| | | SE | 18 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Reflect and Revise |
| | | SE | 26 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Reflect and Revise |
| | | SE | 29 | Unit 1:Unit 1 STEAM Focus on Technology:Consider Time When Creating Art: Research Journal |
| | | SE | 40 | Unit 2:2.3 Close to Nature:Landscape Painting: Studio Exploration: Reflect and Revise |
| | | SE | 48 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Reflect and Revise |
| | | SE | 70 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Reflect and Revise |
| | | SE | 78 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Reflect and Revise |
| | | SE | 86 | Unit 3:3.9 Remembering Stories:Maskmaking: Reflect and Revise |
| | | SE | 89 | Unit 3:Unit 3 STEAM Focus on Math:Consider Visualization When Creating Art: Create, Reflect, Revise |
| | | SE | 100 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Reflect and Revise |
| | | SE | 108 | Unit 4:4.6 Artful Teapots:Clay Methods: Reflect and Revise |
| | | SE | 116 | Unit 4:4.9 Design for Living:Product Design: Finish Up |
| | | SE | 130 | Unit 5:5.3 Images and Ideas:Photomontage: Reflect and Revise |
| | | SE | 138 | Unit 5:5.6 Getting Attention:Posters and Packets: Finish Up |
| | | SE | 146 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Finish Up |
| | | SE | 160 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Reflect and Revise |
| | | SE | 168 | Unit 6:6.6 Remembering Events:Monuments and Memorials: Reflect and Revise |
| | | SE | 176 | Unit 6:6.9 Festival Traditions:A Community Celebration: Finish Up |
| | | TE | 10 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Teach through Inquiry: Reflect and Revise |
| | | TE | 18 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Teach through Inquiry: Reflect and Revise |
| | | TE | 26 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Teach through Inquiry: Reflect and Revise |
| | | TE | 40 | Unit 2:2.3 Close to Nature:Landscape Painting: Teach through Inquiry: Studio Exploration: Reflect and Revise |
| | | TE | 48 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Teach through Inquiry: Reflect and Revise |
| | | TE | 56 | Unit 2:2.9 Animal Patterns:Relief Printing: Teach through Inquiry: Reflect and Revise |
| | | TE | 69 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Process Tip |
| | | TE | 78 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Teach through Inquiry: Reflect and Revise |
| | | TE | 86 | Unit 3:3.9 Remembering Stories:Maskmaking: Teach through Inquiry: Reflect and Revise |
| | | TE | 88 | Unit 3:Unit 3 STEAM Focus on Math:Consider Visualization When Creating Art: Teach through Inquiry: Create, Reflect, Revise |
| | | TE | 108 | Unit 4:4.6 Artful Teapots:Clay Methods: Teach through Inquiry: Finish Up |
| | | TE | 116 | Unit 4:4.9 Design for Living:Product Design: Teach through Inquiry:  Finish Up |
| | | TE | 118 | Unit 4:Unit 4 STEAM Focus on Science:Consider Malleability When Creating Art: Teach through Inquiry: Create, Reflect, Revise |

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| | | TE | 130 | Unit 5:5.3 Images and Ideas:Photomontage: Teach through Inquiry: Finish Up |
| | | TE | 138 | Unit 5:5.6 Getting Attention:Posters and Packets: Teach through Inquiry: Finish Up |
| | | TE | 146 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Teach through Inquiry: Finish Up |
| | | TE | 160 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Teach through Inquiry: Reflect and Revise |
| | | TE | 168 | Unit 6:6.6 Remembering Events:Monuments and Memorials: Teach through Inquiry: Reflect and Revise |
| | | TE | 176 | Unit 6:6.9 Festival Traditions:A Community Celebration: Teach through Inquiry: Finish Up |
| VA:6.Pr4.a | Analyze similarities and differences associated with presenting two-dimensional, three-dimensional, and digital artwork (such as hanging on wall, placing on pedestal, lighting, video display monitor, space to walk around a sculpture, etc.). | TE | 27 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: STEAM Technology |
| | | TE | 55 | Unit 2:2.9 Animal Patterns:Relief Printing: STEAM Technology |
| | | TE | 85 | Unit 3:3.9 Remembering Stories:Maskmaking: Connections Across the Arts: Theater |
| | | TE | 95 | Unit 4:4.1 Observing Architecture:Looking for Details: History Connection |
| | | TE | 101 | Unit 4:4.3 Collaborative Structure:An Architectural Model: STEAM Technology |
| | | TE | 105 | Unit 4:4.5 Vessel Forms:The Coil Method: Close: STEAM Technology |
| | | TE | 131 | Unit 5:5.3 Images and Ideas:Photomontage: STEAM technology |
| | | TE | 135 | Unit 5:5.5 Graphic Identity:Symbols and Letters: Presenting |
| | | TE | 139 | Unit 5:5.6 Getting Attention:Posters and Packets: STEAM Technology |
| | | TE | 177 | Unit 6:6.9 Festival Traditions:A Community Celebration: STEAM Technology |
| VA:6.Pr5.a | Individually or collaboratively, develop a visual plan (such as a mock gallery in a box, floor plan, etc.) for displaying works of art (such as analyzing exhibit space, identifying the needs of the viewer, planning for the security and protection of the artwork, etc.). | SE | 18 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Reflect and Present |
| | | SE | 56 | Unit 2:2.9 Animal Patterns:Relief Printing: Studio Exploration: Reflect and Present |
| | | SE | 100 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Reflect and Present |
| | | SE | 108 | Unit 4:4.6 Artful Teapots:Clay Methods: Reflect and Present |
| | | SE | 116 | Unit 4:4.9 Design for Living:Product Design: Reflect and Present |
| | | SE | 138 | Unit 5:5.6 Getting Attention:Posters and Packets: Reflect and Present |
| | | SE | 160 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Reflect and Present |
| | | SE | 168 | Unit 6:6.6 Remembering Events:Monuments and Memorials: Reflect and Present |
| | | TE | 18 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Teach through Inquiry: Reflect and Present |
| | | TE | 31 | Unit 1:Unit 1 Review:Portfolio Review, Reflection, and Presentation |
| | | TE | 35 | Unit 2:2.1 Perspective in Nature:Space and Distance: Connections Across the Arts: Theater |
| | | TE | 40 | Unit 2:2.3 Close to Nature:Landscape Painting: Teach through Inquiry: Studio Exploration: Reflect and Present |
| | | TE | 61 | Unit 2:Unit 2 Review:Portfolio Review, Reflection, and Presentation |
| | | TE | 70 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Teach through Inquiry: Reflect and Present |
| | | TE | 75 | Unit 3:3.5 Picturing Stories:Literature and Illustration: Language Arts |
| | | TE | 78 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Teach through Inquiry: Reflect and Present |
| | | TE | 83 | Unit 3:3.8 Animal Symbolism:Theme and Emphasis: Close: Aesthetic Awareness |
| | | TE | 86 | Unit 3:3.9 Remembering Stories:Maskmaking: Teach through Inquiry: Reflect and Present |
| | | TE | 91 | Unit 3:Unit 3 Review:Portfolio Review, Reflection, and Presentation |
| | | TE | 100 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Teach through Inquiry: Reflect and Present |
| | | TE | 108 | Unit 4:4.6 Artful Teapots:Clay Methods: Teach through Inquiry: Reflect and Present |
| | | TE | 116 | Unit 4:4.9 Design for Living:Product Design: Teach through Inquiry: Reflect and Present |
| | | TE | 121 | Unit 4:Unit 4 Review:Portfolio Review, Reflection, and Presentation |
| | | TE | 138 | Unit 5:5.6 Getting Attention:Posters and Packets: Teach through Inquiry: Reflect and Present |
| | | TE | 146 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Teach through Inquiry: Reflect and Present |
| | | TE | 151 | Unit 5:Unit 5 Review:Portfolio Review, Reflection, and Presentation |
| | | TE | 160 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Teach through Inquiry: Reflect and Present |
| | | TE | 168 | Unit 6:6.6 Remembering Events:Monuments and Memorials: Teach through Inquiry: Reflect and Present |
| | | TE | 175 | Unit 6:6.9 Festival Traditions:A Community Celebration: Process Tip |
| | | TE | 181 | Unit 6:Unit 6 Review:Portfolio Review, Reflection, and Presentation |
| VA:6.Pr6.a | Assess, explain, and provide evidence of how museums or other venues (such as school | SE | 85 | Unit 3:3.9 Remembering Stories:Maskmaking: Inspiration from Art |
| | | SE | 179 | Unit 6:Unit 6 STEAM Consider Intersecting Themes When Creating Art:Research and Collaborate |
| | | TE | 17 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Writing Process |

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| | lobbies, bulletin boards, local businesses, etc.) reflect history and values of a community. | TE | 19 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Close: Aesthetic Awareness |
| | | TE | 45 | Unit 2:2.5 In Touch with Nature:Actual Textures: Close: Aesthetic Awareness |
| | | TE | 63 | Unit 3:Intro/Unit 3 Stories:Why are stories important in our lives?: Close: Aesthetic Awareness |
| | | TE | 67 | Unit 3:3.2 Cartoons and Commentary:Themes and Visual Symbols: History Connection |
| | | TE | 72 | Unit 3:3.4 Narrative Art:History and Murals: Teach through Inquiry: Explore the Images |
| | | TE | 75 | Unit 3:3.5 Picturing Stories:Literature and Illustration: Close: Aesthetic Awareness |
| | | TE | 83 | Unit 3:3.8 Animal Symbolism:Theme and Emphasis: Social Studies |
| | | TE | 103 | Unit 4:4.4 Working Baskets:Beauty and Purpose: STEAM Technology |
| | | TE | 133 | Unit 5:5.4 Graphic Design:Expressive Lettering: STEAM Technology |
| | | TE | 143 | Unit 5:5.8 A Woven Tapestry:Symbols in Cloth: Close: Explore the Essential Question |
| | | TE | 147 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Presenting |
| | | TE | 153 | Unit 6:Intro/Unit 6 Celebration:How do we celebrate important people, places, and events? Close: Explore the Essential Question |
| | | TE | 157 | Unit 6:6.2 Remembering Others:Painted Portraits: History Connection |
| | | TE | 163 | Unit 6:6.4 Remembering Places:Drawing from the Community: Close: Explore the Essential Question |
| | | TE | 177 | Unit 6:6.9 Festival Traditions:A Community Celebration: Close: Explore the Essential Question |
| | | TE | 178 | Unit 6:Unit 6 STEAM Consider Intersecting Themes When Creating Art:Teach through Inquiry: Research and Collaborate |
| VA:6.Re7.a | Use art-specific vocabulary to identify how artworks/artifacts made in different cultures reveal the lives and values of the people living at that time and place. | SE | 8 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Explore |
| | | SE | 9 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Inspiration from Art |
| | | SE | 22 | Unit 1:1.8 Colorful Objects:Color Harmonies |
| | | SE | 25 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Inspiration from Art |
| | | SE | 30 | Unit 1:Unit 1 Review:Writing About Art |
| | | SE | 33 | Unit 2:Intro/Unit 2 Harmony:What does it mean to live in harmony with nature? |
| | | SE | 39 | Unit 2:2.3 Close to Nature:Landscape Painting: Inspiration from Art |
| | | SE | 61 | Unit 2:Unit 2 Review:Art Criticism |
| | | SE | 66 | Unit 3:3.2 Cartoons and Commentary:Themes and Visual Symbols |
| | | SE | 113 | Unit 4:4.8 People and Parks:Landscape Design |
| | | SE | 118 | Unit 4:Unit 4 STEAM Focus on Science:Consider Malleability When Creating Art |
| | | SE | 156 | Unit 6:6.2 Remembering Others:Painted Portraits |
| | | SE | 180 | Unit 6:Unit 6 Review:Critical Thinking |
| | | TE | 3 | Unit 1:Intro/Unit 1 Day-to-Day Observation:Close: Explore the Essential Question |
| | | TE | 7 | Unit 1:1.2 Portraits with Light and Shadow:Value and Contrast: Close: Explore the Essential Question |
| | | TE | 11 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Close: Explore the Essential Question |
| | | TE | 13 | Unit 1:1.4 People in Everyday Life:Proportion and Gesture: Connections Across the Arts: Theater |
| | | TE | 19 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Close: Explore the Essential Question |
| | | TE | 23 | Unit 1:1.8 Colorful Objects:Color Harmonies: Close: Explore the Essential Question |
| | | TE | 27 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Close: Explore the Essential Question |
| | | TE | 30 | Unit 1:Unit 1 Review:Writing About Art |
| | | TE | 37 | Unit 2:2.2 Atmospheric Perspective:Exploring Watercolor: Writing Process |
| | | TE | 38 | Unit 2:2.3 Close to Nature:Landscape Painting: Teach through Inquiry: Explore the Images |
| | | TE | 43 | Unit 2:2.4 Looking at Nature:Visual Texture: Close: Aesthetic Awareness |
| | | TE | 47 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Writing Process |
| | | TE | 52 | Unit 2:2.8 Animal Prints:Shape and Texture: Teach through Inquiry: Explore the Images |
| | | TE | 57 | Unit 2:2.9 Animal Patterns:Relief Printing: Close: Aesthetic Awareness |
| | | TE | 65 | Unit 3:3.1 The Art of Caricature:Exaggerating Features: Social Studies |
| | | TE | 71 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Close: Aesthetic Awareness |
| | | TE | 79 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Close: Explore the Essential Question |
| | | TE | 82 | Unit 3:3.8 Animal Symbolism:Theme and Emphasis: Teach through Inquiry: Explore the Images |
| | | TE | 83 | Unit 3:3.8 Animal Symbolism:Theme and Emphasis: Close: Explore the Essential Question |
| | | TE | 87 | Unit 3:3.9 Remembering Stories:Maskmaking: Language Arts |

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| | | TE | 97 | Unit 4:4.2 Architectural Forms:Three-dimensional Basics: Close: Aesthetic Awareness |
| | | TE | 98 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Teach through Inquiry: Introduce the Studio |
| | | TE | 104 | Unit 4:4.5 Vessel Forms:The Coil Method: Teach through Inquiry: Explore the Images |
| | | TE | 112 | Unit 4:4.8 People and Parks:Landscape Design: Teach through Inquiry: Engage |
| | | TE | 117 | Unit 4:4.9 Design for Living:Product Design: Close: Explore the Essential Question |
| | | TE | 119 | Unit 4:Unit 4 STEAM Focus on Science:Consider Malleability When Creating Art: Close: Look Around You |
| | | TE | 126 | Unit 5:5.2 Trees as Symbols:Expressing Meaning: Teach through Inquiry: Engage |
| | | TE | 135 | Unit 5:5.5 Graphic Identity:Symbols and Letters: Close: Explore the Essential Question |
| | | TE | 141 | Unit 5:5.7 Art to Wear:Symbols and Personal Adornment: Close: Explore the Essential Question |
| | | TE | 145 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Social Studies |
| | | TE | 161 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Close: Explore the Essential Question |
| | | TE | 162 | Unit 6:6.4 Remembering Places:Drawing from the Community: Teach through Inquiry: Engage |
| | | TE | 165 | Unit 6:6.5 People to Remember:Sculpted Figures: STEAM Technology |
| | | TE | 169 | Unit 6:6.6 Remembering Events:Monuments and Memorials: Close: Explore the Essential Question |
| | | TE | 170 | Unit 6:6.7 Masks for Celebration:Working with Papier-mache: Teach through Inquiry: Engage |
| | | TE | 180 | Unit 6:Unit 6 Review:Critical Thinking |
| | | TE | 151E | Unit 6:Intro/Unit 6 Celebration:How do we celebrate important people, places, and events? Teach through Inquiry: Introduce the Unit Theme |
| | | TE | 91E | Unit 4:Intro/Unit 4 Design:How do we create order and beauty in our world? Teach through Inquiry: Introduce the Unit Theme |
| VA:6.Re7.b | Analyze ways that visual characteristics and cultural associations suggested by images influence ideas, emotions, and actions (such as white associated with Western weddings and with mourning in some Asian cultures). | SE | 2 | Unit 1:Intro/Unit 1 Day-to-Day Observation:Teach through Inquiry: Introduce the Unit Theme |
| | | SE | 30 | Unit 1:Unit 1 Review:Critical Thinking |
| | | SE | 58 | Unit 2:Unit 2 STEAM Focus on Science:Consider Ecosystems When Creating Art: Look and Respond |
| | | SE | 146 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Reflect and Present |
| | | SE | 176 | Unit 6:6.9 Festival Traditions:A Community Celebration: Reflect and Present |
| | | SE | 178 | Unit 6:Unit 6 STEAM Consider Intersecting Themes When Creating Art:Look and Respond |
| | | SE | 181 | Unit 6:Unit 6 Review:Art Criticism |
| | | TE | 11 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Close: Aesthetic Awareness |
| | | TE | 12 | Unit 1:1.4 People in Everyday Life:Proportion and Gesture: Teach through Inquiry: Explore the Images |
| | | TE | 13 | Unit 1:1.4 People in Everyday Life:Proportion and Gesture: Writing Process |
| | | TE | 15 | Unit 1:1.5 People Abstracted:Realism and Abstraction: Close: Explore the Essential Question |
| | | TE | 28 | Unit 1:Unit 1 STEAM Focus on Technology:Consider Time When Creating Art: Teach through Inquiry: Explore the Images |
| | | TE | 30 | Unit 1:Unit 1 Review:Critical Thinking |
| | | TE | 39 | Unit 2:2.3 Close to Nature:Landscape Painting: Reading Comprehension |
| | | TE | 43 | Unit 2:2.4 Looking at Nature:Visual Texture: Close: Explore the Essential Question |
| | | TE | 65 | Unit 3:3.1 The Art of Caricature:Exaggerating Features: Close: Aesthetic Awareness |
| | | TE | 66 | Unit 3:3.2 Cartoons and Commentary:Themes and Visual Symbols: Teach through Inquiry: Explore the Images |
| | | TE | 71 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Close: Explore the Essential Question |
| | | TE | 73 | Unit 3:3.4 Narrative Art:History and Murals: History Connection |
| | | TE | 75 | Unit 3:3.5 Picturing Stories:Literature and Illustration: Close: Explore the Essential Question |
| | | TE | 80 | Unit 3:3.7 Mythic Animals:Personification and Humor: Teach through Inquiry: Engage |
| | | TE | 82 | Unit 3:3.8 Animal Symbolism:Theme and Emphasis: Teach through Inquiry: Engage |
| | | TE | 84 | Unit 3:3.9 Remembering Stories:Maskmaking: Teach through Inquiry: Introduce the Studio |
| | | TE | 87 | Unit 3:3.9 Remembering Stories:Maskmaking: Close: Aesthetic Awareness |
| | | TE | 92 | Unit 4:Intro/Unit 4 Design:How do we create order and beauty in our world? Teach through Inquiry: Engage |
| | | TE | 95 | Unit 4:4.1 Observing Architecture:Looking for Details: Close: Aesthetic Awareness |
| | | TE | 97 | Unit 4:4.2 Architectural Forms:Three-dimensional Basics: Close: Explore the Essential Question |
| | | TE | 101 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Close: Explore the Essential Question |
| | | TE | 109 | Unit 4:4.6 Artful Teapots:Clay Methods: Close: Explore the Essential Question |
| | | TE | 111 | Unit 4:4.7 Trading Spaces:Interior Design: Writing Process |
| | | TE | 115 | Unit 4:4.9 Design for Living:Product Design: Connections Across the Arts: Theater |

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| | | TE | 123 | Unit 5:Intro/Unit 5 Communicating Ideas:What counts as communication? Close: Explore the Essential Question |
| | | TE | 124 | Unit 5:5.1 Wordless Messages:Nonobjective Art: Teach through Inquiry: Engage |
| | | TE | 127 | Unit 5:5.2 Trees as Symbols:Expressing Meaning: Close: Explore the Essential Question |
| | | TE | 133 | Unit 5:5.4 Graphic Design:Expressive Lettering: Close: Explore the Essential Question |
| | | TE | 137 | Unit 5:5.6 Getting Attention:Posters and Packets: Reading Comprehension |
| | | TE | 142 | Unit 5:5.8 A Woven Tapestry:Symbols in Cloth: Teach through Inquiry: Engage |
| | | TE | 157 | Unit 6:6.2 Remembering Others:Painted Portraits: Close: Explore the Essential Question |
| | | TE | 165 | Unit 6:6.5 People to Remember:Sculpted Figures: Close: Explore the Essential Question |
| | | TE | 170 | Unit 6:6.7 Masks for Celebration:Working with Papier-mache: Teach through Inquiry: Explore the Images |
| | | TE | 173 | Unit 6:6.8 Celebrating Puppets:Telling Stories with Hands: STEAM Technology |
| | | TE | 176 | Unit 6:6.9 Festival Traditions:A Community Celebration: Teach through Inquiry: Reflect and Present |
| | | TE | 180 | Unit 6:Unit 6 Review:Art Criticism |
| VA:6.Re8.a | Interpret art by analyzing elements and principles in modern art or visual characteristics of diverse cultures, and other visual characteristics, contextual information (such as the artist's life and times), subject matter, and use of media to identify ideas and mood conveyed. | SE | 7 | Unit 1:1.2 Portraits with Light and Shadow:Value and Contrast |
| | | SE | 11 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Art Criticism |
| | | SE | 17 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Inspiration from Art |
| | | SE | 19 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Art Criticism |
| | | SE | 27 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Art Criticism |
| | | SE | 28 | Unit 1:Unit 1 STEAM Focus on Technology:Consider Time When Creating Art: Look and Respond |
| | | SE | 31 | Unit 1:Unit 1 Review:Art Criticism |
| | | SE | 41 | Unit 2:2.3 Close to Nature:Landscape Painting: Art Criticism |
| | | SE | 49 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Art Criticism |
| | | SE | 62 | Unit 3:Intro/Unit 3 Stories:Why are stories important in our lives? |
| | | SE | 64 | Unit 3:3.1 The Art of Caricature:Exaggerating Features |
| | | SE | 88 | Unit 3:Unit 3 STEAM Focus on Math:Consider Visualization When Creating Art: Look and Respond |
| | | SE | 90 | Unit 3:Unit 3 Review:Writing About Art |
| | | SE | 94 | Unit 4:4.1 Observing Architecture:Looking for Details |
| | | SE | 96 | Unit 4:4.2 Architectural Forms:Three-dimensional Basics |
| | | SE | 101 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Art Criticism |
| | | SE | 103 | Unit 4:4.4 Working Baskets:Beauty and Purpose |
| | | SE | 109 | Unit 4:4.6 Artful Teapots:Clay Methods: Art Criticism |
| | | SE | 117 | Unit 4:4.9 Design for Living:Product Design: Art Criticism |
| | | SE | 121 | Unit 4:Unit 4 Review:Art Criticism |
| | | SE | 122 | Unit 5:Intro/Unit 5 Communicating Ideas:What counts as communication? |
| | | SE | 126 | Unit 5:5.2 Trees as Symbols:Expressing Meaning |
| | | SE | 129 | Unit 5:5.3 Images and Ideas:Photomontage: Inspiration from Art |
| | | SE | 137 | Unit 5:5.6 Getting Attention:Posters and Packets: Inspiration from Art |
| | | SE | 145 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Inspiration from Art |
| | | SE | 151 | Unit 5:Unit 5 Review:Art Criticism |
| | | TE | 2 | Unit 1:Intro/Unit 1 Day-to-Day Observation:Teach through Inquiry: Explore the Images |
| | | TE | 4 | Unit 1:1.1 Observing People:Proportion and Line: Teach through Inquiry: Explore the Images |
| | | TE | 6 | Unit 1:1.2 Portraits with Light and Shadow:Value and Contrast: Teach through Inquiry: Explore the Images |
| | | TE | 8 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Teach through Inquiry: Explore the Images |
| | | TE | 14 | Unit 1:1.5 People Abstracted:Realism and Abstraction: Teach through Inquiry: Explore the Images |
| | | TE | 16 | Unit 1:1.6 Cardboard Sculpture:Unity and Variety in Form: Teach through Inquiry: Explore the Images |
| | | TE | 20 | Unit 1:1.7 Colorful Surroundings:Mixing Colors -Teach through Inquiry: Explore the Images |
| | | TE | 22 | Unit 1:1.8 Colorful Objects:Color Harmonies: Teach through Inquiry: Explore the Images |
| | | TE | 24 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Teach through Inquiry: Explore the Images |
| | | TE | 30 | Unit 1:Unit 1 Review:Art Criticism |
| | | TE | 32 | Unit 2:Intro/Unit 2 Harmony:What does it mean to live in harmony with nature? Teach through Inquiry: Explore the Images |

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| TE | 34 | Unit 2:2.1 Perspective in Nature:Space and Distance |
| TE | 36 | Unit 2:2.2 Atmospheric Perspective:Exploring Watercolor: Teach through Inquiry: Explore the Images |
| TE | 37 | Unit 2:2.2 Atmospheric Perspective:Exploring Watercolor: Close: Explore the Essential Question |
| TE | 42 | Unit 2:2.4 Looking at Nature:Visual Texture: Teach through Inquiry: Explore the Images |
| TE | 44 | Unit 2:2.5 In Touch with Nature:Actual Textures: Teach through Inquiry: Explore the Images |
| TE | 46 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Teach through Inquiry: Explore the Images |
| TE | 48 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Teach through Inquiry: Reflect and Present |
| TE | 50 | Unit 2:2.7 Details in Nature:Repetition and Pattern: Teach through Inquiry: Explore the Images |
| TE | 53 | Unit 2:2.8 Animal Prints:Shape and Texture: Close: Aesthetic Awareness |
| TE | 54 | Unit 2:2.9 Animal Patterns:Relief Printing: Teach through Inquiry: Explore the Images |
| TE | 58 | Unit 2:Unit 2 STEAM Focus on Science:Consider Ecosystems When Creating Art: Teach through Inquiry: Explore the Images |
| TE | 60 | Unit 2:Unit 2 Review:Writing About Art |
| TE | 62 | Unit 3:Intro/Unit 3 Stories:Why are stories important in our lives?: Teach through Inquiry: Explore the Images |
| TE | 64 | Unit 3:3.1 The Art of Caricature:Exaggerating Features: Teach through Inquiry: Explore the Images |
| TE | 68 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: Teach through Inquiry: Explore the Images |
| TE | 74 | Unit 3:3.5 Picturing Stories:Literature and Illustration: Teach through Inquiry: Explore the Images |
| TE | 76 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Teach through Inquiry: Explore the Images |
| TE | 80 | Unit 3:3.7 Mythic Animals:Personification and Humor: Teach through Inquiry: Explore the Images |
| TE | 84 | Unit 3:3.9 Remembering Stories:Maskmaking: Teach through Inquiry: Explore the Images |
| TE | 88 | Unit 3:Unit 3 STEAM Focus on Math:Consider Visualization When Creating Art: Teach through Inquiry: Explore the Images |
| TE | 90 | Unit 3:Unit 3 Review:Writing About Art |
| TE | 92 | Unit 4:Intro/Unit 4 Design:How do we create order and beauty in our world? Teach through Inquiry: Explore the Images |
| TE | 94 | Unit 4:4.1 Observing Architecture:Looking for Details: Teach through Inquiry: Explore the Images |
| TE | 96 | Unit 4:4.2 Architectural Forms:Three-dimensional Basics: Teach through Inquiry: Explore the Images |
| TE | 98 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Teach through Inquiry: Explore the Images |
| TE | 102 | Unit 4:4.4 Working Baskets:Beauty and Purpose: Teach through Inquiry: Explore the Images |
| TE | 106 | Unit 4:4.6 Artful Teapots:Clay Methods: Teach through Inquiry: Explore the Images |
| TE | 112 | Unit 4:4.8 People and Parks:Landscape Design: Teach through Inquiry: Explore the Images |
| TE | 114 | Unit 4:4.9 Design for Living:Product Design: Teach through Inquiry: Explore the Images |
| TE | 118 | Unit 4:Unit 4 STEAM Focus on Science:Consider Malleability When Creating Art: Teach through Inquiry: Explore the Images |
| TE | 120 | Unit 4:Unit 4 Review:Art Criticism |
| TE | 122 | Unit 5:Intro/Unit 5 Communicating Ideas:What counts as communication? Teach through Inquiry: Explore the Images |
| TE | 124 | Unit 5:5.1 Wordless Messages:Nonobjective Art: Teach through Inquiry: Explore the Images |
| TE | 126 | Unit 5:5.2 Trees as Symbols:Expressing Meaning: Teach through Inquiry: Explore the Images |
| TE | 128 | Unit 5:5.3 Images and Ideas:Photomontage: Teach through Inquiry: Explore the Images |
| TE | 132 | Unit 5:5.4 Graphic Design:Expressive Lettering: Teach through Inquiry: Explore the Images |
| TE | 134 | Unit 5:5.5 Graphic Identity:Symbols and Letters: Teach through Inquiry: Explore the Images |
| TE | 136 | Unit 5:5.6 Getting Attention:Posters and Packets: Teach through Inquiry: Explore the Images |
| TE | 140 | Unit 5:5.7 Art to Wear:Symbols and Personal Adornment: Teach through Inquiry: Explore the Images |
| TE | 142 | Unit 5:5.8 A Woven Tapestry:Symbols in Cloth: Teach through Inquiry: Explore the Images |
| TE | 144 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Teach through Inquiry: Explore the Images |
| TE | 148 | Unit 5:Unit 5 STEAM Focus on Technology:Consider Convergence When Creating Art: Teach through Inquiry: Explore the Images |
| TE | 150 | Unit 5:Unit 5 Review:Art Criticism |
| TE | 152 | Unit 6:Intro/Unit 6 Celebration:How do we celebrate important people, places, and events? Teach through Inquiry: Explore the Images |
| TE | 154 | Unit 6:6.1 People We Know:Capturing Expression: Teach through Inquiry: Explore the Images |
| TE | 156 | Unit 6:6.2 Remembering Others:Painted Portraits: Teach through Inquiry: Explore the Images |
| TE | 158 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Teach through Inquiry: Explore the Images |
| TE | 162 | Unit 6:6.4 Remembering Places:Drawing from the Community: Teach through Inquiry: Explore the Images |
| TE | 164 | Unit 6:6.5 People to Remember:Sculpted Figures: Teach through Inquiry: Explore the Images |

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| | | TE | 166 | Unit 6:6.6 Remembering Events:Monuments and Memorials: Teach through Inquiry: Explore the Images |
| | | TE | 166 | Unit 6:6.6 Remembering Events:Monuments and Memorials: Teach through Inquiry: Studio Exploration: Explore |
| | | TE | 172 | Unit 6:6.8 Celebrating Puppets:Telling Stories with Hands: Teach through Inquiry: Explore the Images |
| | | TE | 174 | Unit 6:6.9 Festival Traditions:A Community Celebration: Teach through Inquiry: Explore the Images |
| | | TE | 178 | Unit 6:Unit 6 STEAM Consider Intersecting Themes When Creating Art:Teach through Inquiry: Explore the Images |
| VA:6.Re9.a | Develop and apply relevant historical and cultural criteria (such as the canon of proportions for ancient Greek art, use of space in Chinese scroll painting, etc.) to evaluate a work of art. | SE | 10 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Reflect and Present |
| | | SE | 48 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Reflect and Present |
| | | SE | 58 | Unit 2:Unit 2 STEAM Focus on Science:Consider Ecosystems When Creating Art |
| | | SE | 90 | Unit 3:Unit 3 Review:Critical Thinking |
| | | SE | 115 | Unit 4:4.9 Design for Living:Product Design: Inspiration from Art |
| | | SE | 120 | Unit 4:Unit 4 Review:Critical Thinking |
| | | SE | 130 | Unit 5:5.3 Images and Ideas:Photomontage: Reflect and Present |
| | | SE | 148 | Unit 5:Unit 5 STEAM Focus on Technology:Consider Convergence When Creating Art: Look and Respond |
| | | SE | 150 | Unit 5:Unit 5 Review:Writing About Art |
| | | SE | 180 | Unit 6:Unit 6 Review:Writing About Art |
| | | TE | 10 | Unit 1:1.3 Capturing Moods and Expression:Exploring Media: Teach through Inquiry: Reflect and Present |
| | | TE | 13 | Unit 1:1.4 People in Everyday Life:Proportion and Gesture: Close: Explore the Essential Question |
| | | TE | 31 | Unit 1:Unit 1 Review:Portfolio Review, Reflection, and Presentation |
| | | TE | 56 | Unit 2:2.9 Animal Patterns:Relief Printing: Teach through Inquiry: Reflect and Present |
| | | TE | 60 | Unit 2:Unit 2 Review:Critical Thinking |
| | | TE | 90 | Unit 3:Unit 3 Review:Critical Thinking |
| | | TE | 93 | Unit 4:Intro/Unit 4 Design:How do we create order and beauty in our world? Close: Aesthetic Awareness |
| | | TE | 105 | Unit 4:4.5 Vessel Forms:The Coil Method: Close: Aesthetic Awareness |
| | | TE | 110 | Unit 4:4.7 Trading Spaces:Interior Design: Teach through Inquiry: Explore the Images |
| | | TE | 113 | Unit 4:4.8 People and Parks:Landscape Design: Writing Process |
| | | TE | 117 | Unit 4:4.9 Design for Living:Product Design: Close: Aesthetic Awareness |
| | | TE | 120 | Unit 4:Unit 4 Review:Critical Thinking |
| | | TE | 127 | Unit 5:5.2 Trees as Symbols:Expressing Meaning: Writing Process |
| | | TE | 130 | Unit 5:5.3 Images and Ideas:Photomontage: Teach through Inquiry: Reflect and Present |
| | | TE | 135 | Unit 5:5.5 Graphic Identity:Symbols and Letters: Close: Aesthetic Awareness |
| | | TE | 139 | Unit 5:5.6 Getting Attention:Posters and Packets: Close: Aesthetic Awareness |
| | | TE | 150 | Unit 5:Unit 5 Review:Writing About Art |
| | | TE | 157 | Unit 6:6.2 Remembering Others:Painted Portraits: Close: Aesthetic Awareness |
| | | TE | 159 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Writing Process |
| | | TE | 171 | Unit 6:6.7 Masks for Celebration:Working with Papier-mache: Connections Across the Arts: Theater |
| | | TE | 180 | Unit 6:Unit 6 Review:Writing About Art |
| VA:6.Cn10.a | Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking. | SE | 93 | Unit 4:Intro/Unit 4 Design:How do we create order and beauty in our world? |
| | | SE | 119 | Unit 4:Unit 4 STEAM Focus on Science:Consider Malleability When Creating Art: Research Journal |
| | | SE | 150 | Unit 5:Unit 5 Review:Critical Thinking |
| | | SE | 162 | Unit 6:6.4 Remembering Places:Drawing from the Community |
| | | SE | 174 | Unit 6:6.9 Festival Traditions:A Community Celebration: Explore |
| | | TE | 3 | Unit 1:Intro/Unit 1 Day-to-Day Observation:Close: Aesthetic Awareness |
| | | TE | 5 | Unit 1:1.1 Observing People:Proportion and Line: Close: Aesthetic Awareness |
| | | TE | 7 | Unit 1:1.2 Portraits with Light and Shadow:Value and Contrast: Close: Aesthetic Awareness |
| | | TE | 13 | Unit 1:1.4 People in Everyday Life:Proportion and Gesture: Close: Aesthetic Awareness |
| | | TE | 15 | Unit 1:1.5 People Abstracted:Realism and Abstraction: Close: Aesthetic Awareness |
| | | TE | 20 | Unit 1:1.7 Colorful Surroundings:Mixing Colors: Teach through Inquiry: Engage |
| | | TE | 21 | Unit 1:1.7 Colorful Surroundings:Mixing Colors: Close: Aesthetic Awareness |
| | | TE | 22 | Unit 1:1.8 Colorful Objects:Color Harmonies: Teach through Inquiry: Engage |

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| | | TE | 23 | Unit 1:1.8 Colorful Objects:Color Harmonies: Close: Aesthetic Awareness |
| | | TE | 27 | Unit 1:1.9 Portrait of Myself as an Artist:Composition and Color Relationships: Close: Aesthetic Awareness |
| | | TE | 28 | Unit 1:Unit 1 STEAM Focus on Technology:Consider Time When Creating Art: Teach through Inquiry: Engage |
| | | TE | 32 | Unit 2:Intro/Unit 2 Harmony:What does it mean to live in harmony with nature? Teach through Inquiry: Engage |
| | | TE | 35 | Unit 2:2.1 Perspective in Nature:Space and Distance: Close: Aesthetic Awareness |
| | | TE | 36 | Unit 2:2.2 Atmospheric Perspective:Exploring Watercolor: Teach through Inquiry: Engage |
| | | TE | 37 | Unit 2:2.2 Atmospheric Perspective:Exploring Watercolor: Close: Aesthetic Awareness |
| | | TE | 41 | Unit 2:2.3 Close to Nature:Landscape Painting: Close: Aesthetic Awareness |
| | | TE | 44 | Unit 2:2.5 In Touch with Nature:Actual Textures: Teach through Inquiry: Engage |
| | | TE | 50 | Unit 2:2.7 Details in Nature:Repetition and Pattern: Teach through Inquiry: Engage |
| | | TE | 59 | Unit 2:Unit 2 STEAM Focus on Science:Consider Ecosystems When Creating Art: Close: Look Around You |
| | | TE | 62 | Unit 3:Intro/Unit 3 Stories:Why are stories important in our lives?: Teach through Inquiry: Engage |
| | | TE | 64 | Unit 3:3.1 The Art of Caricature:Exaggerating Features: Teach through Inquiry: Engage |
| | | TE | 67 | Unit 3:3.2 Cartoons and Commentary:Themes and Visual Symbols: Close: Aesthetic Awareness |
| | | TE | 73 | Unit 3:3.4 Narrative Art:History and Murals: Close: Aesthetic Awareness |
| | | TE | 74 | Unit 3:3.5 Picturing Stories:Literature and Illustration: Teach through Inquiry: Engage |
| | | TE | 79 | Unit 3:3.6 Handmade Books:Accordion-fold Construction: Geography Connection |
| | | TE | 81 | Unit 3:3.7 Mythic Animals:Personification and Humor: Close: Aesthetic Awareness |
| | | TE | 88 | Unit 3:Unit 3 STEAM Focus on Math:Consider Visualization When Creating Art: Teach through Inquiry: Engage |
| | | TE | 89 | Unit 3:Unit 3 STEAM Focus on Math:Consider Visualization When Creating Art: Close: Look Around You |
| | | TE | 97 | Unit 4:4.2 Architectural Forms:Three-dimensional Basics: Social Studies |
| | | TE | 101 | Unit 4:4.3 Collaborative Structure:An Architectural Model: Close: Aesthetic Awareness |
| | | TE | 103 | Unit 4:4.4 Working Baskets:Beauty and Purpose: Close: Explore the Essential Question |
| | | TE | 104 | Unit 4:4.5 Vessel Forms:The Coil Method: Teach through Inquiry: Engage |
| | | TE | 105 | Unit 4:4.5 Vessel Forms:The Coil Method: Close: Explore the Essential Question |
| | | TE | 109 | Unit 4:4.6 Artful Teapots:Clay Methods: Close: Aesthetic Awareness |
| | | TE | 110 | Unit 4:4.7 Trading Spaces:Interior Design: Teach through Inquiry: Engage |
| | | TE | 113 | Unit 4:4.8 People and Parks:Landscape Design: Close: Aesthetic Awareness |
| | | TE | 115 | Unit 4:4.9 Design for Living:Product Design: Research Journal |
| | | TE | 125 | Unit 5:5.1 Wordless Messages:Nonobjective Art: Close: Aesthetic Awareness |
| | | TE | 127 | Unit 5:5.2 Trees as Symbols:Expressing Meaning: Close: Aesthetic Awareness |
| | | TE | 128 | Unit 5:5.3 Images and Ideas:Photomontage: Teach through Inquiry: Studio Exploration: Explore |
| | | TE | 132 | Unit 5:5.4 Graphic Design:Expressive Lettering: Teach through Inquiry: Engage |
| | | TE | 141 | Unit 5:5.7 Art to Wear:Symbols and Personal Adornment: Research Journal |
| | | TE | 143 | Unit 5:5.8 A Woven Tapestry:Symbols in Cloth: Close: Aesthetic Awareness |
| | | TE | 147 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Close: Aesthetic Awareness |
| | | TE | 150 | Unit 5:Unit 5 Review:Critical Thinking |
| | | TE | 153 | Unit 6:Intro/Unit 6 Celebration:How do we celebrate important people, places, and events? Close: Aesthetic Awareness |
| | | TE | 155 | Unit 6:6.1 People We Know:Capturing Expression: Close: Aesthetic Awareness |
| | | TE | 161 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: History Connection |
| | | TE | 165 | Unit 6:6.5 People to Remember:Sculpted Figures: Close: Aesthetic Awareness |
| | | TE | 167 | Unit 6:6.6 Remembering Events:Monuments and Memorials: Research Journal |
| | | TE | 171 | Unit 6:6.7 Masks for Celebration:Working with Papier-mache: Close: Aesthetic Awareness |
| | | TE | 173 | Unit 6:6.8 Celebrating Puppets:Telling Stories with Hands: Close: Aesthetic Awareness |
| | | TE | 174 | Unit 6:6.9 Festival Traditions:A Community Celebration: Teach through Inquiry: Introduce the Studio |
| | | TE | 121E | Unit 5:Intro/Unit 5 Communicating Ideas:What counts as communication? Teach through Inquiry: Introduce the Unit Theme |
| VA:6.Cn11.a | Analyze how art reflects changing times, traditions, resources, and cultural uses (such as a | SE | 30 | Unit 1:Unit 1 STEAM Focus on Technology:Consider Time When Creating Art: Close: Look Around You |
| | | SE | 60 | Unit 2:Unit 2 Review:Writing About Art |
| | | SE | 120 | Unit 4:Unit 4 Review:Writing About Art |

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| comparison of an Egyptian tomb fresco, the Mayan mural at Bonampak, or Arizona's Robert McCall's space murals). | TE | 2 | Unit 1:Intro/Unit 1 Day-to-Day Observation:Teach through Inquiry: Introduce the Unit Theme |
| | TE | 5 | Unit 1:1.1 Observing People:Proportion and Line: Close: Explore the Essential Question |
| | TE | 21 | Unit 1:1.7 Colorful Surroundings:Mixing Colors: Close: Explore the Essential Question |
| | TE | 35 | Unit 2:2.1 Perspective in Nature:Space and Distance: Close: Explore the Essential Question |
| | TE | 41 | Unit 2:2.3 Close to Nature:Landscape Painting: Close: Explore the Essential Question |
| | TE | 43 | Unit 2:2.4 Looking at Nature:Visual Texture: Geography Connection |
| | TE | 49 | Unit 2:2.6 Animal Sculptures:Forms with Pattern and Texture: Close: Aesthetic Awareness |
| | TE | 51 | Unit 2:2.7 Details in Nature:Repetition and Pattern: Close: Explore the Essential Question |
| | TE | 53 | Unit 2:2.8 Animal Prints:Shape and Texture: Close: Explore the Essential Question |
| | TE | 57 | Unit 2:2.9 Animal Patterns:Relief Printing: Close: Explore the Essential Question |
| | TE | 63 | Unit 3:Intro/Unit 3 Stories:Why are stories important in our lives?: Close: Explore the Essential Question |
| | TE | 65 | Unit 3:3.1 The Art of Caricature:Exaggerating Features: Close: Explore the Essential Question |
| | TE | 67 | Unit 3:3.2 Cartoons and Commentary:Themes and Visual Symbols: Close: Explore the Essential Question |
| | TE | 69 | Unit 3:3.3 Creating a Visual Story:Character and Sequence: History Connection |
| | TE | 73 | Unit 3:3.4 Narrative Art:History and Murals: Close: Explore the Essential Question |
| | TE | 81 | Unit 3:3.7 Mythic Animals:Personification and Humor: Close: Explore the Essential Question |
| | TE | 87 | Unit 3:3.9 Remembering Stories:Maskmaking: Close: Explore the Essential Question |
| | TE | 93 | Unit 4:Intro/Unit 4 Design:How do we create order and beauty in our world? Close: Explore the Essential Question |
| | TE | 95 | Unit 4:4.1 Observing Architecture:Looking for Details: Close: Explore the Essential Question |
| | TE | 99 | Unit 4:4.3 Collaborative Structure:An Architectural Model: STEAM Science |
| | TE | 101 | Unit 4:4.4 Working Baskets:Beauty and Purpose: Teach through Inquiry: Engage |
| | TE | 103 | Unit 4:4.4 Working Baskets:Beauty and Purpose: Close: Aesthetic Awareness |
| | TE | 111 | Unit 4:4.7 Trading Spaces:Interior Design: Close: Explore the Essential Question |
| | TE | 117 | Unit 4:4.9 Design for Living:Product Design: Language Arts |
| | TE | 120 | Unit 4:Unit 4 Review:Writing About Art |
| | TE | 122 | Unit 5:Intro/Unit 5 Communicating Ideas:What counts as communication? Teach through Inquiry: Engage |
| | TE | 131 | Unit 5:5.3 Images and Ideas:Photomontage: Close: Explore the Essential Question |
| | TE | 133 | Unit 5:5.4 Graphic Design:Expressive Lettering: Close: Aesthetic Awareness |
| | TE | 134 | Unit 5:5.5 Graphic Identity:Symbols and Letters: Teach through Inquiry: Engage |
| | TE | 141 | Unit 5:5.7 Art to Wear:Symbols and Personal Adornment: Close: Aesthetic Awareness |
| | TE | 147 | Unit 5:5.9 Batik Expressions:Exploring a Resist Medium: Close: Explore the Essential Question |
| | TE | 149 | Unit 5:Unit 5 STEAM Focus on Technology:Consider Convergence When Creating Art: Close: Look Around You |
| | TE | 155 | Unit 6:6.1 People We Know:Capturing Expression: Close: Explore the Essential Question |
| | TE | 161 | Unit 6:6.3 Honoring Someone Special:A Portrait in Clay: Close: Aesthetic Awareness |
| | TE | 163 | Unit 6:6.4 Remembering Places:Drawing from the Community: Close: Aesthetic Awareness |
| | TE | 171 | Unit 6:6.7 Masks for Celebration:Working with Papier-mache: Close: Explore the Essential Question |
| | TE | 172 | Unit 6:6.8 Celebrating Puppets:Telling Stories with Hands: Teach through Inquiry: Engage |
| | TE | 179 | Unit 6:Unit 6 STEAM Consider Intersecting Themes When Creating Art:Close: Look Around You |
| | TE | 31E | Unit 2:Intro/Unit 2 Harmony:What does it mean to live in harmony with nature? |
| | TE | 61E | Unit 3:Intro/Unit 3 Stories:Why are stories important in our lives?: Teach through Inquiry: Introduce the Unit Theme |