## 9th Grade Visual Art Scope and Sequence 2012-13 v.1

**ACRONYM KEY**

**AWL: Academic Word List**

**CCGPS: Common Core Georgia Performance Standards**

**CCRAS –R: College and Career Readiness Anchor Standards for Reading**

**CCRAS –W: College and Career Readiness Anchor Standards for Writing**

**CCRAS –SL: College and Career Readiness Anchor Standards for Speaking and Listening**

**CIM: Creativity Instructional Matrix**

**GPS: Georgia Performance Standards**

**VTS: Visual Thinking Strategies**

**Example: CCRAS – R. 5 = College and Career Readiness Anchor Standards for Reading #5 (Craft and Structure):** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Example: CCRAS – W. 2 = College and Career Readiness Anchor Standards for Writing #2 (Text Type and Purposes):** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Example: CCRAS – W. 7 = College and Career Readiness Anchor Standards for Writing #7 (Research to Build and Present Knowledge):** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Example: CCRAS – SL. 1 = College and Career Readiness Anchor Standards for Speaking and Listening #1 (Comprehension and Collaboration):** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Example: CIM: S2.5** **= Creativity Instructional Matrix, Stage 2, Cognitive Skill #5:** Questions hierarchies of value and logic by critiquing and producing artworks.

**NOTE:** The vocabulary from the AWL listed below is NOT the focus of each lesson, but should be integrated into the natural flow of teaching and learning. The focus of your lessons are the concepts/skills listed for the week.

Resources used in developing this Scope and Sequence: Georgia Performance Standards in Visual Art; National Art Standards; Common Core Georgia Performance Standards; Creativity Instructional Matrix; Fine Arts Curriculum Survey (May 2012)

*Question Numbers Aligned to 12/12/12 Revision of 9th Grade CKV*

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| **18 Week Time Line** | | | | |
| **Week** | **SLO Alignment** | **GPS and CCGPS Alignment** | **Unit Theme** | **Concepts/Skills/Activities** |
| **Week 1** | **#44**  DOK Level 3 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAAR.2Critiques artwork of others individually and in group settings.  **CCGPS:** CCRAS – R. 5  AWL: Strategy; process; shift (viewpoint/perspective); alter; generate; image; transform  **CIM: S1.9** Uses Roukes’ (1984) strategies, to alter/generate visual images | Creative Thinking | **Online Conceptual Knowledge and Vocabulary (CKV) Pre-Assessment**  **Concepts/Skills**: Visual and Functional Analogy; Metaphor  **Activities**: VTS Images 1 & 2; Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** Willie Cole (Slave ship imagery)  **Resources**: VTS Grade 9 Images PowerPoint  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **VTS Questions**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better? 5. Are you letting your personality come through? |
| **Week 2** | **#2,**  DOK Level 1  **#13**  DOK Level 2 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.  VAHSVAAR.2Critiques artwork of others individually and in group settings.  **CCGPS:** CCRAS – R. 5  AWL: Positive; negative (negate); criteria; demonstrate  **CIM:** S2.4 Develops iterative mindset | Creative Thinking/  Printmaking | **Concepts/Skills**: Visual and Functional Analogy; Metaphor; Printmaking Tools; Positive & Negative Space  **Activities**: VTS Images 3 & 4; Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** M.C. Escher; David Hockney (prints)  **Resources**: VTS Grade 9 Images PowerPoint  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **VTS Questions**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 3** | **#5,**  DOK Level 1  **#6,**  DOK Level 1  **#7**  DOK Level 1 | **Art GPS:**  VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing. VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Proportion; ratio  **CIM:** S1.5 Improvises in response to insights, deviations or constraints that reframe experience | Drawing | **Concepts/Skills**: Sighting Strategies; Picture Plane  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):**  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 4** | **#17,**  DOK Level 3  **#18,**  DOK Level 1  **#19,**  DOK Level 2  **#20,**  DOK Level 2  **#21**  DOK Level 2 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing. VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Approximate; adjust  **CIM:** S1.6 Makes multiple representations with varied media &  approaches | Drawing | **Concepts/Skills**: Gesture drawing; Preliminary Sketching, Planning, Brainstorming; Contour  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** Hokusai; Frank Gehry  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 5** | **#9,**  DOK Level 1  **#10,**  DOK Level 3  **#21**  DOK Level 2 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing. VAHSVAAR.2Critiques artwork of others individually and in group settings.  **CCGPS:** CCRAS – R. 5  AWL: Mental  **CIM:** S1.4 Mentally manipulates images and meaning | Drawing | **Concepts/Skills**: Analyzing Organic Shapes in terms of Geometric Shapes; Closure; Implied Lines; One Point Perspective  **Activities**: VTS Images 5 & 6; Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):**  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 6** | **#8,**  DOK Level 2  **#11,**  DOK Level 2  **#12,**  DOK Level 2  **#13,**  DOK Level 2  **#14**  DOK Level 3 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing. VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Dimension; predict (i.e. how changing an artwork’s visual language changes its meaning); perspective; style  **CIM:** S2.1 Explains how changing an artwork’s visual language changes its meaning | Drawing | **Concepts/Skills**: Use of Different Types of Space in Design/Composition; 2 and 3 Point Perspective, Multiple Perspective Space; Ambiguous Space  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** Wayne Thiebaud; Ed Ruscha; Charles Sheeler; David Hockney; M.C. Escher  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 7** | **#15**  DOK Level 2  **#16**  DOK Level 2  **#29**  DOK Level 2  **#30**  DOK Level 2  **#31**  DOK level 2  **#32**  DOK Level 2  **#33**  DOK Level 2 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.1 Uses formal qualities of art to create unified composition and communicate meaning. VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Design; Element; Dominant (motif/design element); Emphasis; challenge (i.e. hierarchies); conflict  **CIM:** S2.5 Questions hierarchies of value and logic by critiquing and producing artworks. | Design/  Composition | **Concepts/Skills**: Amplified/Exaggerated Space; Decorative Space; Balance; Emphasis; Symmetry  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** Rodchenko; DiChirico; Gustav Klimt; Lari Pitman; Da Vinci; Tintoretto; Miro  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 8** | **#1,**  DOK Level 1  **#13,**  DOK Level 2  **#26,**  DOK Level 1  **#27,**  DOK Level 1  **#28**  DOK Level 1 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.  VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Context; technology  **CIM:** S1.8 Recognizes that interpretation relies on context; combines cues/clues from disparate contexts to generate unusual meaning | Collage/  Digital Imaging | **Concepts/Skills**: Collage; multiple perspective; digital imaging tools/filters  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** Wangechi Mutu  **Resources**: Photoshop or other imaging software  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 9** | **#1,**  DOK Level 1  **#13,**  DOK Level 2  **#26,**  DOK Level 1  **#27,**  DOK Level 1  **#28**  DOK Level 1 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.  VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Interpret; context; generate; technology  **CIM:** S1.8 Recognizes that interpretation relies on context; combines cues/clues from disparate contexts to generate unusual meaning | Collage/  Digital Imaging | **Concepts/Skills**: Collage; multiple perspective; digital imaging tools/filters  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):**  **Resources**: Photoshop or other imaging software  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 10** | **#36,**  DOK Level 1  **#37,**  DOK Level 1  **#39**  DOK Level 1 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present. VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.  VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Context; logic  **CIM:** S2.5 Questions hierarchies of value and logic by critiquing and producing artworks. | Collage/  Digital Imaging  Review/  Remediate | **Concepts/Skills**: Postmodern Principles; Themes in Art  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** Barbara Kruger; Cindy Sherman; Kenneth Tin-Kin Hung, “Gas Zappers”  **Resources**: Photoshop or other imaging software  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 11** | **#7**  DOK Level 1  **#22 (multi response Question)**  DOK Level 1 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting. VAHSVAAR.2Critiques artwork of others individually and in group settings.  **CCGPS:** CCRAS – R. 5  AWL: Technique  **CIM:** S3.2 Generates problems by: S3.2.1 R: Setting personal objectives; S3.2.2 R: Identifying personal standards; S3.2.3 R: Identifying personal rationale  S3.2.5 R: Developing personal viewpoint/context | Painting | **Concepts/Skills**: Picture Plane; Painting Techniques  **Activities**: VTS Images 7 & 8; Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):**  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **VTS Questions**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week**  **12** | **#23**  DOK Level 2  **#24**  DOK Level 3  **#25**  DOK Level 2  **#29**  DOK Level 2 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting. VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.7  AWL: Contrast; neutral  **CIM:** S3.2 Generates problems by: S3.2.1 R: Setting personal objectives; S3.2.2 R: Identifying personal standards; S3.2.3 R: Identifying personal rationale  S3.2.5 R: Developing personal viewpoint/context | Painting | **Concepts/Skills**: Color Theory; Symmetry; Composition  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** John Sonsini’s “Fernando, Manuel, and David;” George Seurat; Chuck Close; Da Vinci  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 13** | **#16**  DOK Level 2  **#31**  DOK level 2  **#32**  DOK Level 2  **#33**  DOK Level 2 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting. VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.7  AWL: Abstract  **CIM:** S3.2 Generates problems by: S3.2.1 R: Setting personal objectives; S3.2.2 R: Identifying personal standards; S3.2.3 R: Identifying personal rationale  S3.2.5 R: Developing personal viewpoint/context | Painting | **Concepts/Skills**: Space; Balance; Emphasis  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** Gustav Klimt, Lari Pitman, Miro  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 14** | **#34**  DOK Level 1  **#35**  DOK Level 1  **#36**  DOK Level 1  **#37**  DOK Level 1  **#38**  DOK Level 1  **#40**  DOK Level 1 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present. VAHSVAAR.2Critiques artwork of others individually and in group settings.  **CCGPS:** CCRAS – R. 5  AWL: Appropriate; culture; code (i.e. cultural, visual codes, etc)  **CIM:** S2.5 Questions hierarchies of value and logic by critiquing and producing artworks. | Postmodern  Art | **Concepts/Skills**: Postmodern Principles; Themes in Art  **Activities**: VTS Images 9 & 10; Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** Jeff Koons; Kara Walker; Barabra Kruger; Cindy Sherman; Enrique Chagoya; Takashi Murakami;  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **VTS Questions**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 15** | **#41**  DOK Level 1  **#42**  DOK Level 2  **#43**  DOK Level 3 | **Art GPS:** VAHSVAMC.1 Engages in the creative process  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAAR.2Critiques artwork of others individually and in group settings.  **CCGPS:** CCRAS – R. 5  AWL: Site; tradition; alternative;  **CIM:** S2.2 Adapts/uses a visual language to connect one idea to other ideas using a range of strategies.; seeks/employs visual and conceptual patterns to make connections | Postmodern Art | **Concepts/Skills**: Reversing Expectations; Irony; Disguising; Themes in Art; Contemporary art forms (e.g. Installation art, etc)  **Activities**: VTS Images 11 & 12; Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):** Ernesto Neto; Cai Quo-Qiang; Ai Wei Wei;Banksy; Damien Hirst; Jean Claude/Cristo  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **VTS Questions**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 16** | **#3,**  DOK Level 1  **#4**  DOK Level 1 | **Art GPS:** VAHSVAMC.4 Analyzes the origins of one’s own ideas in relation to community, culture, and the world.  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.4 Understands and applies media, techniques, and processes in three-dimensional art.  VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Sequence  **CIM:** S1.2 Follows prompts inherent in the character of art materials | Clay/Ceramics | **Concepts/Skills**: Fired, Soft, Green-ware, and Leather-hard Clay; Using slip; Building methods  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):**  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 17** | **#3,**  DOK Level 1  **#4**  DOK Level 1 | **Art GPS:** VAHSVAMC.4 Analyzes the origins of one’s own ideas in relation to community, culture, and the world.  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.4 Understands and applies media, techniques, and processes in three-dimensional art.  VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Method  **CIM:** S1.2 Follows prompts inherent in the character of art materials | Clay/Ceramics | **Concepts/Skills**: Fired, Soft, Green-ware, and Leather-hard Clay; Using slip; Building methods  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):**  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through? |
| **Week 18** | **#44**  DOK Level 3 | **Art GPS:** VAHSVAMC.4 Analyzes the origins of one’s own ideas in relation to community, culture, and the world.  VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process  VAHSVAPR.6 Keeps a visual/verbal sketchbook  **CCGPS:** CCRAS – W.2  AWL: Review AWL Vocabulary as needed  **CIM:** S3.1 Reflects on portfolio and identifies patterns to revise or generate new work | Review/  Remediate | **Concepts/Skills**: Visual and Functional Analogy; Metaphor; Review Concepts and Skills  **Activities**: Visual-Verbal Sketchbook  **Suggested Lesson**:  **Artist(s)/Artwork(s):**  **Resources**:  **Ongoing**: Visual and Functional Analogy; Metaphor  **Questioning Strategies:**  **Five Core Questions for Creativity Development:**   1. What more can you do? 2. Did you take a chance? 3. What else can you connect it to? (What more can you add?) 4. What is another way of doing it? Can it be better?   Are you letting your personality come through?  **Online Conceptual Knowledge and Vocabulary (CKV) Post-Assessment** |

Glossary

Proper Conceptions vs. Misconceptions