

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Campbell County School District #1

Program Name	Campbell County Virtual School	Content Area	FA
Course ID	AR3V	Grade Level	3
Course Name	Art 3	# of Credits	
SCED Code		Curriculum Type	K12 Inc

### COURSE DESCRIPTION

Following the timeline of the K12 History program, second grade Art lessons introduce students to the art and architecture of ancient Rome, medieval Europe, Islam, Mexico, Africa, China, and Japan. Students will:

- Examine elements and principles of art, such as line, shape, pattern, and more
- Study and create self-portraits, landscapes, sculptures, and more
- Create artwork similar to works they learn about, using many materials and techniques—after studying Winslow Homer's *Snap the Whip*, students paint their own narrative landscape and design stained glass windows inspired by the Cathedral of Notre Dame in Paris

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) <a href="#">Use the Standards and Benchmarks as Spreadsheets</a>
FPA4.1.A.1	Students create and revise original art to express ideas, experiences and stories.
FPA4.1.A.2	Students investigate and apply a variety of materials, resources, technologies and processes to communicate experiences and ideas through art.
FPA4.1.A.3	Students apply the elements and principles of design to their artwork.
FPA4.1.A.4	Students collaborate with others in creative artistic processes.
FPA4.1.A.5	Students use art materials and tools in a safe and responsible manner.
FPA4.1.A.6	Students complete and exhibit their artwork.
FPA 4.2.A.1	Students observe and describe in detail the physical properties of works of art.
FPA 4.2.A.2	Students respond to art, using vocabulary that describes subjects, themes and symbols.
FPA 4.2.A.3	Students describe works of art using the language of artistic elements and principles.
FPA 4.2.A.4	Students know that the visual arts have both a history and specific relationships to various cultures.
FPA 4.3.A.1	Students know that the visual arts have both a history and specific relationships to various cultures.
FPA 4.3.A.2	Students identify specific works of art as belonging to particular cultures, times, and environments.
FPA 4.3.A.3	Students understand that history, environment, culture, and the visual arts can influence each other.
FPA 4.4.A.1	Students identify connections between the visual arts and other disciplines in the curriculum.
FPA 4.4.A.2	Students identify careers and recreational opportunities in the visual arts.
FPA 4.4.A.3	Students recognize visual artists in their family and community and explore how these artists create their work.
FPA 4.4.A.4	Students demonstrate appropriate behavior in a variety of art settings.

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS

<p>Unit 1: The Building Blocks of Art  Lesson 1: Many Kinds of Art  Lesson 2: How Does It Look?  Lesson 3: It's All About Color  Lesson 4: The Artist's Sketchbook  Lesson 5 : Reading, Review, and Wrap-Up</p>	<p>FPA4.1.A.1  FPA4.1.A.2  FPA4.1.A.3  FPA4.1.A.4  FPA4.1.A.5  FPA4.1.A.6  FPA4.2.A.1  FPA 4.2.A.2  FPA4.2.A.3  FPA4.2.A.4</p>	<p>Unit 1: Students will:  Classify artworks as portrait, self-portrait, landscape, still life, genre, painting, sculpture, or architecture. Express one's reasons for preferring one work of art to another. Draw a self-portrait.  Identify a representational and an abstract artwork. Describe the difference between representational and abstract artworks. Evaluate own artwork based upon the use of line, shape, color, or texture. Create a representational or abstract artwork of a bird in a drawing, painting, or sculpture. Identify colors or color schemes as primary, secondary, intermediate, complementary, warm, or cool. Identify selected colors or color schemes in a work of art. Mix and apply paint colors into a color wheel. Describe the purpose of an artist's sketchbook. Make sketches of an object in a sketchbook in various views, focusing on line and shape. Classify artworks as portrait, self-portrait, landscape, still life, genre, painting, sculpture, or architecture. Identify and describe the difference between representational and abstract artworks. Identify colors or color schemes as primary, secondary, intermediate, complementary, warm, or cool. Identify selected colors or color schemes in a work of art. Describe the purpose of an artist's sketchbook.</p>
<p>Unit 2: Good-bye Middle Ages, Hello Renaissance: 1300-1400s  Lesson 1 : Art of the Middle Ages and Byzantine Empire  Lesson 2 : Illuminate Manuscripts, Part 1  Lesson 3 : Illuminate Manuscripts, Part 2  Lesson 4: Giotto's Paintings  Lesson 5 : Donatello's Sculpture  Lesson 6 : Paintings of Fra Angelico and Botticelli, Part 1  Lesson 7 : Paintings of Fra Angelico and Botticelli, Part 2  8: Brunelleschi's Dome, Part 1  Brunelleschi's Dome, Part 2  Limboung Calendar, Part 1  Limboung Calendar, Part 2  van Eyck's Mirror  Reading, Review, and Wrap-Up</p>	<p>FPA4.1.A.1  FPA4.1.A.2  FPA4.1.A.2  FPA4.1.A.3  FPA4.1.A.5  FPA4.2.A.1  FPA4.2.A.2  FPA 4.2.A.3  4.2.A.4  4.3.A.1  FPA4.3.A.2  FPA4.3.A.3  FPA4.4.A.1  FPA4.4.A.2  FPA4.4.A.3  FPA4.4.A.4</p>	<p>Unit 2 Students will:  State one purpose of the art or architecture of the Middle Ages or Byzantine Empire, such as a religious message, "height and light," or use of pictures to tell stories.  Name one material used in the art or architecture of the Middle Ages or Byzantine Empire, such as stained glass or egg tempera.  Make an egg tempera painting by mixing children's white glue with tempera paint.  Explain that Islamic scholars and Christian monks preserved past knowledge in their libraries and books.  Explain how an artist can serve as historian of a time period.  Describe one characteristic of initial letters of illuminated manuscripts. For example, they were beautifully decorated  Create a decorated initial letter.  Explain that much of the past knowledge preserved by Christian monks and Islamic scholars was Classical Greek and Roman knowledge.  Explain that Roman artists and architects were inspired by Greek artists and architects.  Create a decorated initial letter.  Describe one characteristic of a Giotto painting. For example, he made humans look realistic and created the illusion of space.  Paint a scene showing the illusion of space.  Explain one change in the subjects portrayed from the Middle Ages to the Renaissance. For example, artists began using humans and other natural objects as subjects in addition to religious subjects.  Make a clay sculpture of a lion or other guardian animal with a shield.  Name one way Fra Angelico showed the illusion of space in a painting. For example, he made objects in the background smaller and higher.  Make a landscape with an interior scene that demonstrates the illusion of space.</p>

Unit 2: Continued		<p>Unit 2 Students will: Continued</p> <p>Compare and contrast the illusion of space in paintings by Fra Angelico, Botticelli, and Giotto.</p> <p>Make a landscape with an interior scene that demonstrates the illusion of space.</p> <p>Describe one feature of Brunelleschi's dome, such as the inclusion of ribs or windows.</p> <p>Draw a blueprint of a dome.</p> <p>Compare and contrast domes from different times and places.</p> <p>Construct a three-dimensional dome based upon your blueprint.</p> <p>Describe one characteristic of the calendar paintings by the Limbourg brothers. For example, they show the illusion of space and they show people doing everyday activities.</p> <p>Create a seasonal landscape or genre for a calendar. Describe the use of color in paintings by the Limbourg brothers.</p> <p>Create a seasonal landscape or genre for a calendar.</p> <p>Describe two textures in a van Eyck painting, such as furry or smooth.</p> <p>Create a paper mirror with a reflection. Describe characteristics of or facts about medieval European and Byzantine art and architecture.</p> <p>Describe characteristics of or facts about early Renaissance art and architecture.</p> <p>Explain that early Renaissance artists were inspired by classical Greek and Roman art and architecture.</p> <p>Explain how artists show the illusion of space in their artwork.</p>

<p>Unit 3: The Renaissance in Italy:1500s  Lesson 1: Meet Leonardo da Vinci  Lesson 2: Leonardo's Journals  Lesson 3: Michelangelo's Masterpieces, Part 1  Lesson 4: Michelangelo's Masterpieces, Part 2  Lesson 5 : Raphael's Paintings  Lesson 6: Titian and Anguissola, Part 1  Lesson 7: Titian and Anguissola, Part 2  Lesson 8: Renaissance Medallions  Lesson 9: Reading, Review, and Wrap-Up</p>	<p>FPA4.1.A.1  FPA4.1.A.2  FPA4.1.A.3  Lesson FPA4.1.A.4  FPA4.1.A.5  FPA4.2.A.1  Lesson 7: FPA4.2.A.2  Lesson 8: FPA4.2.A.3  FPA4.2.A.4 FPA  4.3.A.1 FPA  4.3.A.2 FPA  4.3.A.3  FPA4.4.A.1  FPA4.4.A.2 FPA4.4.A.3  FPA4.4.A.4</p>	<p>Unit 3: Students will:  Describe two events in the life of Leonardo da Vinci or characteristics of his art. For example, he kept journals of his ideas; he used shading.  Name  Draw basic shapes and add shading to show form. one way Leonardo da Vinci drew a human head in proportion.  Describe  Draw a head in profile using proportion and detail.  two events in the life of Michelangelo or characteristics of his art. For example, he was a great sculptor and an architect who designed the dome of St. Peter's.  Design a paper monument for a wealthy or important patron by cutting an architectural framework and adding figures and objects.  Compare  Describe one characteristic of Michelangelo's sculptures. For example, he emphasized certain parts, used proportion, and arranged figures within the shape of a pyramid.  Design a paper monument for a wealthy or important patron. and contrast paintings by Raphael and Giotto.  Describe  Draw a genre or still life that features an artist's tools. one way a portrait by Titian or Sofonisba Anguissola reflects the idea of humanism. For example, the artist shows a confident expression on a person's face or shows a scene of ordinary people doing everyday activities.  Identify the use of contrast through color or texture in a painting by Titian or Sofonisba Anguissola.  Design an article of clothing showing variations in color and texture.  Identify the use of contrast in color or texture in a painting by Titian or Sofonisba Anguissola.  Describe two events in the life of Sofonisba Anguissola or characteristics of her life. For example, she was one of the few women artists of the Renaissance and she enjoyed painting people doing everyday activities.  Design an article of clothing showing variations in color and texture.</p>
<p>Unit 3: The Renaissance in Italy:1500s Continued</p>		<p>Unit 3: Students will: Continued  Describe one characteristic of Renaissance medallions. For example, they had pictures or symbols, or they were used as a form of identification.  Design a medallion with a personal symbol.  Describe characteristics of or facts about, the art or architecture of the Italian Renaissance.  Describe events in the lives of selected artists or characteristics of their art.</p>

<p>Unit 4: The Renaissance in Northern Europe: 1500s</p> <p>Lesson 1 : Meet Albrecht Durer</p> <p>Lesson 2 : Durer's Rhinoceros</p> <p>Lesson 3 : Portraits of Royalty, Part 1</p> <p>Lesson 4: Portraits of Royalty, Part 2</p> <p>Lesson 5: Portraits of Royalty, Part 3</p> <p>Lesson 6: Brueghel's Peasants, Part 1</p> <p>Lesson 7: Brueghel's Peasants, Part 2</p> <p>Lesson 8: Renaissance Tapestries</p> <p>Lesson 9: Russian Cathedral, Part 1</p> <p>Lesson 10: Russian Cathedral, Part 2</p> <p>Lesson 11: Reading, Review, and Wrap-Up</p>	<p>FPA4.1.A.1</p> <p>FPA4.1.A.2</p> <p>FPA4.1.A.3</p> <p>FPA4.1.A.4</p> <p>FPA4.1.A.5</p> <p>FPA4.1.A.6</p> <p>FPA4.2.A.1</p> <p>FPA4.2.A.2</p> <p>FPA4.2.A.3</p> <p>FPA4.2.A.4</p> <p>4.3.A.1</p> <p>4.3.A.2</p> <p>4.3.A.3</p> <p>FPA4.4.A.1</p> <p>FPA4.4.A.2 FPA4.4.A.3</p> <p>FPA4.4.A.4</p>	<p>Unit 4: Students will:</p> <p>Describe two events in the life of Albrecht Dürer or characteristics of his art. For example, he made many kinds of art using different materials, and he was one of the first Renaissance artists to paint landscapes.</p> <p>Make a detailed drawing of a pinecone, feather, or other natural object.</p> <p>Describe one pattern or texture in a Dürer print, such as a pattern of scales or a bumpy texture.</p> <p>Draw a rhinoceros with decorative patterns or textures. Name one way artists show a human head in proportion. For example, they put the eyes in the middle of the head.</p> <p>Create a self-portrait dressed in royal clothing.</p> <p>Describe the use of color in royal portraits.</p> <p>Create a self-portrait dressed in royal clothing. Describe one pattern or texture in an artwork, such as patterns of diamond shapes or lacy texture.</p> <p>Reflect upon and assess your own artwork.</p> <p>Create a self-portrait dressed in royal clothing.</p> <p>Describe two events in the life of Pieter Brueghel the Elder or characteristics of his art. For example, he traveled to Italy to learn about Italian Renaissance art, and he made genre paintings showing peasants.</p> <p>Create a genre of a group of people dining.</p> <p>Describe how the use of warm or cool colors in a painting creates a mood.</p> <p>Create a genre of a group of people dining.</p> <p>Describe one characteristic of tapestries. For example, they told a story, took years to make, and were hung on walls to keep drafts out.</p> <p>Create a small tapestry weaving.</p> <p>Describe one feature of St. Basil's Cathedral. For example, it has onion domes and colorful patterns.</p> <p>Design a building with a variety of domes and patterns.</p>
<p>Unit 4: The Renaissance in Northern Europe: 1500s Continued</p>		<p>Unit 4: Students will: Continued</p> <p>Describe a color scheme used in St. Basil's Cathedral.</p> <p>Design a building with a variety of domes and patterns. Describe characteristics of or facts about the art or architecture of the Northern Renaissance.</p> <p>Describe events in the lives of selected artists or characteristics of their art.</p> <p>Recognize characteristics of Northern Renaissance art in other artworks.</p>

<p>Unit 5: Baroque and Rococo Art: 1600-1700s  1 : Bernini's Sculpture and Architecture  Lesson 2 : Women Artists: Leyster and Ruysch, Part 1  Lesson 3 : Women Artists: Leyster and Ruysch, Part 2  Lesson 4: Rembrandt's Lion  Lesson 5 : Vermeer and Chardin Genre Paintings  Lesson 6 : Velazquez and Fragonard Comparison, Part 1  Lesson 7: Velazquez and Fragonard Comparison, Part 2  Lesson 8: Lesson 11: Reading, Review, and Wrap-Up</p>	<p>Lesson</p> <p>FPA4.1.A.1  FPA4.1.A.2  FPA4.1.A.3  FPA4.1.A.4  FPA4.1.A.5  FPA4.1.A.6  FPA4.2.A.1  FPA4.2.A.2  FPA4.2.A.3  FPA4.2.A.4  4.3.A.1  4.3.A.2  4.3.A.3  FPA4.4.A.1  FPA4.4.A.3  FPA4.4.A.4</p>	<p>Unit 5: Students will:</p> <p>Describe one characteristic of a sculpture by Bernini. For example, his sculptures are full of energy.</p> <p>Create and pose a clay figure.</p> <p>Describe two events in the lives of Judith Leyster or Rachel Ruysch or characteristics of their art. For example, they were among the few women artists of the Baroque; Leyster showed emotion in her self-portrait; and, Ruysch made many still life paintings.</p> <p>Create a still life of a bowl with fruit and animals. Describe</p> <p>the use of color in a Ruysch painting. FPA</p> <p>Create a still life of a bowl with fruit and animals. Describe</p> <p>one characteristic of a Rembrandt artwork. For example, he used light and shadow to show contrast in his self-portraits and variations of a single color in his pen and ink pictures.</p> <p>Paint a picture of an animal using variations of a single color. Describe one characteristic of a Vermeer or Chardin painting.</p> <p>For example, they are genre paintings, they show light and shadow, and they tell a story.</p> <p>Create a sequence drawing that tells a story based upon a Vermeer or Chardin genre painting.</p> <p>Describe the use of contrasting colors in paintings by Velázquez and Fragonard.</p> <p>Create a painting with a center of interest. Name</p> <p>one way Velázquez and Fragonard created a center of interest in a work of art. For example, they placed the most important subject in the center, arranged subjects within a triangle, and used contrasting colors.</p> <p>Create a painting with a center of interest.</p> <p>Describe characteristics of or facts about the art or architecture of the Baroque or Rococo period.</p> <p>Describe events in the lives of selected artists or characteristics of their art.</p> <p>Describe characteristics of Baroque or Rococo art in other artworks.</p>
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<p>Unit 6: Made in American</p> <p>Lesson 1: Japanese Woodblocks, Part 1</p> <p>Japanese Woodblocks, Part 2</p> <p>Chinese Porcelain, Part 1</p> <p>Lesson 4: Chinese Porcelain, Part 2</p> <p>Lesson 5: Indian Architecture</p> <p>Lesson 6: Indian Miniature Paintings</p> <p>Lesson 7: Africa: Benin Plaques, Part 2</p> <p>Lesson 8: Africa: Benin Plaques, Part 1</p> <p>Lesson 9: Reading, Review, and Wrap-Up</p>	<p>Lesson 2:</p> <p>Lesson 3:</p> <p>FPA4.1.A.1</p> <p>FPA4.1.A.2</p> <p>FPA4.1.A.3</p> <p>FPA4.1.A.4</p> <p>FPA4.1.A.5</p> <p>FPA4.1.A.6</p> <p>FPA4.2.A.1</p> <p>FPA4.2.A.2</p> <p>FPA4.2.A.3</p> <p>FPA4.2.A.4</p> <p>4.3.A.1</p> <p>4.3.A.2</p> <p>4.3.A.3</p> <p>FPA4.4.A.1</p> <p>FPA4.4.A.2</p> <p>FPA4.4.A.3</p> <p>FPA4.4.A.4</p>	<p>Unit 6: Students will:</p> <p>Describe one characteristic of Japanese woodblock prints. For example, they use strong lines and patterns, show expression on people's faces, and show samurai, Kabuki actors, and women in traditional clothing.</p> <p>Create a portrait of a samurai, Kabuki actor, or woman in traditional clothing.</p> <p>Describe the use of color in Japanese woodblock prints.</p> <p>Create a portrait of a samurai, Kabuki actor, or woman in traditional clothing.</p> <p>Describe one characteristic of Chinese pottery. For example, it comes in many shapes, is often made of porcelain, and is decorated with symbols.</p> <p>Make a paper vase with pictures and designs inspired by Chinese porcelain.</p> <p>Describe the use of color in Chinese porcelain.</p> <p>Make a paper vase with pictures and designs inspired by Chinese porcelain.</p> <p>Describe one characteristic of the Taj Mahal. For example, it has an onion dome and has symmetry.</p> <p>Make a print of the Taj Mahal and its reflection.</p> <p>Describe one characteristic of Indian miniature paintings. For example, they show the illusion of space and are filled with patterns.</p> <p>Draw and color an elephant decorated with patterns. Describe one characteristic of or fact about Benin plaques.</p> <p>For example, they show the oba in the center as the largest figure, they are made of bronze, and they show scenes from Benin life.</p> <p>Design and make a plaque.</p> <p>Describe one pattern in a Benin plaque, such as diamonds, dots, or leaves.</p> <p>Describe characteristics of or facts about the art or architecture of Asia or Africa.</p> <p>Describe characteristics of Asian or African art in other artworks.</p>
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<p>Unit 7: American Indians: 1500s- 1700s</p> <p>Lesson 1: The Aztecs, Part 1</p> <p>Lesson 2: The Aztecs, Part 2</p> <p>Lesson 3: The Incas, Gold</p> <p>Lesson 4: The Incas, Cloth</p> <p>Lesson 5: First Impressions in North America, Part 1</p> <p>Lesson 6: First Impressions in North America, Part 2</p> <p>Lesson 7: Wampum Belts</p> <p>Lesson 8: Woodland Birch Bark Baskets, Part 1</p> <p>Lesson 9: Woodland Birch Bark Baskets, Part 2</p> <p>Lesson 10: Reading, Review, and Wrap-Up</p>	<p>Lesson</p> <p>Lesson 3: The</p> <p>Lesson</p> <p>Lesson</p>	<p>FPA4.1.A.1</p> <p>FPA4.1.A.2</p> <p>FPA4.1.A.3</p> <p>FPA4.1.A.4</p> <p>FPA4.1.A.5</p> <p>FPA4.1.A.6</p> <p>FPA4.2.A.1</p> <p>FPA4.2.A.2</p> <p>FPA4.2.A.3</p> <p>FPA4.2.A.4</p> <p>4.3.A.1</p> <p>4.3.A.2</p> <p>4.3.A.3</p> <p>FPA4.4.A.1</p> <p>FPA4.4.A.3</p> <p>FPA4.4.A.4</p> <p>FPA</p> <p>FPA</p> <p>FPA</p>	<p>Unit 7: Students will:</p> <p>Describe one characteristic of Aztec stone carvings. For example, they are relief sculptures, they are used as calendars, and they include glyphs.</p> <p>Make prints from a jaguar collograph.</p> <p>Explain that the subject matter in Aztec art was inspired by the natural world.</p> <p>Make a print from a jaguar collograph.</p> <p>Describe one characteristic of Inca metal artworks. For example, they were filled with patterns and were made of thin sheets of gold and silver with designs hammered on both sides.</p> <p>Describe one characteristic of Inca ponchos called unku. For example, they had bright colors, were filled with patterns, and had symbols.</p> <p>Make a paper poncho with a variety of colorful printed patterns.</p> <p>Name one way John White's paintings were important. For example, they documented the lives of Woodland peoples, taught the English about the Woodland peoples, and mapped the coast of North Carolina.</p> <p>Create an imaginary map with landforms, the sea, and fanciful pictorial details.</p> <p>Describe the use of pattern to show movement in John White's map.</p> <p>Create an imaginary map with landforms, the sea, and fanciful pictorial details.</p> <p>Describe one characteristic of or fact about Haudenosaunee wampum belts. For example, they were made of beads from a special shell and were used to record important events.</p> <p>Design a wampum belt.</p> <p>Describe one characteristic of or fact about birch bark baskets. For example, they were made of birch bark, they had designs scratched on the outside surface, and they were used for storage.</p>
<p>Unit 7: American Indians: 1500s- 1700s Continued</p>		<p>Unit 7: Students will: Continued</p> <p>Create a paper birch bark basket and decorate it with designs.</p> <p>Explain how natural materials were collected or used in the making of birch bark baskets.</p> <p>Create a paper birch bark basket with designs.</p> <p>Describe characteristics of or facts about the art of the American Indian.</p> <p>Describe characteristics of American Indian art in other artworks.</p> <p>Describe characteristics of or facts about art depicting American Indians or the land in which they lived.</p>	<p>Describe</p>



<p>Unit 8: Colonial America: 1600s- 1700s</p> <p>Lesson 1: Have a Seat, Part 1</p> <p>Lesson 2: Have a Seat, Part 2</p> <p>Lesson 3: Paul Revere's Silver</p> <p>Lesson 4: Washington's China, Part 1</p> <p>Lesson 5: Washington's China, Part 2</p> <p>Lesson 6: A Gentleman Merchant</p> <p>Lesson 7: Reading, Review, and Wrap-Up</p>	<p>FPA4.1.A.1</p> <p>FPA4.1.A.2</p> <p>FPA4.1.A.3</p> <p>FPA4.1.A.4</p> <p>FPA4.1.A.5</p> <p>FPA4.1.A.6</p> <p>FPA4.2.A.1</p> <p>FPA4.2.A.2</p> <p>FPA4.2.A.3</p> <p>FPA4.2.A.4</p> <p>4.3.A.1</p> <p>4.3.A.2</p> <p>4.3.A.3</p> <p>FPA4.4.A.1</p> <p>FPA4.4.A.3</p> <p>FPA4.4.A.4</p>	<p>Unit 8: Students will:</p> <p>Describe one characteristic of or fact about colonial chairs. For example, they had different designs, they had symmetry, and they were designed to look like European chairs.</p> <p>Describe</p> <p>Design a symmetrical chair with a patterned fabric seat. the color or patterning of English fabrics used in colonial furniture.</p> <p>Describe</p> <p>Design a symmetrical chair with a patterned fabric. one characteristic of or fact about Paul Revere's silver works. For example, they had symbols and decorations and were useful objects. Design a silver object.</p> <p>Describe one characteristic of or fact about George Washington's china. For example, it was imported from China, it had a blue patterned border, and it contained symbols.</p> <p>Make a dish with designs and a patterned border. Describe the use of color or pattern in Washington's china. For example, a blue glaze was used for the border and the border has patterns of butterflies, flowers, hexagons, and curvy lines.</p> <p>Make a dish with designs and a patterned border. Describe the use of color or pattern in Washington's china. For example, a blue glaze was used for the border and the border has patterns of butterflies, flowers, hexagons, and curvy lines.</p> <p>Make a dish with designs and a patterned border. Describe one characteristic of a Ralph Earl painting. For example, it is a portrait of a gentleman merchant and tells a story.</p> <p>Design a cupboard for a merchant's shop that shows the goods for sale.</p> <p>Describe characteristics of or facts about the art or architecture of Colonial America.</p> <p>Describe characteristics of Colonial American art in other artworks.</p>
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