

COURSE: ART
GRADE LEVEL: KINDERGARTEN

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| DRAWING | Portraits Animals Imagination | <ul style="list-style-type: none"> • Can you correctly identify and draw the parts of the human body? • Can you correctly identify and draw the parts of the face? • Can you correctly identify and draw the parts of the animals body | <ul style="list-style-type: none"> • Correctly identify and draw parts human figure such as head, neck, arms, legs, feet, and facial features • Create and image that has an interesting composition • Include art elements and principles in picture such as pattern • Identify and draw differences in line; thick, thin, zigzag, curved, straight and interrupted • Recognize and draw free form shapes • Make large shapes by combining geometric and free form shapes • Create pattern by repetition of designs • Follow teacher led directions step by step • Learn to use large and small markers, crayons, craypas and pencils | <ul style="list-style-type: none"> • Make decisions based upon observations and experiences • Express personality and emotion through color • Compare similarities and differences in people • Draw human figure in correct proportion to best of drawing ability | On going | <ul style="list-style-type: none"> • Completion of final art project |
| PAINTING | | <ul style="list-style-type: none"> • Can you tell me the names of all the colors on the color wheel? | <ul style="list-style-type: none"> • Correctly identify red, yellow, blue, green, violet and orange, but not whether they are primary or secondary • Correctly use watercolors and tempera paints | <ul style="list-style-type: none"> • Correctly identify all colors on the color wheel • Properly use paint supplies • Identify and be able to use light and dark colors • Able to manipulate different types of paint | On going | <ul style="list-style-type: none"> • Completion of final project |

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| USE OF MATERIALS | Use Care Clean up | <ul style="list-style-type: none"> • Who can tell me where we keep the paints? • Where do you need to go to get paint, brushes and water? • How do we take care of the supplies we use? • Why is it important to take care of the supplies we give you? • Why is it important to share? • How can we help people at our table clean up? • Why do we need to wash our hands after completing a project? | <ul style="list-style-type: none"> • Share art supplies with people at their table • Know how to properly clean any art supply they use • Know how to clean up any mess they may make at their table • Wash hands • Respect one another in the art room • Always say something nice about other's artwork | <ul style="list-style-type: none"> • Share supplies • Clean up • Wash hands • Respect others in the art room • Follow directions • Properly use materials given to them | On going | <ul style="list-style-type: none"> • Teacher observation |
| PRINTMAKING | | <ul style="list-style-type: none"> • What is printmaking? • Have you ever used a rubber stamp before? • What happens when you place a rubber stamp in ink and press it on paper? • What other types of objects can we find to print with? • Besides ink, what other art supply could we find to print with? | <ul style="list-style-type: none"> • Create and understand how to make a print from found or made objects | <ul style="list-style-type: none"> • Apply art material to a printing surface • Follow teacher led demonstration on printing • Follow multi-step directions • Understand that artists may use objects that they find to create their project • Complete a printing project | On going | <ul style="list-style-type: none"> • Completion of final project |
| SHAPE RECOGNITION | | <ul style="list-style-type: none"> • What is a circle and how do you draw it? • What is a square and how do you draw it? • What is a triangle and how do you draw it? • What is a rectangle and how do you draw it? | <ul style="list-style-type: none"> • Properly identifying names of shapes while utilizing them in their artwork. May include: the creation of a kindergarten neighborhood or imaginary city | <ul style="list-style-type: none"> • Draw a specific shape such as a circle, square, rectangle and triangle to the best of their ability • Utilize shapes in original artwork • Make design | On going | <ul style="list-style-type: none"> • Completion of art project |

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| | | | | decisions based upon new and prior knowledge and experiences | | |
| COLLAGE | Found Objects | <ul style="list-style-type: none"> • What is a collage? • What types of materials can artists use in a collage? What is a found object? • What types of found objects can you think of to include in a collage? | <ul style="list-style-type: none"> • Utilize found objects in the creation of their artwork. May include gluing beads, buttons or sequins | <ul style="list-style-type: none"> • Describe what a collage is • Describe what a found object is • Follow teacher led demonstration on the creation of a collage • Make decisions about their artwork based upon prior and new knowledge • Create an original collage after viewing samples | On going | <ul style="list-style-type: none"> • Completion of final art project |
| THREE DIMENSIONAL PROJECT | | <ul style="list-style-type: none"> • What is the difference between a piece of paper and a box of crayons? • Which of these two objects are flat on a table and which one would you be able to see more than ones side of? | <ul style="list-style-type: none"> • Create or identify differences between a flat surface and three-dimensional surface. Project might include stuffed paper bag house or clay snowman | <ul style="list-style-type: none"> • Visually distinguish differences between a flat and three-dimensional surface • Articulate what they are visualizing • Follow teacher led demonstration on three-dimensional project • Follow multi-step directions • Create an art project based upon information learned | On going | <ul style="list-style-type: none"> • Completion of final project |

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| ILLUSTRATION | | <ul style="list-style-type: none"> • What is the difference between an author and an illustrator? | <ul style="list-style-type: none"> • Understand differences between authors and illustrators | <ul style="list-style-type: none"> • Describe the difference between a person who writes a book and the person who draws the pictures • Be able to role play and become an illustrator designing a page in a book | On going | <ul style="list-style-type: none"> • Completion of final art project |
| CLAY | | <ul style="list-style-type: none"> • What is clay? • What is clay made out of? • What does clay feel like in your hands? • How many of you have used clay before? • What types of things could you make out of clay? • Can you think of anything that you have at home that is made out of clay? | <ul style="list-style-type: none"> • Understand basic clay concepts. Create a simple clay form such as a "pinch pot" | <ul style="list-style-type: none"> • Proper handling of clay • Describe how clay feels • Follow teacher led demonstration on how to manipulate clay • Follow multi-step directions • Create a small object from material given to them | On going | <ul style="list-style-type: none"> • Completion of final project |
| SCHOOL/ COMMUNITY PROJECTS | | <ul style="list-style-type: none"> • Questions will be based upon specific topic when opportunity presents itself | <ul style="list-style-type: none"> • Opportunities to create artwork involved with school or community contests or functions | <ul style="list-style-type: none"> • Be able to follow contest guidelines • Create a unique product from information presented | On going | <ul style="list-style-type: none"> • Teacher evaluation of final project |
| THEMATIC UNIT PROJECTS | | <ul style="list-style-type: none"> • Questions will be based upon specific topic when opportunity presents itself | <ul style="list-style-type: none"> • Create a project from a unit currently being studied in the classroom (might include insects, flowers, animals, or transportation) | <ul style="list-style-type: none"> • Organize and use information learned in regular classrooms into their art projects • Create an original piece of artwork demonstrating their knowledge of the subject area | On going | <ul style="list-style-type: none"> • Completion of final art project |

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| U.S. AND/OR WORLD CULTURES | | <ul style="list-style-type: none"> • Who can tell me what this is? • What country did it come from? • What was/is it used for? • What can you tell me about it? | <ul style="list-style-type: none"> • Look at discuss art from U.S. or World cultures to discover important issues and events of those cultures (projects may include Native headband or Egyptian necklace) | <ul style="list-style-type: none"> • Articulate what they are looking at • Describe the visual qualities found • Describe where it came from • Discuss why it is important | On going | <ul style="list-style-type: none"> • Completion of final project |
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COURSE: Art
GRADE LEVEL: 1

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| DRAWING | | <ul style="list-style-type: none"> • How can an artist use drawing as a means of self-expression? • How can an artist use imagination to create art? • What can you tell me about your artwork? | <ul style="list-style-type: none"> • How to create drawings led by teacher demonstration • How to create drawings from imagination • How to create drawings based upon real life experiences • How to draw a complete figure but exaggerate the more important parts • Draw what they know, not what they see • Show satisfaction with artwork and desire approval of teacher and classmates • How to show space, overlapping, figures smaller in background • How to recognize pattern and texture in clothing and nature and describe it | <ul style="list-style-type: none"> • Express personal drawing style • Make decisions based upon personal experiences • Ability to draw from teacher led demonstrations • Ability to draw from imagination • Role-playing • Understanding of art elements and principles of design • Ability to listen, comprehend and follow directions | On going | <ul style="list-style-type: none"> • Completion of art project |
| PAINTING | | <ul style="list-style-type: none"> • Can you name the three primary colors? • Can you name the three secondary colors? • Can you tell me the difference between watercolor and tempera paint? | <ul style="list-style-type: none"> • Mix primary colors to make secondary colors • Can make colors lighter or darker • Ability to use watercolor paints • Ability to use tempera • Ability to understand and use crayon resist • Identify warm and cool colors • How to make controlled strokes with the brush | <ul style="list-style-type: none"> • Mix paint • Make colors light or dark • Use a variety of paints • Experiment with mixed media | On going | <ul style="list-style-type: none"> • Completion of final art project |

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| USE OF MATERIALS | Use Care Clean up | <ul style="list-style-type: none"> • Questions will be based upon what materials are required for the project at that time | <ul style="list-style-type: none"> • How to share art supplies with others • How to properly use and clean art supplies used • Know how to clean up after themselves | <ul style="list-style-type: none"> • Share supplies • Clean up art supplies used • Properly use materials given the them • Follow teacher directions • Respect others in the art room | On going | <ul style="list-style-type: none"> • Teacher observation |
| THEMATIC UNITS | | <ul style="list-style-type: none"> • Questions will be based upon specific topic from regular classroom when opportunity presents itself | <ul style="list-style-type: none"> • Create projects in the art room based upon information gathered from studies in regular classrooms and/or special area classrooms | <ul style="list-style-type: none"> • Organize and use information learned in regular classrooms into their art project • Create an original piece of artwork demonstrating their knowledge of the subject matter | On going | <ul style="list-style-type: none"> • Completion of final art project |
| INTRODUCTION TO ARTISTS | | <ul style="list-style-type: none"> • What is the name of the artist who created this picture? • What is the name of the famous picture? • Can you describe what you see in the picture? • What do you think the artist is/was trying to tell using the picture? • Do you know why this picture is important? | <ul style="list-style-type: none"> • View pieces of artwork from various artists and create works of art that reflect that particular style (projects might include Georgia O'Keefe or Monet) | <ul style="list-style-type: none"> • View artwork by artist • Describe the visual qualities of the artwork • Understand the elements and principles of design • Create original pieces of artwork based upon the style of the artist studied • Be able to talk about the artist | On going | <ul style="list-style-type: none"> • Completion of art project |

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| ILLUSTRATION | Authors/ Illustrators | <ul style="list-style-type: none"> • As a review, what is the difference between an author and an illustrator? • Can anyone name a famous illustrator? • Can you name someone who is an author and an illustrator of their own book? | <ul style="list-style-type: none"> • View work done by various illustrators and create their own works of art based upon a certain style (illustrators may include Eric Carle, Jan Brett, Lois Ehlert or Maurice Sendak) | <ul style="list-style-type: none"> • Describe the difference between an author and illustrator • Understand that an author can also be an illustrator of a book • Be able to name an author who is also an illustrator • Be able to create an original piece of artwork based upon the style of the illustrator looked at | On going | <ul style="list-style-type: none"> • Completion of art project |
| ELEMENTS OF DESIGN | Line Shape Texture Pattern Color | <ul style="list-style-type: none"> • How many different ways can a line be drawn? • How many shapes can you name? • What is texture? • What is a pattern? • Can you name all the primary and secondary colors on the color wheel? • What is a warm/cool color? | <ul style="list-style-type: none"> • Expand the knowledge of common art vocabulary in reference to the art elements (projects might include calico cats or imaginary creatures in a box) | <ul style="list-style-type: none"> • Recognize primary and secondary colors on the color wheel • Describe what a texture is • Describe what a pattern is • Describe differences in lines • Describe differences in shapes • Utilize the art elements into an original art project following teacher led demonstration | On going | <ul style="list-style-type: none"> • Completion of art project |

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| THREE DIMENSIONAL ART | | <ul style="list-style-type: none"> • What do we call a form that is not flat and you need to walk around it to view each side? | <ul style="list-style-type: none"> • Build a three-dimensional sculptural form | <ul style="list-style-type: none"> • Differentiate a flat surface vs. a sculptural surface • Follow teacher led demonstration on hand building a three-dimensional form | On going | <ul style="list-style-type: none"> • Completion of art project |
| SCHOOL WIDE OR COMMUNITY RELATED PROJECTS | | <ul style="list-style-type: none"> • Questions will be based upon specific topic when opportunity presents itself | <ul style="list-style-type: none"> • Learn of opportunities to be a part of school or community projects by creating artwork to be shown or used at these functions (projects may include "Original Works Yours" or Earth Day) | <ul style="list-style-type: none"> • Be able to follow contest or project guidelines • Create a unique project from information presented | On going | <ul style="list-style-type: none"> • Completion of art project |
| KNOWING AND USING ART MATERIALS AND RESOURCES | | <ul style="list-style-type: none"> • Where else besides the art room can you go to find information about art? | <ul style="list-style-type: none"> • How to create works of art after being exposed to influences such as T.V., computers, media etc. • Expression through experimentation (might include mixed media, found objects collage) | <ul style="list-style-type: none"> • Be able to utilize museums, libraries, galleries and the internet to research art • Take learned information and create original artwork • Experiment with art supplies when creating the final product | On going | <ul style="list-style-type: none"> • Completion of art project |
| U.S. AND OR WORLD CULTURES | | <ul style="list-style-type: none"> • Who can tell me what this is? • What country did it originate in? • What is/was it used for? • What can you tell me about it? • Why was/is it important? | <ul style="list-style-type: none"> • Look at and discuss art from U.S. or World cultures to discover important issues and events of those cultures (projects may include Native American Tepee or Adobe Mirror pouch) | <ul style="list-style-type: none"> • Articulate visual qualities of the artwork • Discuss its importance • Describe its origins | On going | <ul style="list-style-type: none"> • Completion of art project |

COURSE: ART
GRADE LEVEL: 2

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| DRAWING | Line Shape Space Pattern Texture | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • How to follow teacher guided drawing demonstrations • Become more aware of size relationships in comparing objects and in regard to themselves • How to begin to add texture that resembles real texture; for example, hair • How to use line to make something appear three dimensional • How to observe design (pattern, balance) in natural organisms such as butterflies, insects and in art | <ul style="list-style-type: none"> • Draw from observation • Follow directions • Observe details • Recognize pattern • Recognize texture • Sign their own artwork | | <ul style="list-style-type: none"> • |
| PAINTING | | <ul style="list-style-type: none"> • How can artists use paint techniques as a means of self-expression? • What might a particular brush technique say about a picture or an artist? | <ul style="list-style-type: none"> • Apply to surfaces in a variety of ways and in various color combinations (may include primary, secondary, opposite, warm, or cool colors) • How to describe that atmosphere can be shown by color differences | <ul style="list-style-type: none"> • Create original art using similar techniques and styles as used by the artist being studied • Be able to manipulate various paint mediums • Be able to mix colors | On going | <ul style="list-style-type: none"> • Completion of final art project |
| ELEMENTS OF DESIGN | Line Shape Color Texture Pattern Form | <ul style="list-style-type: none"> • How many different ways can a line be drawn? • How many different shapes can you think of and draw? | <ul style="list-style-type: none"> • Continue to expand their knowledge of a common art vocabulary using the art elements • Experiment with art concepts and imagination to create interesting works of art (projects may include line tree houses | <ul style="list-style-type: none"> • Recognize and name all colors on the color wheel • Describe what a texture is | On going | <ul style="list-style-type: none"> • Completion of art project |

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| | | <ul style="list-style-type: none"> • Can you name the primary colors? • Can you name the secondary colors? • What is texture? • What is a pattern? • What is form? | <p>or sculptural bowls)</p> | <ul style="list-style-type: none"> • Describe what a pattern is • Describe differences in line quality • Name geometric shapes • Articulate what form means | | |
| KNOWING AND USING ART MATERIALS AND RESOURCES | | <ul style="list-style-type: none"> • Where else besides the art room can you go to find out information about art? • What other materials besides a pencil and paper could you use to create an art project? • Is there more than one way a project can be completed? | <ul style="list-style-type: none"> • Know and use a variety of visual arts materials, techniques and processes (may include collage, weaving or found object project) | <ul style="list-style-type: none"> • Be able to utilize museums, libraries and electronic media to research art • Utilize new information into creative problem solving in the art room • Create original artwork based on information learned • Explore the use of more than one particular type of art medium when completing a project | On going | <ul style="list-style-type: none"> • Completion of art project |
| SPACE RELATIONSHIPS | | <ul style="list-style-type: none"> • What can you tell me about the way the shapes appear on this picture? • Are they large or small? • What do they create? | <ul style="list-style-type: none"> • Realize shapes can create interesting compositions (projects might include drawings or paintings demonstrating an understanding of these relationships) | <ul style="list-style-type: none"> • Identify shapes and lines in images • Identify differences in size and | On going | <ul style="list-style-type: none"> • Completion of final art project |

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| | | | | shape of images | | |
| INTRODUCTION TO ARTISTS | | <ul style="list-style-type: none"> • What is the name of the artist who created this picture? • What is the name of the famous picture? • Can you describe what you see in the picture? • What do you think the artist was/is trying to tell using the picture? • Do you know why this picture is important? | <ul style="list-style-type: none"> • Realize artists communicate some of his/her feelings, thoughts, ideas, or experiences through their art • Create original artwork based upon the style of the artist looked at | <ul style="list-style-type: none"> • View artwork by artists • Describe the visual qualities of the artwork • Understand the elements and principles of design • Create original pieces of artwork based upon the style of the artist looked at | On going | <ul style="list-style-type: none"> • Completion of final art project |
| U.S. AND OR WORLD CULTURES | | <ul style="list-style-type: none"> • What country did this piece of art originate in? • What do you think it is? • What do you think it was used for? • Can you tell me something about it? • Do you know what the importance of the piece is? | <ul style="list-style-type: none"> • Explore art and artifacts from various world cultures and understand the role art plays in the lives of people during a given time (may include Japanese tea bowls from clay, woven place mats or Native American clothing) | <ul style="list-style-type: none"> • Describe the visual qualities of the piece • Discuss its importance • Describe the origins • Create original artwork based upon the style of the artwork looked at | On going | <ul style="list-style-type: none"> • Completion of art project |
| THEMATIC UNIT PROJECTS | | <ul style="list-style-type: none"> • Questions will be based upon specific topics from the regular education classroom when opportunity presents itself | <ul style="list-style-type: none"> • May include project from a unit currently being studied in the regular classroom. Topics might include the solar system or dinosaurs | <ul style="list-style-type: none"> • Organize and use information gathered in regular classroom into their artwork • Create an original piece of artwork demonstrating | On going | <ul style="list-style-type: none"> • Completion of final art project |

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| | | | | their knowledge of the subject matter taught | | |
| SCHOOL COMMUNITY PROJECTS | | <ul style="list-style-type: none"> • Questions will be based upon specific topics when appropriate opportunity presents itself | <ul style="list-style-type: none"> • Opportunities to create artwork involved with school or community functions (may include projects dealing with grade level teams and the creation of a piece of artwork illustrating a fable studied in language arts or participating in a local community poster contest) | <ul style="list-style-type: none"> • Be able to follow contest or project guidelines • Create a unique project from information presented | On going | <ul style="list-style-type: none"> • Completion of final art project |
| THREE DIMENSIONAL ART | | <ul style="list-style-type: none"> • What is form? • What do we mean by volume? • What types of materials could an artist use to build an object that has form? | <ul style="list-style-type: none"> • Create a three dimensional form from a given material (projects might include paper mache bowl or clay medallion) | <ul style="list-style-type: none"> • Describe what form is • Be able to differentiate between a flat and dimensional surface • Hand build a sculptural project demonstrating their understanding of form | On going | <ul style="list-style-type: none"> • Completion of final art project |

COURSE: ART
GRADE LEVEL: 3

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: SUGGESTED |
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| DRAWING | Shape Line Space Pattern | <ul style="list-style-type: none"> • What is foreground? • What is middle ground? • What is background? • Why is imagination sometimes important in creating art? | <ul style="list-style-type: none"> • How to personalize artwork • How to experiment with the art principles (project might include mixed media) • How to create works of art which communicate their own ideas • Learn how to appreciate that fantasy exists in the imagination, and may be used in artwork • How to begin to draw objects or subject matter more realistically • How to use overlapping shapes, variation in lines, textures, colors and sizes in their artwork | <ul style="list-style-type: none"> • Sign their artwork • Create drawings led by teacher demonstration • Express personal drawing style • Make decisions based upon personal experiences • Draw from imagination • Draw from real life | On going | <ul style="list-style-type: none"> • Completion of art project |
| PAINTING | Watercolor Tempera | <ul style="list-style-type: none"> • What are the different types of paints an artist may use when creating a painting? | <ul style="list-style-type: none"> • Analyze different artists and styles through the use of visuals • Describe verbally the visual qualities found in a variety of art | <ul style="list-style-type: none"> • Create original art using similar materials and processes as used by the artist being studied • Know the difference between watercolor and tempera | On going | <ul style="list-style-type: none"> • Completion of art project |

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| USE OF MATERIALS | Use Care Clean up | <ul style="list-style-type: none"> • What form of art is used to make a rug? • How can we use paper in a different way other than cutting it? | <ul style="list-style-type: none"> • How to successfully use new art materials • How to further manipulate existing art supplies, ex. Paper. Cut well with scissors; use joining methods; curl; tear; bend; score; fold; attach | <ul style="list-style-type: none"> • Wash brushes • Distribute and collect materials • Clean tables • Take general responsibility • Take risks when creating a new piece of artwork | | <ul style="list-style-type: none"> • |
| ELEMENTS AND PRINCIPLES OF DESIGN | Line Shape Color Texture Pattern Form Space Value | <ul style="list-style-type: none"> • Can you tell me what elements and principles of design are used in this piece of artwork? • What is the difference between a piece of artwork that is symmetrical and asymmetrical? | <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the Art Elements and Principles • Know how to identify and define the terms symmetrical and asymmetrical | <ul style="list-style-type: none"> • Talk about their artwork and the works of others using a common art vocabulary • Create original works of art demonstrating their knowledge of the Art Elements and Principles | On going | <ul style="list-style-type: none"> • Completion of final art project |
| KNOWING AND USING ART MATERIALS AND RESOURCES | | <ul style="list-style-type: none"> • Can you find information about art in the library? • Can you find information about art on the computer? • What might you find in a museum? • Has anyone ever visited an art gallery? • What is an art gallery used for? | <ul style="list-style-type: none"> • Create artwork that is both process and product oriented • Continue to expand the knowledge of common art vocabulary in reference to the art elements (projects might include weavings or plaster craft bowls) • Know where to visit an art museum and learn about the role of artists in society | <ul style="list-style-type: none"> • Be able to utilize information learned from museums, galleries and the media arts • Take learned information and create original artwork • Experiment with new art materials when creating the final project | On going | <ul style="list-style-type: none"> • Completion of art project |
| ART FROM U.S. AND/OR WORLD CULTURES | | <ul style="list-style-type: none"> • What can you tell me about this piece of artwork? • Can you guess what country this artwork came from? • What do you think it may | <ul style="list-style-type: none"> • View artwork from various world cultures • Create artwork influenced by world cultures (projects may include: Cave art or | <ul style="list-style-type: none"> • Articulate visual qualities of artwork viewed • Discuss importance of piece viewed • Discuss symbolism | On going | <ul style="list-style-type: none"> • Completion of final project |

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| | | <ul style="list-style-type: none"> have been used for? • Can you describe what it is made of? • Why was/is it important? • What does it symbolize? | Native American picture stories) | <ul style="list-style-type: none"> of piece viewed • Identify origins of piece viewed • Create an original art project reflecting the style of a specific artist or culture viewed | | |
| INTER-DISCIPLINARY PROJECTS | | <ul style="list-style-type: none"> • Questions will be based upon specific topics related to the regular classroom curriculum when the opportunity presents itself. (ex. Third grade studies China and the Fourth grade studies Space) | <ul style="list-style-type: none"> • Create projects in the art room based upon information gathered from studies in the regular and/or special area classrooms | <ul style="list-style-type: none"> • Organize and use information learned in regular classrooms into their final art project • Create an original piece of artwork demonstrating their knowledge of the subject matter • Utilize the Elements and Principles of Design in their artwork | On going | <ul style="list-style-type: none"> • Completion of final project |
| THREE DIMENSIONAL ART | | <ul style="list-style-type: none"> • What do we call an object that is not flat and has many sides to view? | <ul style="list-style-type: none"> • Build a three dimensional sculptural form | <ul style="list-style-type: none"> • Describe the differences between flat and dimensional surfaces • Identify a three dimensional object • Follow teacher led demonstration on hand building a three-dimensional form • Produce an original piece of three-dimensional artwork from materials which might include plaster, clay or found objects (projects may include Clay bowls | On going | <ul style="list-style-type: none"> • Completion of final project |

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| | | | | or stuffed paper fish) | | |
| SCHOOL WIDE OR COMMUNITY BASED PROJECTS | | <ul style="list-style-type: none"> • Questions will be based upon specific topics when the opportunity presents itself | <ul style="list-style-type: none"> • Learn of opportunities to be part of school and/or community projects by creating artwork to be shown or used at these functions • Compare various ways works of art interpret a common theme • Reflect upon their own personal experiences and how they relate to the school or community project | <ul style="list-style-type: none"> • Brainstorm ideas • Sketch ideas on paper before beginning final project • Demonstrate knowledge of Art Elements and Principles • Follow contest or teacher guidelines • Create unique projects from information gathered through research and sketches | On going | <ul style="list-style-type: none"> • Completion of final project |

COURSE: ART
GRADE LEVEL: 4

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| DRAWING | | <ul style="list-style-type: none"> • How can line be used to express a feeling or mood in a drawing? • How can line be used to create a texture or pattern in a drawing? • How can line suggest movement? • What information can we get from preliminary sketches from an artist's sketchbook or journal? | <ul style="list-style-type: none"> • How to develop a more realistically proportioned human figure; movement will be shown • Become aware how artists depict animals and the human figure through looking at art • How to draw from a still life to foster the decision making process emphasizing unity, variety, emphasis • How to draw proportions of the face; do self portraits; draw fellow students; discuss body proportions; learn to really look • How to explore artwork by observing line, texture, value, space color etc. • Use various drawing materials when creating original artwork | <ul style="list-style-type: none"> • Draw a proportioned human figure showing movement • Draw more realistically • Drawing from observation • Use markers, pens, oil pastels and colored pencils | On going | <ul style="list-style-type: none"> • Completed final project |
| PAINTING | | <ul style="list-style-type: none"> • Where can we see paintings? • How can we use color and texture to express our feelings? • What can a painting tell us about the person who created it? | <ul style="list-style-type: none"> • How to mix colors to make tints and shades • Reveal through their own artwork understanding of how art mediums and techniques influence their creative decisions | <ul style="list-style-type: none"> • Use painting to record what they see and experience • Express feelings and emotions • By looking at paintings, students will gain insight into world history and world cultures | On going | <ul style="list-style-type: none"> • Competed final project |

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| RESPONDING TO AND ANALYZING WORKS OF ART | | <ul style="list-style-type: none"> • What can you tell me about this picture? • What is the artist trying to say? • What type of a mood is conveyed in the picture? • What type of medium did the artist use to create the picture? | <ul style="list-style-type: none"> • Compare and contrast various ways works of art interpret a theme (projects might include the Harlequin or Pictographs) | <ul style="list-style-type: none"> • Describe the visual qualities of a piece of artwork using a common art vocabulary • Create an original piece of artwork reflecting the artist's style | On going | <ul style="list-style-type: none"> • Completed final project |
| INTRODUCTION TO ARTISTS | | <ul style="list-style-type: none"> • Questions will be based upon the chosen artist to be studied during the school year in that particular grade level | <ul style="list-style-type: none"> • Explore various topics, themes, or metaphors through discussion and create original pieces of art reflecting the style of the artist studied • Interpret visuals that relate to a particular theme or style being studied. Artists studied might include: Henri Rousseau or Laurel Burch | <ul style="list-style-type: none"> • Recognize artwork by a particular artist • Recall an important fact about the artist studied | On going | <ul style="list-style-type: none"> • Completion of final project |
| ELEMENTS OF DESIGN | Line Shape Color Texture Pattern Form Space Value | <ul style="list-style-type: none"> • Can you tell me what elements and/or Principles of Design are used in this piece of artwork? | <ul style="list-style-type: none"> • Continue to expand the knowledge of common art vocabulary in reference to the art elements (assignment might include symmetrical painted African mask or texture fish) | <ul style="list-style-type: none"> • Talk about their artwork and the works of others using a common art vocabulary • Create original works of art demonstrating their knowledge of the art elements and principles | On going | <ul style="list-style-type: none"> • Completion of final project |
| DRAWING/ PAINTING | | <ul style="list-style-type: none"> • Questions based upon specific drawing and painting project assigned | <ul style="list-style-type: none"> • Produce artwork in a variety of mediums, which might include paint, oil pastel, watercolor, marker or colored pencils | <ul style="list-style-type: none"> • Use more than one are medium at a time in a single given assignment | On going | <ul style="list-style-type: none"> • Completion of final project |

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| <p>SCHOOLWIDE OR COMMUNITY BASED PROJECTS</p> | | <ul style="list-style-type: none"> • Questions will be based upon specific topics when the opportunity presents itself | <ul style="list-style-type: none"> • Participate in opportunities that enhance the school experience (projects might include local contests such as Healthy Living posters or AAA Road Safety) | <ul style="list-style-type: none"> • Brainstorm ideas • Sketch ideas on paper before beginning final project • Demonstrate knowledge of art elements and principles • Follow contest or teacher guidelines • Create unique projects from information gathered through research and sketches | <p>On going</p> | <ul style="list-style-type: none"> • Completion of final project |
| <p>ART FROM U.S. AND WORLD CULTURES</p> | | <ul style="list-style-type: none"> • What can you tell me about this piece of artwork? • Can you guess where it originated? • What do you think it symbolizes? • Why do you think it was/is important? • Can you describe how it was made? • What may have it been used for? | <ul style="list-style-type: none"> • View and interpret artwork from various world cultures • Create original artwork reflecting the style of artists throughout history (projects may include Navajo Sand paintings, Mimbler designs or and Egyptian Sarcophagus) | <ul style="list-style-type: none"> • Articulate visual qualities of artwork viewed • Discuss importance of piece viewed • Discuss its symbolism • Identify its origin • Create an original art project reflecting the style of a specific artist or culture | <p>On going</p> | <ul style="list-style-type: none"> • Completion of Final Project |

COURSE: ART
GRADE LEVEL: 5

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| SKETCHBOOK | Crafts | <ul style="list-style-type: none"> What are different ways books are bound? How do artists use sketchbooks | <ul style="list-style-type: none"> Collate pages to create a book and use sewing techniques to bind the book | <ul style="list-style-type: none"> Order, sequence, collate, bind, sew | First week | <ul style="list-style-type: none"> Completion of sketchbook |
| LOGO DESIGN | Graphics | <ul style="list-style-type: none"> How do individuals or companies represent themselves through use of an icon or logo? How can letters be simplified and/or combined? What is unity in design | <ul style="list-style-type: none"> Identify differences in logos and font styles Create a personal logo which will be used for the cover of the sketchbook | <ul style="list-style-type: none"> Use of principles of design, specifically contrast, space, unity and proportion | First week into second week | <ul style="list-style-type: none"> Completion of cover design |
| DRAWING/ PAINTING | Line Shape Color Texture Pattern Form Space Value | <ul style="list-style-type: none"> Can you identify which elements of design are used in the following visual? How can line be used to create movement? How do artists use line to communicate idea and emotions? How are cartoons powerful tools of communication? | <ul style="list-style-type: none"> Demonstrate understanding of the art elements by creating works of art that incorporate line, texture, value, shape and color Draw from observation Use a variety of drawing techniques to create an illusion or depth Create simulated texture Use line to create radial balance Include a variety of lines and shapes that contribute to the sensory quality of the artwork Create impacts and enhance images using color Use appropriately applied texture to add interest and detail and use emphasis to establish a point of view Examining narrative works of art | <ul style="list-style-type: none"> Be able to talk about their artwork and the works of others by using a common art vocabulary Create original works of art demonstrating their knowledge of the art principles Produce a collection of artwork in a variety of mediums | On going | <ul style="list-style-type: none"> Completion of final art project |

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| | | | | <p>based on a range of individual and collective experiences</p> <ul style="list-style-type: none"> • Know and use a variety of sources for developing and conveying ideas, images, themes, symbols and events in their creation of art • Use the elements and principles of art to communicate specific meaning to others in their artwork • Develop skills with a variety of art materials and confidence in at least one medium | | |
| ART MATERIALS | | <ul style="list-style-type: none"> • Questions based upon art material chosen by art teacher to complete the project. Materials might include ink, paint, plaster craft, pastels etc. | <ul style="list-style-type: none"> • Produce works of art in various media (projects might include, clay, paint, watercolor, marker, oil pastels, or found objects) | <ul style="list-style-type: none"> • Ability to manipulate and properly use selected art mediums | On going | <ul style="list-style-type: none"> • Completion of final art project |
| INTRODUCTION TO ARTISTS | | <ul style="list-style-type: none"> • What is the name of the artist who created this piece of artwork? • What is the name of the picture you are looking | <ul style="list-style-type: none"> • Become familiar with art and artists by viewing pieces of their artwork | <ul style="list-style-type: none"> • Name the artist that created the piece of artwork | On going | <ul style="list-style-type: none"> • Teacher evaluation of final art project |

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| | | <ul style="list-style-type: none"> at? What can you tell me about the artist of this piece of artwork? | | <ul style="list-style-type: none"> Recall the name of the artwork looked at Describe the importance of the artist and his/her work Create original pieces of artwork based upon the style of the artist looked at | | |
| U.S. AND/OR WORLD CULTURES | | <ul style="list-style-type: none"> What can you tell me about this piece of artwork? Can you guess where it originated? What do you think it symbolizes? Why do you think it was or is important? Can you describe what materials were used to make it? What is it used for? | <ul style="list-style-type: none"> View historical and multi-cultural examples of art Create works of art that reflect a particular historical period or culture (projects might be inspired by Guatemalan clay pieces, or Egyptian and Japanese sculptures) Demonstrate how artworks and artifacts from diverse world cultures reflect aspects of those cultures | <ul style="list-style-type: none"> Articulate visual qualities of artwork viewed Discuss importance of piece viewed Discuss its symbolism Identify the origin of the piece | On going | <ul style="list-style-type: none"> Completion of final art project |
| RESPONDING TO AND ANALYZING WORKS OF ART | | <ul style="list-style-type: none"> What can you tell me about this picture? What is the artist trying to communicate? Is there a mood present in the visual? What type of medium did the artist use to create the picture? How is the illusion of depth created? | <ul style="list-style-type: none"> Participate in group discussions about their artwork and the work of others Students are encouraged to sign their artwork and support their ideas verbally through class discussion | <ul style="list-style-type: none"> Describe the visual qualities of a piece of artwork using a common art vocabulary Create an original piece of artwork reflecting the artist's style | On going | <ul style="list-style-type: none"> Completed art project |
| VISUAL ARTS IN THE COMMUNITY | | <ul style="list-style-type: none"> Questions will be based upon specific topics when the opportunity | <ul style="list-style-type: none"> Know about some cultural institutions and community opportunities, such as local poster contests, LARAC or the Hyde | <ul style="list-style-type: none"> Articulate visual qualities of artwork | On going | <ul style="list-style-type: none"> Complete art project |

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| | | present itself | Museum | viewed <ul style="list-style-type: none">• Discuss importance of piece viewed• Discuss its symbolism• Identify its origin• Create an original art project reflecting the style of a specific artist or culture | | |
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COURSE: Art
GRADE LEVEL: 6

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| SKETCHBOOK | Elements of Art | <ul style="list-style-type: none"> What are the elements of art? | <ul style="list-style-type: none"> Develop a series of sketchbook pages focusing on individual elements of art Differentiate the various aspects of each element and how they can be used for expression and mood | <ul style="list-style-type: none"> Painting Drawing Rubbings | First week | <ul style="list-style-type: none"> Completion of 4 sketchbook pages |
| LINE | Contour | <ul style="list-style-type: none"> What is a contour line? | <ul style="list-style-type: none"> Use a continuous contour line to describe the edges of forms | <ul style="list-style-type: none"> Eye, hand coordination Drawing only what they see not what they think they know Blind contours Modified contours | 2 Days | <ul style="list-style-type: none"> Individual assessment during process and critique |
| | Gesture | <ul style="list-style-type: none"> What is a gesture drawing? | <ul style="list-style-type: none"> Use line in no more than 10-15 seconds to describe movements of the models | <ul style="list-style-type: none"> Focus on drawing large movements | 1 Day | <ul style="list-style-type: none"> Individual assessment during process |
| PORTRAITS | Realistic | <ul style="list-style-type: none"> What skills are needed to make a face real looking? What is proportion? What is value? What is highlight? What is shadow? | <ul style="list-style-type: none"> Know and use correct proportion, line, and value in a self-portrait Incorporate the effects of light to create highlight and shadow Be introduced to portrait artists and their work | <ul style="list-style-type: none"> Draw proportionally the features of the face Draw with line that shows contours Use value to create form | 1 Week | <ul style="list-style-type: none"> Class critique Rubric |
| ABSTRACTION | Abstract | <ul style="list-style-type: none"> How can color, shape, and line be used to create mood and expression? | <ul style="list-style-type: none"> Discuss the meanings of abstract works Analyze the emotional influences of color and line Create an abstraction of portrait, landscape, or still life with | <ul style="list-style-type: none"> Basic drawing techniques Basic paint or 3 dimensional techniques | 1-3 Days | <ul style="list-style-type: none"> Written discussion of work |

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| | | | emphasis on energy, line and color | | | |
| | Analysis of Expression | <ul style="list-style-type: none"> • What is an abstraction? | <ul style="list-style-type: none"> • Discussion of various artists' work with a focus on expression and the elements of art (line, shape, form, color, texture, value) | <ul style="list-style-type: none"> • Describe color, line, and shape • Relate to their own personal reference | 1 Day | |
| PERSPECTIVE | 1 Point Perspective | <ul style="list-style-type: none"> • How can the illusion of depth be created on a flat surface? | <ul style="list-style-type: none"> • Deduce, through the examination of works, the techniques used to create the illusion of three-dimensions on a two-dimensional surface. • Create the illusion of depth using linear perspective techniques in a landscape, seascape, or cityscape | <ul style="list-style-type: none"> • Understand and use: diminishing size, overlapping, placement on page, horizon line, receding lines, converging planes, one vanishing point | 1 Week | <ul style="list-style-type: none"> • Class Critique • Rubric |
| | Color | <ul style="list-style-type: none"> • How can color and shadow be used to enhance the feeling of depth? | <ul style="list-style-type: none"> • Deduce the location of the sun from the direction shadows fall • Examine sky color changes and building color changes by looking out the window and at references • Understand and use color, light, and shadow to increase the illusion of depth in the one point perspective drawing | <ul style="list-style-type: none"> • Atmospheric perspective • Develop techniques used with color pencil | 3 – 4 Days | <ul style="list-style-type: none"> • Rubric |
| CLAY | Historical Reference | <ul style="list-style-type: none"> • How is the shape of the pot important to the purpose (function) of the pot? • What art elements are important in the design of pottery? • What potter has produced pottery of significance? | <ul style="list-style-type: none"> • Students will be exposed to a society's use of clay historically. References may include one of the following: Greek, Roman, Native American, medieval cultures. • Describe the use of form, line, shape, and color in the design of certain pottery. • Understand the importance of the form in relation to its function • Exposure to Maria Martinez or other potter of renown. | <ul style="list-style-type: none"> • Examination • Deduction • Discussion | 2 Days | |
| | Clay Techniques | <ul style="list-style-type: none"> • What is Clay? • What techniques can be used when creating a clay container? | <ul style="list-style-type: none"> • Understand the properties of clay • Create a clay piece that is both functional and decorative • Create a container using several | <ul style="list-style-type: none"> • Wedging clay • Pinch pots • Score, slip & seal • Coils | 1 Week | <ul style="list-style-type: none"> • Individual ongoing assessment during |

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| | | <ul style="list-style-type: none"> How can the form be visually pleasing and interesting? | hand building techniques | <ul style="list-style-type: none"> Pulled handles | | <ul style="list-style-type: none"> process Critique Rubric |
| | Surface Finishing | <ul style="list-style-type: none"> How can I make my design complement or enhance the form? What makes a clay container waterproof and safe to eat from? | <ul style="list-style-type: none"> Be exposed to surface designs using colored slips from Ancient Greece and the American Southwest Use an engraving technique to carve designs into colored slips Use the principles of design to enhance the form of the pot with the slip design Discuss kilns and heat sources Use glazing techniques | <ul style="list-style-type: none"> Develop designs using colored slips on leather hard clay Engrave designs into slip Create a variety of lines and shapes Paint on glaze | 3 – 4 Days that are not continuous | <ul style="list-style-type: none"> Check point on design sketches Rubric |
| FIGURE DRAWING - ACTION | Proportional drawing and movement of the human figure | <ul style="list-style-type: none"> What are the proportions of a person How does the human figure appear from different angles/directions? | <ul style="list-style-type: none"> Use oval/understructure to create the human figure Measure the human figure Ability to draw overlapping and/or foreshortened limbs Examine and discuss images from comic books and sports figures | <ul style="list-style-type: none"> Draw a human form in action | 2-3 Days | |
| PRINCIPLES OF DESIGN | Reference Development | <ul style="list-style-type: none"> What are the rules artists need to follow? How are the principles of design used to create overall composition? | <ul style="list-style-type: none"> Discuss and understand the meaning of balance, rhythm, unity, emphasis, and contrast. Create a composition following all the “rules” of design and focusing on a unifying theme. | <ul style="list-style-type: none"> Create a work that is balanced Create a work with a strong rhythmic element Create a work with consistent enough to feel unified Create a work with enough variety for interest Create a work with contrast Create a work with definable proportions Create a work with recognizable focal points | 5 Days | |

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| ARCHITECTURE | Architectural Elements | <ul style="list-style-type: none"> • What shapes are found in buildings? • What is an Architect? • What is a landscape architect? | <ul style="list-style-type: none"> • Expose students to several basic architectural elements throughout history • Compare the elements found in historical buildings to elements found in our community | <ul style="list-style-type: none"> • Build awareness of historical relevance • Develop an awareness (or appreciation) of old buildings • Recognize classic order columns, brackets, cornice, quoins, pediments, dentils | 1 Day | <ul style="list-style-type: none"> • Analysis of slides • May be incorporated into cityscape drawing |
| SKETCHBOOK EVALUATION | Evaluation | <ul style="list-style-type: none"> • How have my drawing skills grown since the first day of class? | <ul style="list-style-type: none"> • Use the language of art to compare and contrast first day work to final drawing work | <ul style="list-style-type: none"> • Analyze the differences in the development of their art work | On going | |

COURSE: Art
GRADE LEVEL: 7

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| ART CRITICISM | Elements | <ul style="list-style-type: none"> What are the tools the artist uses to create artwork? | <ul style="list-style-type: none"> Describe works of art in terms of line, shape, form, color, and space | <ul style="list-style-type: none"> Use common vocabulary Use complete and coherent sentences | On going | <ul style="list-style-type: none"> Written analysis is evaluated according to a given rubric |
| | Principles of Design | <ul style="list-style-type: none"> What are the rules the artist needs to follow in order to create a work of art that is visually exciting? | <ul style="list-style-type: none"> Analyze works of art in terms of balance, rhythm, unity, variety, emphasis, and proportion | <ul style="list-style-type: none"> Use common vocabulary Use complete and coherent sentences | On going | <ul style="list-style-type: none"> Rubric |
| PRINTMAKING | Relief | <ul style="list-style-type: none"> What is a relief print? What is pattern? Who is MC Escher? How are repeat patterns used in commercial design and in our surroundings? | <ul style="list-style-type: none"> Use subtractive techniques to create a relief print using a rubber block with a focus on texture, value, and space. Pattern will be explored through repetition and variation of color and space Pattern will be explored through types of quilt designs Understanding of the printmaking process and vocabulary | <ul style="list-style-type: none"> Development of space, texture and value on a plate through proper use of a gouge Create a print that is clean and sharp Develop a numbered edition Predict and plan a pattern | 1 1/2 Weeks | <ul style="list-style-type: none"> Critique Rubric Quiz |
| DRAWING TECHNIQUES | Observational 3D drawing | <ul style="list-style-type: none"> How do you create a sphere, cylinder, and cube using basic lines | <ul style="list-style-type: none"> Use parallel lines, ovals, and circles to create basic forms Use light sources to add value, | <ul style="list-style-type: none"> Create a series of drawings | 1 week | Critique and Rubric |

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| | | <p>and shapes</p> <ul style="list-style-type: none"> • How can value be varied to create the illusion of depth? • How can complex forms be created using the same techniques? | <p>shadow and highlight to add the illusion of three dimensions to the drawing</p> <ul style="list-style-type: none"> • Draw complex forms from observation | <p>based on observation and instruction</p> | | |
| STILL LIFE DRAWING | Realistic and Abstract | <ul style="list-style-type: none"> • How have artists created composition based on the still life throughout history? • How can the viewfinder be used to crop and focus? • What makes an image realistic or abstract? • What skills are needed in order to create an interesting composition? | <ul style="list-style-type: none"> • Create a composition based on a still life using value and space • Compose a page according to the principles of design using a viewfinder | <ul style="list-style-type: none"> • Develop value through light and shadow • Develop mark-making through various materials • User color | 2 days | <ul style="list-style-type: none"> • Evaluate with a written analysis using the principles of design |
| | Critique of Abstract Art | <ul style="list-style-type: none"> • What is abstraction? | <ul style="list-style-type: none"> • Describe and analyze works of art according to elements and principles. Art may include works by Picasso, Braque, Sheeler, Davis, Arp, or local working artists | | 1- 2 days | |
| PERSPECTIVE | Analysis of Depth and Critique | <ul style="list-style-type: none"> • What makes a work of art appear 3-D? | <ul style="list-style-type: none"> • Review and expand upon ways of showing the illusion of three dimensions on a two dimensional surface | | 1- 2 days | |
| | 2 Point Perspective | <ul style="list-style-type: none"> • How can depth be created on a flat surface using 2 vanishing points? • What is a rendering? | <ul style="list-style-type: none"> • Use resources to develop a drawing from another time period, culture, or country • Create a work applying the techniques of linear perspective • Enhance the illusion of depth through overlapping, diminishing size, placement | <ul style="list-style-type: none"> • Proper use of horizon line, vanishing points, receding lines, converging planes • Proper use of diminishing size, overlapping & placement | 1 ½ weeks | <ul style="list-style-type: none"> • Critique • Rubric • Quiz |

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| | Color & light | <ul style="list-style-type: none"> • How can color be used to enhance the illusion of 3-D? • How can the realistic colors of a landscape or cityscape be created? | <ul style="list-style-type: none"> • Proper use of light, value, and shadows creates a stronger illusion of depth • Various techniques of watercolor create a variety of visual textures that can be manipulated in the illusion of depth | <ul style="list-style-type: none"> • Atmospheric perspective • Watercolor properties • Watercolor techniques: wet on wet, wet on dry, dry brush, & wash | 3 days | <ul style="list-style-type: none"> • Rubric |
| COLOR | Vocabulary | <ul style="list-style-type: none"> • What can be learned from the color wheel? | <ul style="list-style-type: none"> • Familiarize themselves with color terminology, recognize dominant color schemes, and understand the color wheel | <ul style="list-style-type: none"> • | 1 day | <ul style="list-style-type: none"> • |
| LOCAL CULTURAL RESOURCES | Field trip to various gallery exhibits | <ul style="list-style-type: none"> • How do real working artists use the same elements and principles to create unique works of art? • What is a gallery director? • What jobs do people hold in museums? • | <ul style="list-style-type: none"> • Describe, analyze, evaluate, synthesize and reflect upon actual works in the community. • List who we have met and what is their role? | <ul style="list-style-type: none"> • Engage in discussion • Written evaluation using complete sentences | 3 days | <ul style="list-style-type: none"> • |
| CLAY | Clay Techniques | <ul style="list-style-type: none"> • What techniques are necessary to develop an active figure, a mask, a head, or a coil pot with clay? • How can several techniques be used together? | <ul style="list-style-type: none"> • Design a clay piece based on references shown using pinch, coil, and modeling techniques • Understand Clay vocabulary | <ul style="list-style-type: none"> • Clay techniques: wedge, pinch pot, coil, model, score, slip, and seal | 1 week | <ul style="list-style-type: none"> • |
| | Surface Finishing | <ul style="list-style-type: none"> • How can color be used to emphasize the important qualities of the form? • What seals and waterproofs clay? | <ul style="list-style-type: none"> • Finish the clay piece using glazes and under-glazes. | <ul style="list-style-type: none"> • Proper glaze application | 2-3 days | <ul style="list-style-type: none"> • |

COURSE: Art
GRADE LEVEL: 8

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| DRAWING | Texture and Value | <ul style="list-style-type: none"> How is a dynamic composition created? How can an illusion of volume be created? What marks can be used for texture and value? | <ul style="list-style-type: none"> Understand the components of and create a strong composition Create the illusion of volume Create variety in surface quality | <ul style="list-style-type: none"> Use principles of design Use space Develop texture Create value | 1 week | <ul style="list-style-type: none"> Rubric Class Critique |
| PERSPECTIVE | Three-point Perspective | <ul style="list-style-type: none"> How can the illusion of depth be created on a flat surface? How can you show a perspective from an extreme height or from down low? | <ul style="list-style-type: none"> Understand the techniques of perspective and know how to create a three point perspective work of art that references surrealism, non-objective works, or illustration Create a work with three vanishing points | <ul style="list-style-type: none"> Linear perspective techniques including 3 vanishing points Diminishing size Overlapping Placement on page | 1 week | <ul style="list-style-type: none"> Rubric Perspective Quiz |
| | Color and Light | <ul style="list-style-type: none"> How can color and shadow help to create the illusion of depth? | <ul style="list-style-type: none"> Apply theories of color and light to enhance the illusion of depth | <ul style="list-style-type: none"> Atmospheric perspective Color pencil technique Saturated or Blended, layered surface | 1 week | <ul style="list-style-type: none"> |
| CLAY | Clay Technique | <ul style="list-style-type: none"> How can I use pattern pieces to create a clay piece? What kind of container can I create that goes beyond basic forms? | <ul style="list-style-type: none"> Create a container using slab techniques and relief work. Individual projects will include artistic or cultural references | <ul style="list-style-type: none"> Clay techniques Wedge, score & slip, Drying process Slab techniques Relief work | 1 week | <ul style="list-style-type: none"> Rubric Clay Quiz |
| | Surface Finishing | <ul style="list-style-type: none"> How can color be used to emphasize and complement the form? | <ul style="list-style-type: none"> Create unity and contrast using glazing and under-glazing techniques | <ul style="list-style-type: none"> Apply the principles of design to color | ½ weeks | <ul style="list-style-type: none"> Rubric |

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| | | | | <ul style="list-style-type: none"> arrangement Applying under-glaze, glaze, and over-glaze properly. | | |
| PAINTING | Painting from life | <ul style="list-style-type: none"> How can an object be rendered in paint using color? | <ul style="list-style-type: none"> Render an object using a painted contour line Develop the painting using specific techniques in color mixing Create a painting using texture and layers of paint Create a painting where positive and negative space are evaluated | <ul style="list-style-type: none"> Mixing tints and shades Neutralizing color through the use of compliments Following the principles of design in composing the page | 2 days | <ul style="list-style-type: none"> Rubric |
| | Expressive painting | <ul style="list-style-type: none"> How can I visually express an idea that has strong personal meaning to me? (this may illustrate a line from a song or a quote or vary with each semester) | <ul style="list-style-type: none"> Understand that artists use the art elements, imagery, and symbolism to express or communicate. Create work that has strong personal meaning Create a work of art that has an effective composition Employ basic painting techniques with acrylics | <ul style="list-style-type: none"> Painting techniques; mixing colors, layering & build-up of surface and texture, glazing Use of principles of design Use of collage material and/or symbolic imagery | 1 ½ weeks | <ul style="list-style-type: none"> Class Critique Rubric Artist Statement |
| THREE-DIMENSIONAL DESIGN | Sculptural form that may be combined with product design or fine art | <ul style="list-style-type: none"> What does “Form Follows Function” mean? How can I create three dimensional objects from flat planes or lines? How do the principles apply to three-dimensional form? | <ul style="list-style-type: none"> Understand the properties of space and structure. Create a three- dimensional form that incorporates all the principles of design. Use materials that are not necessarily conventional | <ul style="list-style-type: none"> Craftsmanship is developed with the use of 3D materials Create a design where the function dictates the form | 2 weeks | <ul style="list-style-type: none"> Class Critique Rubric |
| GRAPHIC DESIGN | Advertisement analysis | <ul style="list-style-type: none"> What is Graphic Arts? What is a Logo? Who are the artists involved in the production | <ul style="list-style-type: none"> Understand the components of graphic design Analyze or create a graphic design | <ul style="list-style-type: none"> Use of principles of design | ½ week | <ul style="list-style-type: none"> Class Critique |

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| | | of this piece? | | | | |
| ART CRITICISM | Description and Analysis | <ul style="list-style-type: none"> • What is good description? • What does analysis consist of? • Why do I need to learn how to describe and analyze works of art? | <ul style="list-style-type: none"> • Understand description is describing the use of art elements in a work of art • Understand that analysis is the description of the principles of design in a work of art. • Be able to describe, and analyze and compare historical and contemporary works, as well as their own works • Be able to describe and decipher the visual language of everyday visual experiences | <ul style="list-style-type: none"> • Well written paragraphs • Descriptive and detailed sentences • Use common vocabulary describing the elements and principles. | On going | <ul style="list-style-type: none"> • Rubric |

COURSE: Studio Art
GRADE LEVEL: 9th Grade

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENT WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| REVIEW OF ELEMENTS | | <ul style="list-style-type: none"> What are the Elements of Art? | <ul style="list-style-type: none"> Create a folder design interpret each of the elements as a drawing | <ul style="list-style-type: none"> | Week 1 and 2 | <ul style="list-style-type: none"> Visual check of skill level |
| DRAWING SKILLS | Brain Functions Line Space Shape | <ul style="list-style-type: none"> What is drawing? What is line? Is a vase or a face? | <ul style="list-style-type: none"> Begin to use the right side of the brain for observation Examine and create various lines Identify brain functions and begin to shut down left thinking to engage the right | <ul style="list-style-type: none"> View lines of famous artist's and copy that style Draw own interpretation of given adjectives View various line qualities and analyze how they affect perceptions of space and depth Copy image of vase/face while recognizing self conflict in brain function Upside down drawing | Week 3-4 | <ul style="list-style-type: none"> Student assessment through self-observation |
| | Blind Contour Line Space Shape | <ul style="list-style-type: none"> What is a contour? | <ul style="list-style-type: none"> Identify edges Use the right brain to observe and record line | <ul style="list-style-type: none"> Draw a blind contour of a partner | Week 5 | <ul style="list-style-type: none"> Teacher measure of accuracy |
| | Contours of a Flower Stem Line Space Shape | <ul style="list-style-type: none"> What is a view finder? What is a picture plane? | <ul style="list-style-type: none"> Use a viewfinder to compose an image on the picture plane Begin to use measuring techniques for accurate proportion Practice contour drawing | <ul style="list-style-type: none"> Divide space in a picture plane Follow contour using various line qualities Compose space | Week 5 | <ul style="list-style-type: none"> Teacher measure of accuracy |

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| | Contrast Movement | | <ul style="list-style-type: none"> Develop line qualities | being aware of balance | | |
| | Foreshortened Hand Space Shape Contrast Form Value | <ul style="list-style-type: none"> What is foreshortening? How is light observed? | <ul style="list-style-type: none"> How to use the viewfinder to decrease anxiety when drawing a difficult view Layout a balanced composition Observe contour as well as light and shadow Understand foreshortening Develop line qualities and value | <ul style="list-style-type: none"> Draw their own hand using contour, highlights and shadow | Week 6 | <ul style="list-style-type: none"> Rubric to be completed by student and teacher |
| | Positive – Negative Space Line Space Shape Contrast | <ul style="list-style-type: none"> What type of space is there? | <ul style="list-style-type: none"> Define positive and negative space Continue practicing observation of contour Understand spatial relationships among shapes and proportions Begin using a basic unit to create proper composition | <ul style="list-style-type: none"> Draw the negative spaces between leaves on a branch Use a sports photo to draw negative spaces and address foreshortening Draw negative spaces of chair starting with a basic unit to create proper composition Review of vocab | Week 7-8 | <ul style="list-style-type: none"> Teacher measure of accuracy |
| | Repeated Pattern Line Space Shape Pattern Rhythm | <ul style="list-style-type: none"> Who was MC Escher? What is a tessellation? | <ul style="list-style-type: none"> Recognize/identify work by MC Escher Know of Escher's life history in art and mathematics Identify positive/negative space and arrange it into tessellated pattern Identify complimentary colors | <ul style="list-style-type: none"> Watch video on Escher and complete worksheet of his history Color a given pattern Create a pattern on dot paper to be used for the decoration on the slab pot using compliments | Week 9 | <ul style="list-style-type: none"> Rubric |

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| POTTERY | Slab/Coil Line Space Form Shape Pattern Rhythm Texture | <ul style="list-style-type: none"> • What are the six general rules for working with clay • What is slab? • What is a Coil? • Who are the Oaxacans? | <ul style="list-style-type: none"> • Cite general rules • Apply the rules to their clay work everyday • Roll out even slabs • Successfully construct a slab/coil form • Summarize the Oaxacan culture | <ul style="list-style-type: none"> • Make a slab pot using the tessellated design as the surface decoration • Video on Oaxacan pottery • Worksheet of questions on video | Week 10-12 | <ul style="list-style-type: none"> • Rubric/ checklist • Quiz |
| PERSPECTIVE | Two Point Line Space | <ul style="list-style-type: none"> • What types of perspective are there? • How is a box drawn in 2 point perspective? | <ul style="list-style-type: none"> • Know differences among overlapping, shading, color, aerial and linear perspective • Follow rules of two point perspective | <ul style="list-style-type: none"> • Draw twenty boxes in two point perspective | Week 15 | <ul style="list-style-type: none"> • Checklist |
| | One Point Line Space | <ul style="list-style-type: none"> • How can an interior room be drawn in one point? | <ul style="list-style-type: none"> • Place eye level/vanishing points • Apply rules of perspective to observation • Observe detail | <ul style="list-style-type: none"> • Draw the hallway using one point perspective | Week 15-17 | <ul style="list-style-type: none"> • |
| MID TERM EVALUATION | | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Apply all knowledge learned during previous weeks | <ul style="list-style-type: none"> • Still life drawing of table, chair and plant | Week 18-20 | <ul style="list-style-type: none"> • Rubric for drawing written exam |
| ART CRITICISM, HISTORY, ANALYSIS | Principles of Design Elements of Design | <ul style="list-style-type: none"> • Are there any rules of art? • What purpose does art have? | <ul style="list-style-type: none"> • Know the elements and principles of art • Analyze and give an interpretation of any piece of art • Use art vocabulary to take part in meaningful conversation about art • Generate a judgment of a piece of art based on learned art knowledge/principles | <ul style="list-style-type: none"> • Video and worksheet on principles • worksheets on design criticism, interpretations and general analysis • Make up acronyms/posters • Group analysis & interpretation of a given work | Week 21-24 | <ul style="list-style-type: none"> • Accurate completion of worksheets • Individual analysis of artwork |
| VALUE AND FORM | Grey Scales Value Form | <ul style="list-style-type: none"> • What is a grey scale used for? | <ul style="list-style-type: none"> • Understanding of value as a tool for the artist • Control of pencil pressure • Use of graphite | <ul style="list-style-type: none"> • Create a value scale in pencil | Week 25 | <ul style="list-style-type: none"> • Teacher measurement of progress |
| | Cubes and Spheres | <ul style="list-style-type: none"> • What is the difference between a shape and a form? | <ul style="list-style-type: none"> • How to create value using various mediums such as ink and pencil | <ul style="list-style-type: none"> • Use perspective to draw cubes • Shade cubes using | Week 26 | <ul style="list-style-type: none"> • Teacher assessment |

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| | Value Form | | <ul style="list-style-type: none"> • Stippling and crosshatching • Use of ink | <p>crosshatching techniques</p> <ul style="list-style-type: none"> • Draw and shade spheres using stippling | | |
| COLOR PAINTING | Color Wheel | <ul style="list-style-type: none"> • Can you make a color wheel? | <ul style="list-style-type: none"> • Know how to make and use a color wheel to aid in color mixing and choosing color schemes • Know types of various color schemes • Use of colored pencil and markers | <ul style="list-style-type: none"> • Color worksheets on the color wheel, basic vocabulary and color schemes | Week 27-29 | <ul style="list-style-type: none"> • Quizzes • Completion of worksheets |
| | Monochromatic Value | <ul style="list-style-type: none"> • What is monochromatic? | <ul style="list-style-type: none"> • Know the color schemes • Apply value to color • Use of acrylic paint and colored pencil | <ul style="list-style-type: none"> • Compose a still life of boxes and spheres using monochromatic color (paint) | Week 27-29 | <ul style="list-style-type: none"> • Rubric |
| | Color Matching/Mixing | <ul style="list-style-type: none"> • What painting is this? | <ul style="list-style-type: none"> • Transfer a composition • Mix and match color • Re-create impressionistic style • Use of oil pastels | <ul style="list-style-type: none"> • Copy the given piece of a poster (reproduction of impressionist painting) using oil pastels | Week 30-31 | <ul style="list-style-type: none"> • Group assessment – how well each piece line up and matches the one next to it |
| DESIGN | CD Covers | <ul style="list-style-type: none"> • How do you find your favorite CD? | <ul style="list-style-type: none"> • Elements of good graphic design • Role of color-schemes, warm and cold • Use of mixed media | <ul style="list-style-type: none"> • Using any materials, design a CD cover | Week 32 | <ul style="list-style-type: none"> • Rubric |
| | Computer Art all elements and principles | <ul style="list-style-type: none"> • What makes a good poster? • Where are posters seen from? | <ul style="list-style-type: none"> • Rules of poster design • Basic intro to paint shop pro • Use of elements and principles • Use of the computer and mixed media | <ul style="list-style-type: none"> • Create a printout of poster information using paint shop pro • Design and create a border for the poster | Week 33 | <ul style="list-style-type: none"> • Included all info use of computer program completion of poster to be submitted to contest |
| PORTRAITS | | <ul style="list-style-type: none"> • Do you think you can draw a portrait now? | <ul style="list-style-type: none"> • Proportions of the face • Apply the value scale • Grid transfers • Use of charcoal pencil | <ul style="list-style-type: none"> • Create a portrait using charcoal | Week 34-35 | <ul style="list-style-type: none"> • Rubric |

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| SCULPTURE | Gargoyles | <ul style="list-style-type: none"> • What is sculpture? • What are gargoyles? | <ul style="list-style-type: none"> • Know the four techniques of carving, modeling, casting and assemblage • Differences between in the round and relief • Purposes of sculpture in history • Types of materials used for sculpture • History of gargoyles • Modeling process with clay • Proportions of the human face and another animal • How expressions can be created | <ul style="list-style-type: none"> • Worksheet on what is sculpture • Group lists of materials used for each sculpting technique • History worksheet on gargoyles • Model a gargoyle in clay | Week 35-36 | <ul style="list-style-type: none"> • Completion of worksheets • Teacher measure |
| FINAL PROJECT | | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Collection of skills and understanding of all units | <ul style="list-style-type: none"> • Collage/drawing | Week 37-40 | <ul style="list-style-type: none"> • Checklist for drawing • Written exam |

COURSE: Studio In Drawing And Painting
GRADE LEVEL: Mixed (Mostly 10th Graders)

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENT: |
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| SKETCHBOOK | Journal Creativity Experimentation Media exploration | <ul style="list-style-type: none"> • What is our sketch book for? • How will we fill the entire book by June? | <ul style="list-style-type: none"> • Practice materials to gain experience • Keep records of project plans and outcomes • Effectively record special events, activities in an artistic format | <ul style="list-style-type: none"> • Create original art • Learn to experiment with a medium | Throughout the year | <ul style="list-style-type: none"> • In class assessment • Work grades • Home project grade • Final rubric for completion in June |
| DRAWING | Line and Shape Elements and Principles (Hands) | <ul style="list-style-type: none"> • What types of edges do we observe? • What type of edges do we need to record? • Do we have to use every element in a good composition? • How do we create good composition? | <ul style="list-style-type: none"> • Student will be given vocabulary sheets with the principles and elements • Review all the elements and experiment with each • Create an effective composition • Students will use this vocabulary when they fill out their grading sheets and in critique | <ul style="list-style-type: none"> • Using a line to define shapes in space and form • Use all the elements in one composition • Create value change based on shadow • Arrange a composition using the principles | September | <ul style="list-style-type: none"> • Critique • Vocabulary usage in analysis of works of art • Can the student look, see and then draw the subject? • Self evaluation rubric |
| DRAWING | Form (odd shaped objects) | <ul style="list-style-type: none"> • How do we maintain proportions from reality (still life) to our flat paper? • How do we create the illusion of the third dimension? | <ul style="list-style-type: none"> • Draw a 3-Dimensional, curved, odd shaped object with accurate cross contours | <ul style="list-style-type: none"> • Draw curved objects • Understand how curves will change as eye level changes | October | <ul style="list-style-type: none"> • Was student able to replicate the 3-D form • Critique • Self evaluation rubric |

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| PAINTING | Media exploration | <ul style="list-style-type: none"> Why is it so difficult to move from drawing into painting? | <ul style="list-style-type: none"> Student will now engage in several exercises that will put drawing, color theory, experimentation, and collage skills into practice | <ul style="list-style-type: none"> The importance of craftsmanship when working with mixed media A broad knowledge of color theory | October | <ul style="list-style-type: none"> Work grades |
| DRAWING | Home project 1 st MP (10 sketch book pages) | <ul style="list-style-type: none"> What can I do with 10 pages? | <ul style="list-style-type: none"> Be creative Experiment with mediums of choice Elaborate on new ideas | <ul style="list-style-type: none"> Independence Creative thinking | Given late Sept. due October | <ul style="list-style-type: none"> Check date critique Rubric self evaluation |
| DRAWING | Form (still life with eggs) | <ul style="list-style-type: none"> Why does it seem so difficult to look at the parts of a still life and draw them? | <ul style="list-style-type: none"> Student will move from line and shape exercises to now working from a group or personal still life to put into practice the idea of placing 3 dimensional objects on a 2-dimensional surface (we will work with the value scale in a variety of mediums/(dry) to create form) A number of shading techniques and mark/making will be explored as part of the development form | <ul style="list-style-type: none"> Build a still life; draw from the individual still life Blow out eggs to make them hollow | November/December | <ul style="list-style-type: none"> Was the student able to follow directions, create a subject to draw and then draw the subject? Critique Self evaluation rubric |
| DRAWING | Home project 2 nd MP (personal still life) | <ul style="list-style-type: none"> Will you be able to work independently on an assigned project What kind of objects will work best? What type of objects are difficult and could provide a challenge? | <ul style="list-style-type: none"> Arrange a successful still life Utilize a full value scale in replicating the darks and lights of the objects chosen | <ul style="list-style-type: none"> Be able to draw in line and then create form by adding value to the line drawing | Given in November due in December | <ul style="list-style-type: none"> Did students put forth the same kind of effort they display on a daily basis in the studio? Check date critique Self evaluation rubric |
| FIGURE DRAWING | Proportions Foreshortening | <ul style="list-style-type: none"> What are the proportions for an average adult figure? What is foreshortening? | <ul style="list-style-type: none"> Students will use the Eight Head theory of figure drawing to sketch the figure Students will practice using the Eight Head theory as applied to seated and reclining figures to implement | <ul style="list-style-type: none"> Sketch and capture figurative poses with proper proportions | December | <ul style="list-style-type: none"> Practice sketches in their sketch book |

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| | | | the techniques of foreshortening | <ul style="list-style-type: none"> Sketch the figure in elongated poses and extension of extremities | | |
| PAINTING | Watercolor (Building layers – WC #1) | <ul style="list-style-type: none"> What are the similarities and differences between drawing techniques and painting techniques? What tools do I need for watercolor painting? What are some basic watercolor techniques and terminology? | <ul style="list-style-type: none"> Layering of washes to create value and depth Control the intensity of the washes | <ul style="list-style-type: none"> Four basic watercolor techniques <ol style="list-style-type: none"> Wet on wet Wet on dry Dry on wet Dry on dry | December | <ul style="list-style-type: none"> Practice composition with a monochromatic color scheme Self evaluation rubric |
| PAINTING | Watercolor Color theory | <ul style="list-style-type: none"> What do we have to do to determine a color we see and how do we mix the paint to replicate that color? | <ul style="list-style-type: none"> Color wheel Mixing of compliments to make natural shadows Match realistic colors | <ul style="list-style-type: none"> Replicate colors seen in reality/photo | January | <ul style="list-style-type: none"> Critique Self Evaluation rubric |
| DRAWING AND OR PAINTING OR MIXED MEDIA | Mid-year Project | <ul style="list-style-type: none"> What topic can you relate to? Which medium will best convey your ideas? | <ul style="list-style-type: none"> Complete one of the mid-year projects assigned that will incorporate drawing and or painting skill and knowledge of composition | <ul style="list-style-type: none"> Work independently at the same level as in the classroom | January mid term exam week | <ul style="list-style-type: none"> Participate in open studio time Evaluation rubric |
| PAINTING | Abstraction | <ul style="list-style-type: none"> Why do artists move away from depicting reality? | <ul style="list-style-type: none"> Cubism Expressionism Minimalism | <ul style="list-style-type: none"> Observe objects or parts of interest create multiple views | January | <ul style="list-style-type: none"> Sketch book exercises Discussions |
| PAINTING | Acrylic Paint | <ul style="list-style-type: none"> How do you start with a new medium? What are the different characteristics of acrylic Paint as opposed to watercolors? | <ul style="list-style-type: none"> Create an under drawing with chte crayon Control acrylic washes Blend two acrylic colors on paper Render a shape with colored acrylic Mix paint to create new colors | <ul style="list-style-type: none"> Create an abstract composition based on an object of choice with acrylic paint | February/M arch | <ul style="list-style-type: none"> Critique Self Evaluation rubric |

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| DRAWING AND PAINTING | Home project 3 rd MP (four, 8x8's) | <ul style="list-style-type: none"> How does an artist create original works, stuff that has never been seen before? | <ul style="list-style-type: none"> Find a unique way to portray an object of your choice Study and experiment what medium works best for an idea or subject | <ul style="list-style-type: none"> Recreate a subject in several mediums Create a series of related images that show growth | Given in March due in April | <ul style="list-style-type: none"> Check date critique Final critique Self Evaluation rubric |
| VISUAL ARTS EXPO | Show your art publicly | <ul style="list-style-type: none"> What do people think of your artwork? How will people react? | <ul style="list-style-type: none"> Self pride in your original creations | <ul style="list-style-type: none"> Confidence | May | <ul style="list-style-type: none"> Participation |
| DRAWING | Self Portrait | <ul style="list-style-type: none"> How are the facial features placed on the head? What details should you look for in order to make the features unique to the individual? | <ul style="list-style-type: none"> Draw each of the features in detail Identify the parts of the eyes, nose, mouth, and ears | <ul style="list-style-type: none"> Create a likeness of ones self | May | <ul style="list-style-type: none"> Sketchbook exercise |
| DRAWING | (Scribble portrait ½ and ½ portrait) | <ul style="list-style-type: none"> How do we show expression? How do we feel like drawing? What is our own drawing style? | <ul style="list-style-type: none"> Drawing with a loose hand Drawing with an expressive quality | <ul style="list-style-type: none"> Knowing what style of drawing you are comfortable with and can call your own | May | <ul style="list-style-type: none"> Class exercise and critique |
| MIXED MEDIA | Combination of Drawing and Painting | <ul style="list-style-type: none"> What does the incorporation of various art materials do for the work of the student artist? | <ul style="list-style-type: none"> Students will be given several in-class projects involving both drawing and painting techniques (other techniques might be introduced such as transfers, collage, mixed media) | <ul style="list-style-type: none"> Be able to move freely from technique to technique Combine various media into a unified piece | May/June | <ul style="list-style-type: none"> Can student think beyond the basic idea of drawing and or painting by combining techniques they've learned Sketchbook Discussion |
| DRAWING/ MIXED MEDIA | Final self portrait | <ul style="list-style-type: none"> What medium technique, size and expression will you convey in your self- | <ul style="list-style-type: none"> Decide what medium they feel comfortable with and one that will work with the expression they've chosen | <ul style="list-style-type: none"> Create a likeness of ones self | June | <ul style="list-style-type: none"> Check date critique Final critique Self Evaluation |

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| | | portrait? <ul style="list-style-type: none"> How will you obtain strong visual impact? | | | | rubric |
| PORTFOLIO | | <ul style="list-style-type: none"> What progress did I make this year? Will I continue in the arts and to build a portfolio in the fall for college visitation? | <ul style="list-style-type: none"> Quality of pieces the students have produced What pieces need to be finished, reworked, are underdeveloped, or are unfinished? Catalog ones progress and the process of the entire year | <ul style="list-style-type: none"> Self assessment | June | <ul style="list-style-type: none"> Rubric Written statement of growth |
| SKETCHBOOK | | <ul style="list-style-type: none"> Did I complete a sketchbook to highlight projects, events and happenings, and experimentation of the entire school year? | <ul style="list-style-type: none"> Record creative thoughts and ideas | <ul style="list-style-type: none"> Artistic journaling | Throughout the year to be turned in in June | <ul style="list-style-type: none"> Self Evaluation rubric |
| FINAL PROJECT | Choice of medium and topic of four choices | <ul style="list-style-type: none"> Why would we create a project that best reflects some of the things and or a combination of the things we've done in class Can you convey your message in art to a viewer? | <ul style="list-style-type: none"> Student will be given a choice of projects for the final exam (students should choose an area that they feel most comfortable with and able to produce their best piece) How will size relate to the subject matter How will they create a strong visual impact? | <ul style="list-style-type: none"> Think beyond the in school studio and take things we've experienced and make it personal | June | <ul style="list-style-type: none"> Did the student put forth the effort to create work done to the best of their ability? Does the work reflect a years worth of instruction in the art classroom Open studio time Self Evaluation rubric |

COURSE: Photography
GRADE LEVEL: 10-12

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| BASICS OF 35MM CAMERA | Camera Diagram | <ul style="list-style-type: none"> What are the parts of the camera necessary to take a properly exposed photograph? | <ul style="list-style-type: none"> Identify the parts of a 35mm camera and explain how each part works | <ul style="list-style-type: none"> Find each part discussed successfully operate each part | 1 st Month | <ul style="list-style-type: none"> Camera Diagram quiz |
| | F/stops & Shutter Speeds | <ul style="list-style-type: none"> What are f/stops & shutter speeds and how do you use them to successfully take a properly exposed photograph? What is the camera's meter and how does it work? | <ul style="list-style-type: none"> Select the proper combination of aperture & shutter speed in order to properly expose their film using a 35mm camera Be able to read the camera's meter. Understand how light effects the camera's meter. | <ul style="list-style-type: none"> Set the camera's f/stop and shutter speed read meter for proper lighting exposure | 1 st Month | <ul style="list-style-type: none"> Portrait lab |
| | Focusing | <ul style="list-style-type: none"> How do you get a sharply focused photograph? | <ul style="list-style-type: none"> Properly focus an image sharply on film using a 35mm camera. Understand how shutter speeds and f/stops effect focusing. | <ul style="list-style-type: none"> Use the focusing ring of the camera Use different shutter speeds Use different f/stops | 1 st month | <ul style="list-style-type: none"> Portrait lab |
| | Depth of Field | <ul style="list-style-type: none"> What is an f/stop? What is depth of field? How can you use depth of field to create simplicity in a photograph? | <ul style="list-style-type: none"> How depth of field effects what will be in focus in the photograph. How to simplify photographs through depth of field. | <ul style="list-style-type: none"> Use different f/stops Create photographs that demonstrate great depth of field | 1 st month | <ul style="list-style-type: none"> Portrait lab |

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| | | | | <ul style="list-style-type: none"> • Create photographs that demonstrate poor depth of field | | |
| FILM | Loading the Camera | <ul style="list-style-type: none"> • How do you load film into the camera properly? | <ul style="list-style-type: none"> • Open the camera back • Orientation of film • Aligning film with sprocket • Checking for proper loading | <ul style="list-style-type: none"> • Load film into the camera properly | 1 st month | <ul style="list-style-type: none"> • Images are present on film after development. |
| | Film Speed | <ul style="list-style-type: none"> • Which film should you use? • What does ASA/ISO mean? | <ul style="list-style-type: none"> • How film works • When to use different film speeds. | <ul style="list-style-type: none"> • Select the proper film for the photographic situation | 1 st month | <ul style="list-style-type: none"> • Images are properly exposed. |
| COMPOSITION | Elements of a Good Photo | <ul style="list-style-type: none"> • What is good composition in a photograph? • Why is good composition important in a photograph? | <ul style="list-style-type: none"> • Composition guidelines | <ul style="list-style-type: none"> • Simplify photographs • Select subject placement | 2 nd Month On going | <ul style="list-style-type: none"> • Photo evaluation sheets. |
| | Evaluation | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Evaluate photographs using the composition guidelines | <ul style="list-style-type: none"> • | 2 nd Month On going | <ul style="list-style-type: none"> • |
| | Creativity | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Demonstrate individual creativity in photographs using the elements of composition | <ul style="list-style-type: none"> • | 2 nd Month On going | <ul style="list-style-type: none"> • |
| DARKROOM TECHNIQUES | Film Developing | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Follow the proper procedure for developing a roll of black and white 35mm film | <ul style="list-style-type: none"> • | 2 nd Month On going | <ul style="list-style-type: none"> • |
| | Loading Film | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Load a roll of 35mm film into a developing tank in total darkness | <ul style="list-style-type: none"> • | 2 nd Month On going | <ul style="list-style-type: none"> • |
| | Chemicals | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Know and understand how each chemical works during the film developing process | <ul style="list-style-type: none"> • | On going | <ul style="list-style-type: none"> • |
| | Enlarger | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Know the parts of the enlarger and how each works | <ul style="list-style-type: none"> • | On going | <ul style="list-style-type: none"> • |

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| | Chemicals | • | • Know and understand how each chemical works during paper developing process | • | On going | • |
| | Contact Printing | • | • Make a contact print and understand how to use it | • | On going | • |
| | Test Strips | • | • Make a test strip and understand how to use it for selecting correct time for properly exposing photographs | • | On going | • |
| | Printing | • | • Produce a properly exposed photograph | • | On going | • |
| | Problem Solving | • | • Solve printing problems with the use of filters and knowledge of the printing process | • | On going | • |
| PORTFOLIO | Dry Mounting | • | • Dry mount photographs onto mat board for presentation | • | On going | • |
| | Spotting | • | • Remove dust spots from photographs through the technique of spotting | • | On going | • |

COURSE: Pottery
GRADE LEVEL: 10-12

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| INTRODUCTION | Expectations | <ul style="list-style-type: none"> • How do you get an “A” in this class? • Where’s the clay? • What can be done with clay? • What is a cooperative studio? | <ul style="list-style-type: none"> • Course curriculum and grading policy • Identify tools and equipment throughout the room • Importance of a cooperative learning environment for the arts and creative thinking • Be introduced to the unique qualities of clay • Develop a list of characteristics and set of rules • Recite the “General rules of clay” | <ul style="list-style-type: none"> • Participate in tour of classroom identifying various tools, equipment and vocabulary Clayictionary game • Explore qualities of clay through manipulating clay in the game • Identify and recite necessary rules for working in clay • Develop a social, cooperative atmosphere/environment through the participation in the game | Week 1 | <ul style="list-style-type: none"> • Quiz on rules • Participation in listed activities |
| TEST TILES | Texture | <ul style="list-style-type: none"> • What is a test tile? • What is texture? • How is an even slab made? • What are the art elements and principles? | <ul style="list-style-type: none"> • Methods of rolling even slabs by hand using dowels or by machine with a slab roller • Texture, value, line, contrast, pattern • Understanding of the basic clay rules | <ul style="list-style-type: none"> • Slab rolling • Create 5 test tiles using all the texturing techniques • Explore, invent and create ways of manipulating clay • Critique work verbally using elements and principles | Week 2 & 3 | <ul style="list-style-type: none"> • Written evaluation Rubric form • Verbal group critique |

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| SLAB | Cylinders | <ul style="list-style-type: none"> • How are large slabs made? • How can a cylinder be made without collapsing? | <ul style="list-style-type: none"> • How to use a mold/support to create a cylindrical form • Understanding of moisture content of clay to control the form • How to score and slip to join clay • How to use texture as an element | <ul style="list-style-type: none"> • Construct a cylindrical container with texture • Creative thought in the forming and texture | Week 4 & 5 | <ul style="list-style-type: none"> • Rubric |
| | Open box | <ul style="list-style-type: none"> • How can a straight walled container be made with clay? | <ul style="list-style-type: none"> • Understand and control the moisture content of clay slabs • Use templates to cut parts of a box • Learn joining techniques of scoring/slipping, beveling and filler coils • Understand how paddling and surforming can shape and define the form • Recognize that details of rims and feet help to complete the form | <ul style="list-style-type: none"> • Design and construct a square, open container with slabs • Make additions of coils, etc to create detail • Properly wrap and store slabs to become leather hard | Week 5 & 6 | <ul style="list-style-type: none"> • Rubric |
| CLAY BODIES AND GLAZES | Clay | <ul style="list-style-type: none"> • What is clay? | <ul style="list-style-type: none"> • Know how clay is formed and how it is made • Know types of clays-earthenware, stoneware, porcelain, raku, sculpture, etc., their qualities and what they are best used for | <ul style="list-style-type: none"> • Review and know general rules • Review and know clay vocabulary • Identify clay bodies from finished work • Identify objects in our environment that are made of clay | Week 7 & 8 | <ul style="list-style-type: none"> • Various worksheets, quizzes |
| | Glazing | <ul style="list-style-type: none"> • What is a glaze? • What are the other color options? • What is the easiest way to apply glaze? | <ul style="list-style-type: none"> • Define glaze, underglaze and engobe and understand proper applications • Know the techniques of dipping, pouring, spraying and brushing • Identify glossy, matte and satin glazes | <ul style="list-style-type: none"> • | Week 7 & 8 | <ul style="list-style-type: none"> • Completion of glazed pots |
| | Firing | <ul style="list-style-type: none"> • Why is clay fired? • What is a cone? | <ul style="list-style-type: none"> • Understand the drying and firing process of clay • Know the differences between a bisque and glaze firing • Know the differences between | <ul style="list-style-type: none"> • Know and use the 3 bisque tests • Know which firing is needed for the stage of their work | Week 7 & 8 | <ul style="list-style-type: none"> • Completion of worksheet |

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| | | | <p>oxidation and reduction</p> <ul style="list-style-type: none"> • Know types of kilns-electric, gas, wood, salt, soda, raku • Be familiar with temperatures and cones | <ul style="list-style-type: none"> • Understand the limitations of our kilns and firings | | |
| | Covered box | <ul style="list-style-type: none"> • Can you make a box with seven sides? • How do you make a lid and keep it from falling off? | <ul style="list-style-type: none"> • Know how too add more sides • Understand form and function of a lidded container • Understand the purpose of a flange and types available • Know how to use engobes and underglazes | <ul style="list-style-type: none"> • Construct a seven sided lidded container • Creative problem solving in adding sides and lids • Paddling and use of a surform to create straight edges. | Week 9,10,11 & 12 | <ul style="list-style-type: none"> • Rubric • Class critique |
| COIL | Symmetry an form | <ul style="list-style-type: none"> • What is "good" form • How is form interpreted? | <ul style="list-style-type: none"> • Difference between asymmetrical and symmetrical,,2-D and 3-D • Art elements and principles emphasizing line/shape, form, balance, unity • Know how to make hand rolled or extruded coils • Know the continual or single coil methods of coiling • Know how to control shape/form through scraping and paddling • Know how to create a template and use it control form | <ul style="list-style-type: none"> • Cut 12 symmetrical forms from paper • Analyze forms to choose the best according to elements and principles • Create a template • Create a coil form 12 –18" tall | Week 13 & 17 | <ul style="list-style-type: none"> • Class discussion • Class critique • Rubric |
| | Line | <ul style="list-style-type: none"> • What is a line | <ul style="list-style-type: none"> • Know the differences between actual and implied line • Understand how line can create movement, rhythm unity, balance, contrast and emphasis • Know how to form hand rolled coils and extruded coils | <ul style="list-style-type: none"> • Create a coil pot showing the line of the coil with an emphasis on pattern | Weeks 18 & 19 | <ul style="list-style-type: none"> • Rubric |
| PINCH | Pinch pots form | <ul style="list-style-type: none"> • What is the easiest way to create a pot? | <ul style="list-style-type: none"> • Know the history of Indian pottery, digging and preparing clay, pinching methods and pit firing • Understand the muscle control of the fingers and sensitivity to the thickness of clay • Know technique in forming | <ul style="list-style-type: none"> • Video of Maria Martinez showing history of Indian pottery methods, pit firing and pinching • Create 10 pinch pots of various forms | Weeks 20 & 21 | <ul style="list-style-type: none"> • |

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| | | | <p>various shapes</p> <ul style="list-style-type: none"> Develop sensitivity of touch and fine motor skills of fingers | <ul style="list-style-type: none"> Develop sensitivity of touch and fine motor skills of fingers | | |
| | Pinch pots Texture/ Creative | <ul style="list-style-type: none"> How can you be more creative? | <ul style="list-style-type: none"> Develop creativity by combining textures with pinched forms Practice developing sensitivity of touch and fine motor skills of fingers | <ul style="list-style-type: none"> Create five pinch pots using various textures | Weeks 22 & 23 | <ul style="list-style-type: none"> |
| | Japanese tea bowls | <ul style="list-style-type: none"> How is form related to function? Why do the Japanese value the tea ceremony? | <ul style="list-style-type: none"> Know the history of the Japanese tea ceremony and the importance of pottery to this tradition Understand the three forms for the seasons and their relation to function Be aware of proportion of the body to the foot and its relation to balance | <ul style="list-style-type: none"> Video on the Japanese tea ceremony Draw bowls for each season Create a pinched tea bowl for each season Complete worksheets on vocabulary related to the Japanese tea ceremony | Weeks 24-35 | <ul style="list-style-type: none"> |
| | Coffee Table Toys | <ul style="list-style-type: none"> How do you make a hollow form? What is burnishing? | <ul style="list-style-type: none"> Know how to combine two pinch pots to make a hollow sphere Understand how a sculptural form can have a function Know how to burnish the clay and the effects on the clay particles Be aware of the history of burnishing as a glazing method Know how a pit firing is done and how the results should appear Know alternatives and look-a-likes | <ul style="list-style-type: none"> Create three coffee table toys Burnish, incise or decorate each Choose glazing methods not done before | Week 24-35 | <ul style="list-style-type: none"> Rubric |
| WHEEL | Tea bowls | <ul style="list-style-type: none"> How do you use the wheel? | <ul style="list-style-type: none"> Know how to prepare clay by wedging Know how the wheel operates and which tools are needed Understand the specific order of throwing steps Develop skills in centering the | <ul style="list-style-type: none"> Be able to wedge efficiently Know the stages of throwing and attempt to use them Clean up quickly and completely | Weeks 24-35 | <ul style="list-style-type: none"> Completion of two forms |

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| | | | <ul style="list-style-type: none"> clay Understand how to use the spinning of the wheel with direct pressure to control the clay | <ul style="list-style-type: none"> Use the potter's wheel to attempt to create two forms | | |
| | Mugs | <ul style="list-style-type: none"> What are the parts of a mug? How is form related to function? How are the art elements used in a mug? | <ul style="list-style-type: none"> Understand how positive and negative space play in the proportion and balance of the body and handle Know each part of the mug and how it is used- form/function | <ul style="list-style-type: none"> Complete worksheet on parts, functions, forms, and handles Observation of throwing and altering mug forms Observation of methods for creating handles Analysis of how a mug must be designed to meet its function Create four various mugs with handles | Weeks 24-35 | <ul style="list-style-type: none"> Student critique of peers work Rubric |
| FINAL PROJECT | Theme-birds | <ul style="list-style-type: none"> A copy of the final is attached | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | Weeks 36-40 | <ul style="list-style-type: none"> Rubric evaluation by teacher |

COURSE: Computer Art and Design
GRADE LEVEL: 10-12

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| INTRO TO SOFTWARE | The Program interface | <ul style="list-style-type: none"> How is this software similar to software used previously? How is it different? | <ul style="list-style-type: none"> The students will become familiar with the icons and layout of the new art software | <ul style="list-style-type: none"> Students will be able to move around the interface to access various windows layers and tool option pallets | 1 st marking period | <ul style="list-style-type: none"> Projects designed to use the basic tools, with a rubric that lists each tool necessary for the project. Example: cover design for student binder with text, effects and color and texture manipulation |
| ORIGINAL PHOTO GRAPHS AS A STARTING POINT FOR STUDENT WORK | Categories given to students to build a personal photo catalog | <ul style="list-style-type: none"> What is copyright infringement? Are there laws to govern photo manipulation? Where can you go to find photos that are not copyrighted? | <ul style="list-style-type: none"> Students will be able to make decisions about the ethical and lawful use of images found on the internet Students will be able to personalize their art work by using their own photographs as a starting point for their manipulation | <ul style="list-style-type: none"> Students will be able to save and access photos from various sources, scanned images from hard copy, and transfer from disc or memory stick | The list of categories will be sent in the mail in August to each student enrolled | <ul style="list-style-type: none"> Students will categorize and label their photos to create a table of contents for easy access. At least one photo for each category |
| TOOL BARS | | <ul style="list-style-type: none"> What does each tool do? How can I use this tool to create? | <ul style="list-style-type: none"> Learn and understand the uses of each of the multiple tool bars and the tool options for each | <ul style="list-style-type: none"> Students will be able to change and adjust the options for the tool they are using | Each tool will be introduced in the first marking period, some of the | <ul style="list-style-type: none"> Each project will include a rubric that includes the use of specific tools |

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| | | | | | advanced uses of the tools will be used as students build their understanding of the software | |
| LAYERS | Types of layers | <ul style="list-style-type: none"> • What is a raster layer? • What is a vector layer? | <ul style="list-style-type: none"> • Understand the uses of each type of layer | <ul style="list-style-type: none"> • Select the correct type of layer for a specific job • Keep images and text on separate layers • Label each layer for easy access and future manipulation | This will be introduced in Sept. and Oct. and stressed throughout the year as images get more advanced and the number of layers increase | <ul style="list-style-type: none"> • Students will be required to save images with all layers for future manipulation. Part of each project rubric will include the proper save and file procedures |
| SAVING AND RETRIEVING FILES | Hard drive Server Files and folders | <ul style="list-style-type: none"> • Where do you save files? • How is saving files different at school than on your home computer? • What codes are needed for access? • How should you organize your folder? • Are the folders secure? | <ul style="list-style-type: none"> • Students will know how to access the High School Server to save and access their own files • Students will understand and practice the different steps to saving files at school | <ul style="list-style-type: none"> • Students will be able to find their work on a daily basis and save additional work each day • Students will keep an organized folder | This will be introduced in the first week of the class, and be stressed throughout the year | <ul style="list-style-type: none"> • Teacher will be able to locate any project in the proper folder • Students will be able to continue to work on a project for multiple days without loss of work |
| INTRODUCTION TO DESIGN | Elements of Design | <ul style="list-style-type: none"> • What are the basic elements of design? • How can you create each element on the computer | <ul style="list-style-type: none"> • Students will identify the elements used in design and layout | <ul style="list-style-type: none"> • Practice the use of tools to create these elements | First marking period. September | <ul style="list-style-type: none"> • Students will be evaluated on the creative use of the elements in each project rubric |

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| | Principles of Design | <ul style="list-style-type: none"> • What are the principals of design? • How do you use the principals to help create strong designs? • What principals have designers used to make their art or advertising successful? | <ul style="list-style-type: none"> • Students will recognize a need for successful use of the principals of design in order to create successful designs • Students will develop their understanding of this vocabulary when critiquing art and designs | <ul style="list-style-type: none"> • Students will depend on the principals as a checklist for success in design | September and throughout the year | <ul style="list-style-type: none"> • Students will be evaluated on the creative use of the principals of design in each project rubric and through student teacher critique. Students will also be entering their designs in several competitions to be evaluated by various outside groups |
| LAYOUT | | <ul style="list-style-type: none"> • What makes a good layout? | <ul style="list-style-type: none"> • Apply the elements and principles of design | <ul style="list-style-type: none"> • Manipulate the principals of design to organize information, attract attention, and fulfill the function of the design | September throughout the year | <ul style="list-style-type: none"> • |
| PRINT QUALITY | Resolution File types | <ul style="list-style-type: none"> • What is resolution? • What are the best resolutions for specific jobs? • What is antialias? | <ul style="list-style-type: none"> • Students will be able to adjust the resolution of their images • Students will manipulate resolution and clarity to combine images from different sources | <ul style="list-style-type: none"> • Students will create a small scale design and keep readability clear | First marking period and throughout the remainder of the year | <ul style="list-style-type: none"> • Students will print out small scale buttons that can be read from a distance |
| | Making a mask layer | <ul style="list-style-type: none"> • What is a mask layer? • How could you use this concept to create interesting design? | <ul style="list-style-type: none"> • Make a mask of a solid circle the size of the predetermined button face • Use rulers and grids to maintain specific size format for a circle | <ul style="list-style-type: none"> • Use the mask technique and save the mask to create multiple designs | | <ul style="list-style-type: none"> • Create a button for an outside group that they can use to promote sales |

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| | | | | | | or ideas. Student-client approval |
| | Print Multiple Images / Print Layout | <ul style="list-style-type: none"> • How do you get multiples of an image on the same page? • How do I alter the layout of an image before it goes to print? | <ul style="list-style-type: none"> • Control the quality of the layout and spacing on the page • Use grids and guides to create clean layouts | <ul style="list-style-type: none"> • Send first quality documents to the printer | First Marking period and throughout the remainder of the year | <ul style="list-style-type: none"> • |
| TEXT PATH | Adjust the path your text will follow | <ul style="list-style-type: none"> • How do you get text to follow a curve? • How do you change the text to create depth? | <ul style="list-style-type: none"> • Use vector text and manipulate where the text flows • Use tools to deform text boxes | <ul style="list-style-type: none"> • Create interesting layouts with more variations of the text | October | <ul style="list-style-type: none"> • Included in the rubric for interesting layout and use of text as design |
| TYPOGRAPHY | History of text | <ul style="list-style-type: none"> • Why did different styles of type originate? • What caused a typography revolution? • What are the major categories that the various styles fall into? | <ul style="list-style-type: none"> • Understand the reasons for use of various type styles | <ul style="list-style-type: none"> • Practice and implement the use of various fonts in specific situations | October | <ul style="list-style-type: none"> • |
| | Type styles | <ul style="list-style-type: none"> • What is Serif or Sans Serif? • What is a decorative or script font? | <ul style="list-style-type: none"> • Students will be able to identify the various categories of fonts • Students will recognize the effect that certain fonts have on readability in design | <ul style="list-style-type: none"> • Students will be able to make good decisions about the fonts they choose for the job at hand | Introduced in Oct. and used throughout the year | <ul style="list-style-type: none"> • Readability and choice of font will be included in the rubric for the project • Group critique of student projects |
| EFFECTS | Computer generated manipulation of images | <ul style="list-style-type: none"> • What can the computer do to manipulate an image? • What categories do these effects fall into? • Why does an effect add interest to an image? | <ul style="list-style-type: none"> • Students will know the categories of effects that the software has to offer • Students will experiment with the options and various window controls to manipulate the many effects | <ul style="list-style-type: none"> • Students will use effects to alter an image and/or text | Oct. and November | <ul style="list-style-type: none"> • |

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| | Node edit of text | <ul style="list-style-type: none"> How can I alter preset vector shapes and text? | <ul style="list-style-type: none"> Students will understand the concept of nodes on vector objects Students will alter the shape of vector shapes and text to create original fonts | <ul style="list-style-type: none"> Create original fonts that will help communicate their specific message Illustrating a definition in the design of a single word | November | <ul style="list-style-type: none"> Rubric and student teacher critique Competition. Does the illustration define the word? |
| SURREALISM | Selection tools and clone tools | <ul style="list-style-type: none"> What is surrealism? How can the computer allow us to make a new reality? | <ul style="list-style-type: none"> Using multiple images fuse the images together to create a believable new reality Manipulate the tools to create detailed selections and integrate them with the students choice of another unrelated image or selection | <ul style="list-style-type: none"> Clean connections between unrelated images | December | <ul style="list-style-type: none"> Undetected edges between two or more images included in the rubric for the project |
| ADVERTISING | Logo Design | <ul style="list-style-type: none"> How do you get text to become a symbol? What logos have stood the test of time? What jobs are available in advertising for art students? | <ul style="list-style-type: none"> Students will look at preexisting logos and analyze their effectiveness Students will understand the concepts of unifying text and design Students will work to symbolize and simplify to adjust design | <ul style="list-style-type: none"> Create an original personal logo for themselves | January | <ul style="list-style-type: none"> Critique in which other students and teacher will recognize which logo symbolizes each student |
| BUSINESS CARD | | <ul style="list-style-type: none"> What type of advertising is face to face and often sealed with a hand shake? | <ul style="list-style-type: none"> Combine logo with specific information in a small format to create an original and informative business contact card | <ul style="list-style-type: none"> Create design in a confined format that is memorable and an easy to read advertisement | January | <ul style="list-style-type: none"> Mid term project will be a culmination of the software use and ability to create the layout of this personal card and the unified set of personal stationary |
| LETTERHEAD | | <ul style="list-style-type: none"> How can you make a personal contact with impact without a face to face meeting? | <ul style="list-style-type: none"> Create a unified set of letterhead to match the business card Recognize how to keep design | <ul style="list-style-type: none"> Create a stationary that is usable as a personal identification, | January | <ul style="list-style-type: none"> Part of the mid term |

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| | | | simple and clean and still create interest | (could be used for college essay's) | | |
| | Techniques for effective advertising | <ul style="list-style-type: none"> • What is A.I.D.A? | <ul style="list-style-type: none"> • Students will use the A.I.D.A guidelines for effective advertisements | <ul style="list-style-type: none"> • Create an advertisement based on their personal goals and or aspirations | January | <ul style="list-style-type: none"> • |
| | Approaches in advertising | <ul style="list-style-type: none"> • How do advertisers combine design and consumer theory • What is a target audience and how do we create design to match? | <ul style="list-style-type: none"> • Be an educated consumer knowing the techniques that are inflicted on you • Be able to recognize approaches in commercial and print advertising • Use various approaches in their advertisements | <ul style="list-style-type: none"> • Manipulate design and message to promote a desire for a product or service | January | <ul style="list-style-type: none"> • Ability to recognize approaches and use an appropriate approach in an advertisement, included in a rubric and critique |
| PACAKGE DESIGN | Point of sale advertising | <ul style="list-style-type: none"> • What techniques do advertisers use on commercial packaging? • What jobs are available in the field of product and package design? | <ul style="list-style-type: none"> • Create a package that has good design applied to the entire container • Understand the conversion from a 2-dimensional format to the 3-dimensional box | <ul style="list-style-type: none"> • Put the box together | February | <ul style="list-style-type: none"> • All advertising approaches and techniques are applied to this 3 dimensional design, included in the project rubric and the critique |
| COLLAGE | Layers Blend modes | <ul style="list-style-type: none"> • How do they make those collages that have multiple images and you can see through some of the imagery? • How does one layer effect another? | <ul style="list-style-type: none"> • Manipulate different pictures to create a composition that is aligned with the elements and principles of design • Experiment with the various blend mode effects that fuse images | <ul style="list-style-type: none"> • Combine images and maintain principles of design | | <ul style="list-style-type: none"> • |

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| COLOR MANIPULATION | Colorize Limit color pallet Two color process | <ul style="list-style-type: none"> • How can you create interesting designs without full color? • What are complimentary colors? • What kind of job could you get in the field of print design? | <ul style="list-style-type: none"> • Create different levels of attraction and focus using limited colors • Experiment with contrasting colors and various color schemes • Understand the connection between the color process and the printing industry | <ul style="list-style-type: none"> • Understand color impact on design | March | <ul style="list-style-type: none"> • Entries for planner cover design and other outside agencies for contests. The winners will receive cash prizes and have their design mass produced for public circulation |
| POSTER DESIGN | Large format printing | <ul style="list-style-type: none"> • How does layout vary with larger space? • How do you maintain quality of the image in a larger format? • How does emphasis change in poster design? | <ul style="list-style-type: none"> • Create visually exciting large images • Experiment with layout and readability from a distance, and at a glance | <ul style="list-style-type: none"> • Print large scale poster with high quality layout and design | March | <ul style="list-style-type: none"> • Entries given to outside agencies for judging and cash prizes and public recognition • Rubric will also evaluate layout and design quality |
| ILLUSTRATION | Working with a client | <ul style="list-style-type: none"> • How will your art be different if you have to communicate someone's ideas other than your own? • How can you incorporate your own ideas without overpowering your client? | <ul style="list-style-type: none"> • Communicating with others to achieve a unified idea that satisfies both parties • Collect information, likes and dislikes to formulate a successful merger | <ul style="list-style-type: none"> • Group work • Communication • Experience a client relationships | April | <ul style="list-style-type: none"> • Successful gathering of information to illustrate a character, settings and story line |
| | Character Development | <ul style="list-style-type: none"> • What is the character's personality? • How do you capture the character and the personality? • How can you keep the character simple | <ul style="list-style-type: none"> • Create a character that is interesting visually • Create a character that fits the client's description • Create a character that can be manipulated for effect throughout the story | <ul style="list-style-type: none"> • Maintain the character throughout the story | April | <ul style="list-style-type: none"> • Character fits the client description • Included in the rubric for this project |

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| | | enough to manipulate his/her body language? | | | | |
| | Layout | <ul style="list-style-type: none"> • What is a mock-up? • How do you plan the placement of text and imagery? | <ul style="list-style-type: none"> • Recognize and create clean layouts • Create a design concept that will foster unity between all the layouts • Create visually interesting combinations of text and image • Edit process, spell check and grammar check before production | <ul style="list-style-type: none"> • Maintain the correct number of layouts and complete the story without mistakes | April and May | <ul style="list-style-type: none"> • Rubrics for individual pages • Maintaining the entire story |
| | Production | <ul style="list-style-type: none"> • How do you make the book, hard copy? | <ul style="list-style-type: none"> • Print and cut the layouts • Fold and crease all the pages • Maintain the order of the pages • Glue the cover and fold it to create a clean and neat binding • Dry the book | <ul style="list-style-type: none"> • Produce a hard copy of the book that is in correct order and neat | May | <ul style="list-style-type: none"> • Present the book to the client for approval • Rubric and class critique to evaluate all the steps and final result |
| ANIMATION AND VIDEO | Intro to Animation software | <ul style="list-style-type: none"> • What is different in the software? • What similarities are their between software? • How can I use images created in other formats in the new software? | <ul style="list-style-type: none"> • Learn the uses and process of animation software • Import images from other formats | <ul style="list-style-type: none"> • Manipulate through the new software with confidence | May and June | <ul style="list-style-type: none"> • |
| | Character and story development | <ul style="list-style-type: none"> • Who is your character? • What task will your character complete? • What conflict will interrupt that task? • How will your character overcome that conflict? | <ul style="list-style-type: none"> • Develop Character expression • Develop character posture • Exaggerate and emphasis outward signs of your character's personality • Write a basic script to follow task, conflict and resolution | <ul style="list-style-type: none"> • Finalize the design of the character • Finalize the story line | June | <ul style="list-style-type: none"> • Produce the animation as a culmination of all the design skills and computer skills achieved throughout the year |

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| | Tool Bars | <ul style="list-style-type: none"> • How do you add frames? • How do you control the speed of each frame? • How do you create a consistent background? • How do you change the background? | <ul style="list-style-type: none"> • Experiment with each of the items on the tool bars • Experiment with frame properties | <ul style="list-style-type: none"> • Use the tool bars to manipulate through the program | June | <ul style="list-style-type: none"> • Use the new tools to produce an animation |
| | Transitions | <ul style="list-style-type: none"> • How can you get from one frame to another with style? | <ul style="list-style-type: none"> • Experiment with frame transitions • Experiment with text transitions | <ul style="list-style-type: none"> • Finalize transitions to create flow throughout the animation | June | <ul style="list-style-type: none"> • Create an animation with smooth transitions to be shown to an audience |
| | Effects | <ul style="list-style-type: none"> • How can you add drama or emphasis to the animation frame? | <ul style="list-style-type: none"> • Experiment with the types of effects and the options for each effect • Choose effects that fit with the story | <ul style="list-style-type: none"> • Finalize effects to emphasize importance in the story | June | <ul style="list-style-type: none"> • Create an animation with effects to emphasize areas of the animation conflict and conclusion • Animation to be evaluated the final project |

COURSE: Advanced Photography
GRADE LEVEL: 10-12

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
|---------------------|-----------------|----------------------|---|--|-----------------------|---|
| CAMERA | Lenses | • | <ul style="list-style-type: none"> Know and understand the different categories of lenses available to the photographer and their specific uses | <ul style="list-style-type: none"> Use different mm lenses for their assignments | 1 st week | <ul style="list-style-type: none"> Observe the differences between lenses from their negatives |
| | Formats | • | <ul style="list-style-type: none"> Know and understand the uses for different camera formats | <ul style="list-style-type: none"> Examine the different types of camera formats | 1 st week | <ul style="list-style-type: none"> Be able to tell the difference between different camera format negatives. |
| | Depth of Field | • | <ul style="list-style-type: none"> Review DOF and demonstrate successful use in photographic assignments | <ul style="list-style-type: none"> Take photographs using different f/stops | On going | <ul style="list-style-type: none"> Print photographs demonstrating DOF |
| | Film | • | <ul style="list-style-type: none"> Know and understand different types of film and select proper film for right situation | <ul style="list-style-type: none"> Take photographs in different lighting situations using films of different ASA/ISO | On going | <ul style="list-style-type: none"> Successfully print photographs from different types of film |
| LIGHTING | Available Light | • | <ul style="list-style-type: none"> Study effects of available light on specific subjects Demonstrate properly exposing film under these lighting conditions | <ul style="list-style-type: none"> Take several photographs of people under available light. | On going | <ul style="list-style-type: none"> Successfully print negatives exposed under available light. |
| | Flash | • | <ul style="list-style-type: none"> Use flash as a means of supplementing the light available | <ul style="list-style-type: none"> Take a roll of film using flash as a supplemental | On going | <ul style="list-style-type: none"> Successfully print negatives shot with flash. |

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| | | | | light. | | |
| | Direction of Light | • | <ul style="list-style-type: none"> Use directional light as a means of creative expression | <ul style="list-style-type: none"> Take several rolls of film using directional light as a means of expression | On going | <ul style="list-style-type: none"> Present mounted photographs, which successfully demonstrate an understanding of directional light. |
| ASSIGNMENTS | Photographers | • | <ul style="list-style-type: none"> Study various photographers who have made significant contributions to photography Apply techniques of these photographers to their own work | <ul style="list-style-type: none"> Research photographers that interest the student. Take photographs which using the style of the photographer they have chosen. | On going | <ul style="list-style-type: none"> Put up a display of their work along with examples of the photographer's work. |
| | Portraits | • | <ul style="list-style-type: none"> Study different methods of producing creative portraits Demonstrate an understanding of these methods | • | On going | • |
| TECHNIQUES | Texture | • | <ul style="list-style-type: none"> Use texture in photos through the use of texture screens | • | On going | • |
| | Color | • | <ul style="list-style-type: none"> Demonstrate the impact of color in photos using various photo-coloring methods | • | On going | • |
| | Space | • | <ul style="list-style-type: none"> Demonstrate how space effects composition through the use of paper negative and solarization techniques | • | On going | • |
| | Mass | • | <ul style="list-style-type: none"> Create 2-D and 3-D space through techniques of people panoramas and spaced panoramas | • | On going | • |

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| | Line | • | • Demonstrate the use of line in photography to indicate direction and understand how vertical, horizontal, and diagonal lines can be used creatively | • | On going | • |
| TECHNIQUES | Sandwich Printing | • | • Select two different negatives and combine them to create a new photograph | • | On going | • |
| | Vignetting & Photograms | • | • Learn and demonstrate techniques used in earlier times creatively | • | On going | • |
| | Photo Montage | • | • Create a new photograph from several other photographs by cutting and pasting to make a photographic statement | • | On going | • |
| | Print Distortion | • | • Alter original photographs creatively through various darkroom techniques | • | On going | • |
| PORTFOLIO | Dry Mounting | • | • Dry mount photographs onto mat board for presentation | • | On going | • |
| | Spotting | • | • Remove dust spots from photographs through the technique of spotting | • | On going | • |
| | Mat Cutting | • | • Cut a window mat | • | On going | • |
| | Preparation | • | • Prepare a portfolio of their best work for presentation at the end of the course | • | | • |

COURSE: Studio in Advanced Drawing and Painting
GRADE LEVEL: Mixed (Mostly 11th And 12th Graders)

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS | WHEN STUDENT DOES IT: | ASSESSMENTS: |
|---------------------|--|---|--|--|--|---|
| DRAWING | Vocabulary Reintroduction (multiple version on one object) | <ul style="list-style-type: none"> Do you know what mixed media means? | <ul style="list-style-type: none"> Student will recognize the same vocabulary we used in class last year. Since this class has a prerequisite of the drawing and painting class students will have vocabulary sheets Review | <ul style="list-style-type: none"> Create a drawing incorporating multi materials | September | <ul style="list-style-type: none"> Was student able to unify the work? How? What methods did they use? |
| SKETCHBOOK | Journal creativity, experimentation, media exploration | <ul style="list-style-type: none"> What mediums are you unfamiliar with? What mediums do you need to improve your technique? What happenings, events, information or mementos do you want to record of your year in art? | <ul style="list-style-type: none"> Students will have a record of experimentation with various mediums for reference for future projects were medium of choice is required Students will have a journal of the year to reflect on their growth in art | <ul style="list-style-type: none"> Creativity and experimentation on their own | Throughout the year. One ½ of the book will be due before mid terms the final book completed by June 1 | <ul style="list-style-type: none"> Teacher evaluation and student evaluation based on the rubric |
| SUMMER PROJECTS | Extra projects encouraged over the summer months complete freedom given to extend what was learned over the year | <ul style="list-style-type: none"> Why did you choose the project choice that you did? Does the medium, size and technique work with the topic? | <ul style="list-style-type: none"> Students entering this course were encouraged to complete Art during the months of July and August Document time spent (#hours) | <ul style="list-style-type: none"> Create a work away from the structure of the classroom Logging time spent | Summer – September | <ul style="list-style-type: none"> Does the work reflect commitment, effort and an ability to work independently |
| DRAWING | Still Life | <ul style="list-style-type: none"> Why do we work from the still life? | <ul style="list-style-type: none"> Students will produce a work that is an interpretation of a group still life (students may move from seat to seat in the classroom to work on the drawing each day from a different vantage point, and have a choice of materials and many different | <ul style="list-style-type: none"> The ultimate test of the art student to look, see and then draw | September October November | <ul style="list-style-type: none"> Does the student demonstrate an ability to look, see and draw in a realistic |

| | | | techniques will be available for their use | | | setting |
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| FIGURE DRAWING | Home Project # 1 and #2. Students can choose the order of which they will produce these pieces | <ul style="list-style-type: none"> • What is the importance of drawing and creating away from the art studio at school • How will I plan my time to complete these projects outside of class? | <ul style="list-style-type: none"> • Students will produce a self portrait (it may take on any number of aspects, i.e., a portrait with an attitude or it may be a portrait with 3 people you admire; it may be a portrait in the mirror) • Students will produce a composition with an architectural reference. (it could take the form of one important building or façade, or it could be a collaboration of styles and architectural icons fused into one composition) | <ul style="list-style-type: none"> • Choice of methods and techniques for the student | September October and November | <ul style="list-style-type: none"> • Did the student put forth the effort, understand the project and complete the work to the best of their ability. • Did the student plan? • Teacher student rubric |
| FIGURE DRAWING | The Eight Head Theory | <ul style="list-style-type: none"> • How do you keep the proportions of the figure realistic? | <ul style="list-style-type: none"> • Students will be able to sketch the figure from a model, and capture the proper proportions. Standing, sitting, and reclining | <ul style="list-style-type: none"> • Foreshortening of the torso and extremities • Twisting of the torso and extremities | October | <ul style="list-style-type: none"> • Sketches in the sketchbook, large quick drawings in various mediums |
| | Gesture drawing | <ul style="list-style-type: none"> • How do you capture the gesture of the figure? • How do you suggest movement and position? | <ul style="list-style-type: none"> • Students will use more permanent mediums (ink and marker) to capture the main idea of the figures | <ul style="list-style-type: none"> • Decipher the figure and look at what is important to capture to acquire the feeling or mood of the figure | October | <ul style="list-style-type: none"> • Several larger more permanent exercises |
| | Rendering the figure | <ul style="list-style-type: none"> • How do you add form and detail to the figure? • How does the figures muscular structure look? • How do you add clothing that fits over the form? | <ul style="list-style-type: none"> • Students will sketch from images of the figure. First to get proportions, then add form to the structure • Students will work on shading the light effects on the figure using a light source • Students will draw from models and render them with a choice of mediums | <ul style="list-style-type: none"> • Students will capture the realistic proportions and 3D form of a figure | October and November | <ul style="list-style-type: none"> • Long term project with critique at the half-way pint • Student and teacher rubric and critique |

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| MID TERM | Drawing and or painting or mixed media | <ul style="list-style-type: none"> • Mid-year project | <ul style="list-style-type: none"> • What topic can you relate to? • Which medium will best convey your ideas? | <ul style="list-style-type: none"> • Complete one of the mid-year projects assigned that will incorporate drawing and or painting skill and knowledge of composition | December – January | <ul style="list-style-type: none"> • Student and teacher rubric and critique • Participate in Open Studio time |
| ADVANCED PAINTING | Color Theory and Experimentation | <ul style="list-style-type: none"> • Can you see a difference working with oil paints? Why is oil paint different than other paint you've used? | <ul style="list-style-type: none"> • Students will now enter into a unit of painting problems • Students will be introduced to painting techniques and styles • Students will produce several paintings in a variety of mediums and mixed media • Students will work with watercolor, oil and tempura paint, along with crapas, colored pencil and pastel | <ul style="list-style-type: none"> • Learn to work with oil paint | January February March April May June | <ul style="list-style-type: none"> • Students ability to move smoothly to a new material |
| PAINTING AND OR DRAWING | 3 rd Quarter Home Project | <ul style="list-style-type: none"> • What would you like to do if given a change? | <ul style="list-style-type: none"> • Students will write a project proposal with very specific methods they will use to carry the project to completion • Students will describe materials needed to complete the work as well as establish a rubric for evaluation | <ul style="list-style-type: none"> • Students choice | March April | <ul style="list-style-type: none"> • Does the student display knowledge of materials used as well as a competency with the materials? |
| | Final Project | <ul style="list-style-type: none"> • Is your final project going to show a culmination of the experiences you've had working in the advanced drawing studio this year? | <ul style="list-style-type: none"> • Students will take a traditional subject and treat it in a non-traditional way • Students will be asked to research the work of a variety of contemporary artists, including James Dine, Robert Rauschenburg, Claes Oldenberg, Audrey Flacke, and others • An early discussion and proposal approval of the projected work will be an integral part of the process • Students will establish a rubric and create a method of evaluation for | <ul style="list-style-type: none"> • Students choice | June | <ul style="list-style-type: none"> • Is the project of the quality and caliber that shows the culmination of a year of advanced instruction? |

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| | | | the piece | | | |
| | | • | <ul style="list-style-type: none"> • Students will be required to and be able to self evaluate, both in writing and verbally • Students will evaluate each project as part of the grading process • Students will be responsible to speak about work or works as part of class critiques | • | | • |

COURSE: Advanced Pottery
GRADE LEVEL: 11-12

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS |
|---------------------|--|--|--|---|-----------------------|---|
| INTRODUCTION | Expectations | <ul style="list-style-type: none"> • How do you get an? • What is a cooperative studio? • What do you remember? • What is a perfect pot? | <ul style="list-style-type: none"> • Course curriculum and grading policy • General rules of clay • Skill levels • Importance of a cooperative learning environment for the arts and creative thinking | <ul style="list-style-type: none"> • Identify and recite necessary rules for working in clay • Brainstorm criteria of a "perfect pot" • Discuss criteria of a well made pot/art form • Create a general guide for the evaluation of all work created throughout the course | Week 1 | <ul style="list-style-type: none"> • Participation of listed activities • Checklist to assess skill level and interests |
| THROWING | Cylinders Individual skill levels | <ul style="list-style-type: none"> • Where are you at? • How is a cylinder thrown? • What are your goals? | <ul style="list-style-type: none"> • Basic Knowledge of : • Wedging • Centering • Opening • Pulling • Forming • Trimming | <ul style="list-style-type: none"> • Observation of throwing demonstration • Create a thrown cylindrical form • Exhibit a starting point of their own skill level on the potter's wheel to base/compare their own learning • Critique work verbally using elements and principles | Week 2 & 3 | <ul style="list-style-type: none"> • Creation of cylinder at individual skill • Verbal group critique |

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| GLAZING | Review of glazes | <ul style="list-style-type: none"> • How do you glaze a pot? | <ul style="list-style-type: none"> • Proper glaze choices for individual forms • Mixing and applying glazes • Brief introduction to kilns and firings | <ul style="list-style-type: none"> • Complete worksheet on glaze types • Observation/discussion of glaze applications • Glazing of bisqued pottery | Week 4 | <ul style="list-style-type: none"> • Visual analysis of glazed ware |
| | Small Bowls | <ul style="list-style-type: none"> • How is throwing a bowl different from a cylinder? • Where does the foot go? | <ul style="list-style-type: none"> • Differences in centering and pulling a bowl form • Analyze proper placement of a foot • Trimming a foot • The relation of form and function in a bowl | <ul style="list-style-type: none"> • Observation of throwing a bowl • Comparison of functional vs. decorative bowls • Complete a worksheet by drawing feet on given curves, etc. • Create three bowl forms | Week 4, 5 & 6 | <ul style="list-style-type: none"> • Rubric: student/teacher • Individual verbal critique • Group critique |
| | Mugs | <ul style="list-style-type: none"> • What are the parts of a mug? • How is form related to function? • How are the art elements used in a mug? | <ul style="list-style-type: none"> • Positive and negative space play in the proportion and balance of the body and handle | <ul style="list-style-type: none"> • Complete worksheet on parts, functions, forms, and handles • Observation of throwing and altering mug forms • Observation of methods for creating handles • Analysis of how a mug must be designed to meet its function • Create three various mugs with handles | Week 7, 8 & 9 | <ul style="list-style-type: none"> • Rubric • Class critique |
| | Pitchers and vases | <ul style="list-style-type: none"> • How is shape added to a cylinder? • How is a spout made | <ul style="list-style-type: none"> • Students will be able to continue practicing throwing skills to make larger cylinders | <ul style="list-style-type: none"> • Observation and discussion of creating various | Week 10, 11 & 12 | <ul style="list-style-type: none"> • Student critique of peers work • Rubric: |

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| | | | <ul style="list-style-type: none"> Students will manipulate the cylinder to control shape and form Students will analyze form and how it can be interpreted | <ul style="list-style-type: none"> vase and pitcher forms Create one pitcher and one vase | | student/teacher |
| | Bottle forms | <ul style="list-style-type: none"> how can I make a long neck What proportions looks best? | <ul style="list-style-type: none"> Create tall cylindrical forms | <ul style="list-style-type: none"> Create as many forms possible during the given time Use various clay tools to create the form | Week 13, 14 & 15 | <ul style="list-style-type: none"> Rubric Class critique |
| | Covered containers | <ul style="list-style-type: none"> What types of lids and containers are there? What are the individual functions? How are lids and flanges made? How are knobs added? | <ul style="list-style-type: none"> Students will use calipers to measure accurately Students will understand the relationship between the lid and flange, analyzing which type is best for the size and proportion of the form Students will understand the relation of form and function of lids, knowing when it is necessary to add knobs or handles Students will identify forms from previous assignments and learn to use them in a different orientation | <ul style="list-style-type: none"> Observation and discussion of throwing technique Choose a specific item/food for the container in order to design the form according to the function Create two or more covered containers choosing two or more different lid/flange types | Week 16, 17 & 18 | <ul style="list-style-type: none"> Group verbal critique Individual evaluation |
| | Large bowls | <ul style="list-style-type: none"> How is a large, wide form made? How can I be more creative with decoration? | <ul style="list-style-type: none"> Identify and choose from various building techniques to form a bowl Know and identify various decorative techniques Analyze forms and decoration to understand how they were create | <ul style="list-style-type: none"> Create large bowls Research and practice decorative techniques Use a decorative technique on the bowl not previously used | Week 19 , 20 & 21 | <ul style="list-style-type: none"> Rubric |

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| CREATIVE PROBLEM SOLVING | "Creative Constructions" | <ul style="list-style-type: none"> How can you change a 2-D shape into a 3-D form? | <ul style="list-style-type: none"> Understand the differences between 2D and 3D Transfer and create an image into a form | <ul style="list-style-type: none"> Create functional or nonfunctional forms Interpreting shape into form Creative problem solving skills | Week 22, 23 & 24 | <ul style="list-style-type: none"> Shared discussion of ideas |
| | Incorporated objects | <ul style="list-style-type: none"> Will the form enhance the object OR will the object enhance the form? How and when can other objects be added to the clay? | <ul style="list-style-type: none"> Brainstorm using pennies and clay to make up ten different forms Design a form that incorporates another material | <ul style="list-style-type: none"> Creative problem solving Create the form to incorporate Attach object | Week 25, 26, 27 & 28 | <ul style="list-style-type: none"> |
| GLAZE CALCULATIONS | Color testing | <ul style="list-style-type: none"> What is a base glaze? How are colors made? What are the colorants? | <ul style="list-style-type: none"> Understand the types/characteristics of glazes Know what results can be expected from colorants and combination of colorants Know how to find a base glaze recipe Know how to calculate percentages Know how to read a glaze recipe | <ul style="list-style-type: none"> Create a glaze board of the color testing tiles Analyze results of color testing Mix a new batch of glaze | Week 29, 30 & 31 | <ul style="list-style-type: none"> Completion of glaze board with results Completion of new batch |
| FIRING OPTIONS | RAKU-saggar and pit firing | <ul style="list-style-type: none"> What is RAKU? What forms will work well for this type of firing? | <ul style="list-style-type: none"> Know the history of the raku process Know the differences between raku clays and other bodies Visit a working studio outside of the classroom Made aware of saggar and pit firings & how they are similar to raku | <ul style="list-style-type: none"> Field trip to raku studio to complete a raku firing Understanding of slight glazing variations in thickness and their effect on the finished piece | Week 32, 33 & 34 | <ul style="list-style-type: none"> Attendance of field trip Completion of a raked piece Analyze finished work |
| FINAL PROJECT (EXAM) | tea or coffee set | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | Week 35-end of year | <ul style="list-style-type: none"> |

COURSE: AP ART HISTORY
GRADE LEVEL: 11/12

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| INTRODUCTION TO ART HISTORY | Important art terms Course requirements 2 term papers Unit tests | <ul style="list-style-type: none"> • What constitutes art? • What overt/covert elements effect its creation? • What part do Patrons play in the creation and preservation of art? | <ul style="list-style-type: none"> • Recognize the language of art/specific art terminology • Research and write 2 term papers on assigned topics • Study and review for unit tests throughout the year to prepare for AP exam | • | Continuously from this point on Term papers January/June | <ul style="list-style-type: none"> • Discussion/feedback • Ongoing element in tests and quizzes. |
| PREHISTORIC ART IN EUROPE | <u>3 basic art categories:</u> Painting Sculpture Architecture | <ul style="list-style-type: none"> • What is important to early man? • How are the major elements of environment and spirituality reflected in painting, sculpture architecture? | <ul style="list-style-type: none"> • Identify and discuss type and characteristics as well as societal philosophies where appropriate, of painting, sculpture architecture from this time period using a verbal or written format | • | September | <ul style="list-style-type: none"> • Individual/group discussion • Friday specials • Unit test |
| ART OF ANCIENT NEAR EAST | Sumer, Akkad, Babylonia, Assyria, Neobabylonia Persia | <ul style="list-style-type: none"> • How does geography effect Mesopotamian art? • How does societal organization effect the creation of art in Mesopt. Sculpture/architecture? • What unifying forms/characteristics best describe Mesopotamian sculpture/architecture? | <ul style="list-style-type: none"> • Identify and discuss type and characteristics as well as societal philosophies where appropriate, of painting, sculpture architecture from this time period using a verbal or written format | • | September | <ul style="list-style-type: none"> • Group/Individual discussion • Friday specials • group research activity • Unit test |
| ART OF ANCIENT EGYPT | Early Dynastic Old, Middle, New Kingdoms | <ul style="list-style-type: none"> • How does geography effect Egyptian art? • How does the Egyptian concept of the afterlife govern the creation of art? • What specific characteristics {canons} | <ul style="list-style-type: none"> • Identify and discuss type and characteristics as well as societal philosophies where appropriate, of painting, sculpture architecture from this time period using a verbal or written format. | • | September | <ul style="list-style-type: none"> • Group/individual Discussion • Friday specials • Unit test |

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| | | <p>govern the creation of sculpture/ptg. In Egypt?</p> <ul style="list-style-type: none"> • How does Egyptian architecture establish man's relationship to the "gods"? | <ul style="list-style-type: none"> • Students should also begin comparing, contrasting, and connecting art from one period/culture to another. | | | |
| AEGEAN ART | Cycladic Minoan Mycenaen | <ul style="list-style-type: none"> • How does geography effect the creation of art on/off the Greek mainland? • What does sculpture/arch. Reveal about the societal values of this area? Spiritual? • What elements of subject, form, color characterize Aegean art in ptg., arch.sculpt.? | <ul style="list-style-type: none"> • Identify and discuss type and characteristics as well as societal philosophies where appropriate, of painting, sculpture architecture from this time period using a verbal or written format. • Students should also begin comparing, contrasting, and connecting art from one period/culture to another. | • | October | <ul style="list-style-type: none"> • Friday specials • Slide discussion |
| ART OF ANCIENT GREECE | Geometric Orientalizing Archaic Early and High Classical Hellenistic | <ul style="list-style-type: none"> • How does the Greek belief that "Man is the essence of all things" effect the creation of art in this culture? • How does the Greek philosophy of aesthetics govern the three basic Greek "orders"? • What characteristics of form describe Greek sculpture in the Archaic, Classical, Hellenistic periods? • How does the Greek concept of "god"/man effect subjects/attitudes in all art forms? | <ul style="list-style-type: none"> • Identify and discuss type and characteristics as well as societal philosophies where appropriate, of painting, sculpture architecture from this time period using a verbal or written format. • Students should also begin comparing, contrasting, and connecting art from one period/culture to another. | • | October | <ul style="list-style-type: none"> • Slide discussion • Slide recognition • Friday specials • Unit test • Chart activity |
| ETRUSCAN AND ROMAN ART | Etruscan, Early Republic, Early & Late Empire | <ul style="list-style-type: none"> • What effect does geography have on Etruscan/Roman art forms? • How does Greek art influence Roman art? | <ul style="list-style-type: none"> • Identify and discuss type and characteristics as well as societal philosophies where appropriate, of painting, sculpture architecture from this time period using a verbal | • | End of October November | <ul style="list-style-type: none"> • Slide discussion/recog • Friday specials • Unit test • Oral presentation |

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| | | <ul style="list-style-type: none"> • What is the Roman concept of god/man? • What cultural/societal issues are emphasized in Roman arch.? • What characteristics of form reveal Roman attitudes of temporal/religious power? | <ul style="list-style-type: none"> • or written format. • Students should also begin comparing, contrasting, and connecting art from one period/culture to another. | | | |
| EARLY CHRISTIAN BYZANTINE ART | Romans Christians, Imperial Christians, Early/Late Byzantine | <ul style="list-style-type: none"> • What effect does the concept of Monotheism have on the creation of art? • What is the Christian aesthetic of form? • What is the Christian attitude regarding the relationship between god and man? • What changes in ptg./arch./sculp. Reflect the new Christian philosophy? • What are the Byzantine concepts of religious/temporal power and what art forms best reflect this? • What are specific characteristics of color,form,composition that reveal the Byzantine Christian aesthetic? | <ul style="list-style-type: none"> • Identify and discuss type and characteristics as well as societal philosophies where appropriate, of painting, sculpture architecture from this time period using a verbal or written format. • Students should also begin comparing, contrasting, and connecting art from one period/culture to another. | • | November | <ul style="list-style-type: none"> • Slide discussion • Friday special • Unit test |
| ISLAMIC ART | Early/Late Islamic art | <ul style="list-style-type: none"> • How does the Islamic form of monotheism effect basic art forms? • What characteristics of form best describe Islamic 2D art? • How does the development of the | <ul style="list-style-type: none"> • Identify and discuss type and characteristics as well as societal philosophies where appropriate, of painting, sculpture architecture from this time period using a verbal or written format. • Students should also begin comparing, contrasting, and | • | November | <ul style="list-style-type: none"> • Slide discussion • Friday special • Unit test |

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| | | mosque reflect the practices of the Islamic religion? | connecting art from one period/culture to another. | | | |
| ART OF INDIA PRE 1100 | Early, Middle, Late periods | • | • Identify, recognize the basic characteristics of Indian Art/Philosophy as seen in a limited number of examples of paint, sculpture, architecture | • | December | • |
| CHINESE JAPANESE ART PRE 1392 | Daoism, Confucianism Calligraphy Zen | • | • Identify, recognize the basic characteristics of Indian Art/Philosophy as seen in a limited number of examples of paint, sculpture, architecture | • | December | • |
| ROCOCO FRANCE | Decorative Arts | <ul style="list-style-type: none"> • What does Rococo art reflect about French society at the end of the Baroque period? • What basic characteristics dominate Rococo color/form? • What other influences begin to emerge during this period in France {spec. V.Lebrun and Chardin}? • What effect does the French Academy have in England and their notion of painting "in the Grand Manner"? | • Identify, recognize the basic characteristics of Indian Art/Philosophy as seen in a limited number of examples of paint, sculpture, architecture | • | December | <ul style="list-style-type: none"> • Slide discussion • Friday special • Part of Baroque unit test |
| ART OF INDIA POST 1100 | Late medieval Mughal Rajput | • | • General recognition as outlined earlier for non-western art | • | End of February March | • |
| ART OF CHINA & JAPAN POST 1280 | Dynastic periods Chinese landscapes Floating World block prints | • | • General recognition as outlined earlier for non-western art | • | End of February March | • |
| ART OF THE AMERICAS | Aztec, Inca, Northwest Coast, Totems, glyphs | • | • General recognition as outlined earlier for non-western art | • | End of February March | • |

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| <p>NEOCLASSICISM ROMANTICISM EUROPE/U.S.</p> | <p>American/French revolutions Industrial revolution Landscape Barbizon School Hudson River School</p> | <ul style="list-style-type: none"> • What part does Neoclassicism play in defining the principles of the French revolution? • What is the Neoclassical definition of “hero” and how is this reflected in painting and sculpture? • How does the French Academy regulate the ideas of both Neoclassicism and romanticism? • How does the English concept of “landscape” define that country’s Romantic ideal? • What are the influencing factors in neoclassical arch.? • What are the American Romantic ideals as expressed in the Hudson River School? | <ul style="list-style-type: none"> • Connect, compare, analyze, utilizing art vocabulary, painting, sculpture, architecture on the basis of style characteristics as influenced by part/ present in both verbal and written formats | <ul style="list-style-type: none"> • | <p>March</p> | <ul style="list-style-type: none"> • Slide discussion • Friday special • Unit test |
| <p>REALISM IMPRESSIONISM EUROPE/U.S.</p> | <p>Technological advancements photography French Academy “Art for art’s sake”</p> | <ul style="list-style-type: none"> • How does realism reflect the new social conscience of the 19th cent.? • What is the declining role of the French academy? • How does the concept of “art for art’s sake” become reflected in Impressionism? • How do the technologies of the Industrial Revolution effect painting and the decorative arts? • What elements of both Realism/Impressionism figure in the sculpture of Rodin? | <ul style="list-style-type: none"> • Connect, compare, analyze, utilizing art vocabulary, painting, sculpture, architecture on the basis of style characteristics as influenced by part/ present in both verbal and written formats | <ul style="list-style-type: none"> • | <p>March</p> | <ul style="list-style-type: none"> • Slide discussion • Friday Special • Unit test |

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| | | <ul style="list-style-type: none"> • What effect does photography have on traditional art forms? • How does new technology effect architecture? • How does architecture reflect the goals of the Industrial revolution? | | | | |
| MODERNISM EUROPE/U.S | Post impressionism Expressionist movements Cubism Art Nouveau skyscraper | <ul style="list-style-type: none"> • How are traditional uses of color/form changed in the post impress. And Expressionist period that follows? • How is Art Nouveau expressed in the decorative arts and architecture? • What is the overt/covert rational for abstract art; such as Cubism and Expressionism? • What are the effects of the political/social conditions in Germany on the art of pre WWI? • How is the isolationism of America expressed in the art of this period? | <ul style="list-style-type: none"> • Connect, compare, analyze, utilizing art vocabulary, painting, sculpture, architecture on the basis of style characteristics as influenced by part/ present in both verbal and written formats | • | April | <ul style="list-style-type: none"> • Slide discussion • Friday special |
| ART OF THE AMERICAS PRE 1300 | Olmec, Maya, Mound builders | • | <ul style="list-style-type: none"> • Connect, compare, analyze, utilizing art vocabulary, painting, sculpture, architecture on the basis of style characteristics as influenced by part/ present in both verbal and written formats | • | April | • |
| ANCIENT AFRICAN ART | Sub Sahara Benin Zimbabwe | • | <ul style="list-style-type: none"> • Connect, compare, analyze, utilizing art vocabulary, painting, sculpture, architecture on the basis of style characteristics as influenced by part/ present in | • | April | • |

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| | | | both verbal and written formats | | | |
| EARLY MEDIEVAL ART | Scandinavian Britain, Ireland, Carolingian Ottonian | <ul style="list-style-type: none"> • What effect did the incursions of invaders have on the art of northern Europe? • What part did the monestaries play in preserving ancient cultures? • What civilizing effect did Christianity have on societal structures in the early Medieval period? • How did Charlemagne's personal interest in Classical learning and art effect manuscripts/arch. In northern Europe? | <ul style="list-style-type: none"> • Identify, discuss, connect style characteristics of ptg., sculpt., arch. in verbal and written formats. • Also philosophical implications on subject matter and style | • | April | • |
| ROMANESQUE ART NORTHERN EUROPE/ITALY | Architecture books, tapestry, arch., sculpture | <ul style="list-style-type: none"> • Why is the rom. Style universal throughout Europe • How does the rom style reflect classical traditions as well as the power of the Catholic church? • What does the construction of a cathedral imply about societal structure? • What specific engineering innovations develop, as a result of large-scale construction needs? • How does sculpture answer the needs of an illiterate populous? What form does it take? • What effect do "pilgrimages" have on the design of churches? | <ul style="list-style-type: none"> • Identify, discuss, connect style characteristics of ptg., sculpt., arch. in verbal and written formats. • Also philosophical implications on subject matter and style | • | November | <ul style="list-style-type: none"> • Slide discussion • Manuscript examples • Friday special • Part of Romanesque unit test |

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| <p>GOTHIC ART FRANCE ENGLAND</p> | <p>Stained glass height/light Pilgrimage churches</p> | <ul style="list-style-type: none"> • How does Abbot Suger's philosophy of light effect Gothic design? • What changes in both form/location occur in Gothic church sculpture? • What are the regional Gothic styles of England and Italy? • How does the invention of oil paint influence painting in the north? • How does disguised symbolism reflect both religious and classical tradition? • What are the characteristics of the International Style? • What effect do the crusades have on society/art? | <ul style="list-style-type: none"> • Identify, discuss, connect style characteristics of ptg., sculpt., arch. in verbal and written formats. • Also philosophical implications on subject matter and style | <ul style="list-style-type: none"> • | <p>End of Dec./ January</p> | <ul style="list-style-type: none"> • Slide discussion • Friday special • Unit test |
| <p>EARLY RENAISSANCE NORTHERN EUROPE/ITALY</p> | <p>Linear perspective, oil paints, disguised symbolism, monumental sculpture</p> | <ul style="list-style-type: none"> • What political atmosphere sparks the early Ren. In Florence? • How are classical traditions of painting and sculpture reflected in early Ren. Art? • How does the discovery of linear perspective effect painting? • How does the Humanist philosophy "humanize" art? • How does science begin to connect with art to | <ul style="list-style-type: none"> • Identify, discuss, connect style characteristics of ptg., sculpt., arch. in verbal and written formats. • Also philosophical implications on subject matter and style | <ul style="list-style-type: none"> • | <p>December</p> | <ul style="list-style-type: none"> • Slide discussion • Friday special • Mid term |

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| | | establish classical Ren. Arch.? | | | | |
| HIGH RENAISSANCE MANNERISM | DaVinci, Raphael Titian Tintoretto chiaroscuro sfumato | <ul style="list-style-type: none"> • What elements of composition, light, and form mark the H. Ren.? • What is the importance of the patron during this time? • How does the concept of “artist” change during the H. Ren.? | <ul style="list-style-type: none"> • Identify, discuss, connect style characteristics of ptg., sculpt., arch. in verbal and written formats. • Also philosophical implications on subject matter and style | • | January | <ul style="list-style-type: none"> • Same as above |
| MIDTERM | | • | <ul style="list-style-type: none"> • Covering all periods studied to this point | • | January | <ul style="list-style-type: none"> • Slide discussion • Friday special • Unit test |
| BAROQUE FRANCE ENGLAND SPAIN NETHERLANDS | Reformation Caravaggio still life, genre, landscape Bauhaus, Dada, Surrealism, photography, utilitarian art forms | <ul style="list-style-type: none"> • What effect does the Counter Reformation have on Baroque art? • What are the basic qualities of Baroque art? • What role does Caravaggio play as concerns painting/light? • How is art effected in the north by Protestant as opposed to Catholic political systems? • What forms does secular art take in Holland? • How do classical elements evolve into Baroque arch.? • How does the concept of the “divine right of kings” effect art in France? | <ul style="list-style-type: none"> • Identify, discuss, connect style characteristics of ptg., sculpt., arch. in verbal and written formats. • Also philosophical implications on subject matter and style | • | February | <ul style="list-style-type: none"> • Slide discussion • Friday special • Unit test • Group activity |
| MODERN ART POST WW II U.S./EUROPE | Abstract Expressionism Pop Art Minimalism Earth works | <ul style="list-style-type: none"> • What effect did two world wars have on the creation of art in both Europe and America? • How do each of the many | <ul style="list-style-type: none"> • Identify, discuss, connect style characteristics of ptg., sculpt., arch. in verbal and written formats. • Also philosophical | • | May | <ul style="list-style-type: none"> • Slide discussion • AP test • Unit test • Friday special |

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| | Environmental Installations Post Modern Art | <p>“isms” of the 20th cent. Address the concerns of individuals in the modern age?</p> <ul style="list-style-type: none"> • How is new technology reflected in ptg./sculpt./arch.? • What new forms/directions will art take in the 21st century? | implications on subject matter and style | | | |
| AP EXAM | | • | • Students are responsible for ALL material | • | Early May | • |
| POST AP EXAM ACTIVITY-HANDS ON | Any applicable area studied this year in ptg., sculp., arch., student choice, final exam | • | <ul style="list-style-type: none"> • Students will research, design and create a 3-D work during class, which will later form the basis of a public presentation. • Presentation is the “final exam” for the student | • | May June | • |

COURSE: Advanced Art Studio
GRADE LEVEL: 12

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| INDEPENDENT STUDY CONTRACTS | | <ul style="list-style-type: none"> • What are your objectives? • What do you plan to learn? | <ul style="list-style-type: none"> • Select medium of choice • Select style of art • Select artist(s) to study • An early discussion and proposal approval of the projected work will be an integral part of the process • Students will establish a rubric and create a method of evaluation for the piece | <ul style="list-style-type: none"> • May use any skill acquired in previous art experiences | 1 st & 2 nd weeks of 1 st marking period | <ul style="list-style-type: none"> • Did the student put forth sufficient effort to complete work to the best of their ability? • Does the work have artistic integrity? |
| 1 ST MARKING PERIOD PROJECT | | <ul style="list-style-type: none"> • Why do you think we need to experiment and develop a personal style in our artwork? | <ul style="list-style-type: none"> • Research medium of choice • Learn its limitations • Learn to use its tools properly • Research style(s) of art • Research artist(s) in your style of art • Keep sketchbook with this research information | <ul style="list-style-type: none"> • Students may wish to produce work consistent with a concentration or work appropriate for their AP portfolio | 1 st Marking period | <ul style="list-style-type: none"> • Can and does the student think about and bring a personal style to the assignment? • Are the students challenging themselves? |
| | | <ul style="list-style-type: none"> • What is involved in creating an original work of art? | <ul style="list-style-type: none"> • Students will produce a work that shows a step by step progression from research, thumbnail sketches and experimentation to a finished product | <ul style="list-style-type: none"> • The ultimate test of the art student to create an original piece of art through experimentation | 1 st Marking period | <ul style="list-style-type: none"> • Does the student demonstrate an ability to research, experiment and create |

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| | | | | | | an original piece of art? |
| | | <ul style="list-style-type: none"> • What is the importance of experimentation? | <ul style="list-style-type: none"> • Students will experiment with different medium via research and trial and error | <ul style="list-style-type: none"> • Choice of methods and techniques for the student • Produce a unified composition using principles and elements of design | 1 st Marking period | <ul style="list-style-type: none"> • Did the student put forth the effort, understand the project and complete the work to the best of their ability • Ability to manipulate materials and work with new techniques and materials |
| INDEPENDENT STUDY CONTRACT | 2 nd Quarter Objectives | <ul style="list-style-type: none"> • What do you plan to learn? • Do you want to try a different medium or art style? | <ul style="list-style-type: none"> • Select medium of choice • Select style of art • Select artist(s) to study • The grading rubric is created as part of the assignment | <ul style="list-style-type: none"> • An opportunity for students to think independently and formulate their own ideas • Take simple idea and expand the concept and create a work of art to that idea | 2 nd Marking period | <ul style="list-style-type: none"> • Students ability to take learned techniques and expand • Work with the elements and principle in art • What kind of effort did students put forth to achieve their best? • Is the work done to the best of the |

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| INDEPENDENT STUDY CONTRACT | 3 rd Quarter Objectives | <ul style="list-style-type: none"> • What do you plan to learn? • Do you want to try a different medium or art style? | <ul style="list-style-type: none"> • Select medium of choice • Select style of art • Select artist(s) to study • Students will describe materials needed to complete the work as well as establish a rubric for evaluation | <ul style="list-style-type: none"> • Students choice | 3 rd Marking period | <ul style="list-style-type: none"> • Does the student display knowledge of materials used as well as a competency with the materials? |
| INDEPENDENT STUDY CONTRACT | 4 th Quarter Objectives | <ul style="list-style-type: none"> • Is your final project going to show a culmination of the experiences you've had working in the advanced drawing studio this year? • What do you plan to learn? • Do you want to try a different medium or art style? | <ul style="list-style-type: none"> • Select medium of choice • Select style of art • Select artist(s) to study • An early discussion and proposal approval of the projected work will be an integral part of the process • Students will establish a rubric and create a method of evaluation for the piece • Is your final project going to show a culmination of the experiences you've had working in the Advanced Art Studio this year | <ul style="list-style-type: none"> • Students choice | 4 th Marking period | <ul style="list-style-type: none"> • Is the project of the quality and caliber that shows the culmination of a year of advanced instruction? |

COURSE: Creative Crafts
GRADE LEVEL: 9-12

| MAIN/GENERAL TOPIC: | SUB-TOPIC: | ESSENTIAL QUESTIONS: | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO: | SKILLS: | WHEN STUDENT DOES IT: | ASSESSMENTS: |
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| INTRO TO CREATIVE CRAFTS | <ul style="list-style-type: none"> • 2-D • 3-D • Middle School Review | <ul style="list-style-type: none"> • What is the difference between 2-D and 3-D? • What makes for good design? | <ul style="list-style-type: none"> • Know and understand the conduct and procedures of the art studio • Review the <i>Elements of Art & Principles of Design</i> | <ul style="list-style-type: none"> • Understand the differences between 2D and 3D • Make a list • Identification of elements & principles | Week 1 | <ul style="list-style-type: none"> • Oral identification of each term • Survey of prior knowledge |
| SKETCH BOOK | <ul style="list-style-type: none"> • Drawing to record thought process and to record finished projects | <ul style="list-style-type: none"> • How do you improve drawing skills? • How do you record your ideas and thought process? • How do your ideas grow? | <ul style="list-style-type: none"> • Improve confidence in drawing through frequency | <ul style="list-style-type: none"> • Draw | Throughout the year | <ul style="list-style-type: none"> • Check for process within each unit |
| HOT AIR BALLOONS PAPER MACHE | <ul style="list-style-type: none"> • Form • Shape • Color • Pattern • Line • Contrast | <ul style="list-style-type: none"> • What is paper mache? • What is form? | <ul style="list-style-type: none"> • Learn the process of paper mache • Working out 2D designs on a 3D surface; contrasting line, color and pattern | <ul style="list-style-type: none"> • Cover a balloon with paper mache • Wood construction for basket | Weeks 2-6 | <ul style="list-style-type: none"> • Group critique • Was student successful in following instructions & demonstrations? • Rubric |
| COLOR | <ul style="list-style-type: none"> • Pattern • Color • Contrast | <ul style="list-style-type: none"> • What is a color wheel used for? | <ul style="list-style-type: none"> • Identify parts of the wheel • Create patterns & color schemes • Verbalize and write an analysis of design choices | <ul style="list-style-type: none"> • Complete a color wheel worksheet & design sheet • Design color scheme for hot air balloon project | Weeks 4-6 | <ul style="list-style-type: none"> • Teacher & student evaluations • Written expressions of design choices |
| WIRE-SMALL SCULPTURES | <ul style="list-style-type: none"> • Sculpture • Form • Movement | <ul style="list-style-type: none"> • What is sculpture? "in the round?" • What is gauge? | <ul style="list-style-type: none"> • Recognize the differences between free-standing and relief sculptures • Differences in wire gauge | <ul style="list-style-type: none"> • Create a wire sculpture depicting some type of action | Week 7 | <ul style="list-style-type: none"> • Rubric |

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| WIRE-PROFILES | <ul style="list-style-type: none"> Line Shape | <ul style="list-style-type: none"> What is line? | <ul style="list-style-type: none"> Know the difference between actual and implied line Proper use of necessary tools Group activity | <ul style="list-style-type: none"> Create a personal profile using tool & hand techniques Students will combine work with two others | Week 8 | <ul style="list-style-type: none"> Group critique |
| WIRE-MOBILES | <ul style="list-style-type: none"> Balance Form Pattern Composition | <ul style="list-style-type: none"> What is a mobile? Who is A. Calder? | <ul style="list-style-type: none"> Identify works by Calder Construct a mobile Understand how to create balance | <ul style="list-style-type: none"> View a video: Mobile by Alexander Calder Create & construct a mobile | Weeks 9-11 | <ul style="list-style-type: none"> Student display Evaluation rubric |
| PAPER-PAPER CUT ART | <ul style="list-style-type: none"> Pattern Shape unity | <ul style="list-style-type: none"> Where and when did this art form begin? | <ul style="list-style-type: none"> Skills work in knife cutting techniques Chinese, Europeans & American styles | <ul style="list-style-type: none"> Students will create a series of paper-cut designs at the different skills levels: beginner, moderate, and advanced | Weeks 12-13 | <ul style="list-style-type: none"> Teacher/student critique Rubric Hallway display |
| PAPER-OPEN FORMS | <ul style="list-style-type: none"> Form Shape Pattern | <ul style="list-style-type: none"> What is an open form? | <ul style="list-style-type: none"> Identify a tetrahedron & a Hexahedron 2D vs. 3D | <ul style="list-style-type: none"> Students will construct solid forms and then cut design work into the faces... | Week 14 | <ul style="list-style-type: none"> Teacher/student evaluations |
| CLAY-INTRO STAMPS | <ul style="list-style-type: none"> Texture Pattern | <ul style="list-style-type: none"> What is stamping? What is an Adinkra symbol? | <ul style="list-style-type: none"> Recognize different types of texture – real & implied Create numerous textures in clay using found objects | <ul style="list-style-type: none"> Design and create a clay stamp in the style of the African Adinkra symbols | Week 15 | <ul style="list-style-type: none"> Project evaluation |
| CLAY-SLAB CANDLE BOX | <ul style="list-style-type: none"> A design plan Repetition | <ul style="list-style-type: none"> What is the slab technique? What is glaze? | <ul style="list-style-type: none"> Learn clay vocabulary and rules for working with clay and glaze | <ul style="list-style-type: none"> Complete worksheets with definitions Construct slab container | Weeks 16-17 | <ul style="list-style-type: none"> Student evaluation Rubric |
| CLAY-COIL LARGE AFRICAN POT | <ul style="list-style-type: none"> Extruded hand rolled Line, space and pattern | <ul style="list-style-type: none"> How are coils made? What is surface decoration? | <ul style="list-style-type: none"> Know how to roll coils by hand Know how to use the clay extruder Know the clay techniques of joining coils in various shapes Understand positive and negative space | <ul style="list-style-type: none"> Create a coil pot using various coils and shapes to make a planned pattern in the style of African or South American cultures | Weeks 18-20 | <ul style="list-style-type: none"> Student evaluation Rubric |

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| SCULPTURE TECHNIQUES | <ul style="list-style-type: none"> • Construction • Modeling • Carving • Casting | <ul style="list-style-type: none"> • What are the four techniques used in sculpture? | <ul style="list-style-type: none"> • Know the techniques by name • Understand the process of each • Be able to name materials used for each technique | <ul style="list-style-type: none"> • Cooperative learning groups will be assigned to each term responsible for explaining the process with examples | On-going | <ul style="list-style-type: none"> • Group participation |
| MID YEAR REVIEW | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • What still needs to be accomplished? | <ul style="list-style-type: none"> • Accountability • Responsibility | <ul style="list-style-type: none"> • Student will complete any unfinished project(s) and hand in | Week 20 | <ul style="list-style-type: none"> • Mid Year Exam |
| PAPER STRAW SCULPTURE | <ul style="list-style-type: none"> • Positive • Negative • Space | <ul style="list-style-type: none"> • What is abstract art? | <ul style="list-style-type: none"> • Students will study ways to plan out a design for an abstract piece of sculpture | <ul style="list-style-type: none"> • Students will create a piece of original art using paper straws for construction; as well as, add color by spray painting final composition | Week 21 | <ul style="list-style-type: none"> • Rubric • Teacher observation |
| PAPER PARAPHRASE A PAINTING | <ul style="list-style-type: none"> • Relief • Sculpture | <ul style="list-style-type: none"> • What is bas relief? | <ul style="list-style-type: none"> • Students will conduct research on a famous artist & choose a famous work for model | <ul style="list-style-type: none"> • Students will recreate a work of art in paper relief | Week 22 & 23 | <ul style="list-style-type: none"> • Rubric • Checklist |
| SCULPTURE STYROFOAM CARVING | <ul style="list-style-type: none"> • Sculptural form | <ul style="list-style-type: none"> • What is the Subtractive Process? | <ul style="list-style-type: none"> • Understanding the unification of negative & positive aspects through the subtractive method of sculpture | <ul style="list-style-type: none"> • Students will create a piece of sculpture using a Styrofoam block and various carving tools | Week 24 & 25 | <ul style="list-style-type: none"> • Teacher observation and evaluation |
| WOOD-RELIEF CARVING | <ul style="list-style-type: none"> • Cutting techniques • Shape/Form | <ul style="list-style-type: none"> • What is relief? • What is free-standing? | <ul style="list-style-type: none"> • Learn & understand the principles of woodcarving & safety issues involved | <ul style="list-style-type: none"> • Student will practice with various wood tools and look at examples of wood sculptures by professionals | Week 26 | <ul style="list-style-type: none"> • Teacher observation |
| WOOD SCULPTURE -WHALE -DOLPHIN -SPORTS CAR | <ul style="list-style-type: none"> • Emphasis • Craftsmanship | <ul style="list-style-type: none"> • What is a wood rasp? • Why are there so many grades of sandpaper? | <ul style="list-style-type: none"> • Understand how the principles of design are applied to 3D • Experience more advanced methods of carving wood | <ul style="list-style-type: none"> • Students will carve a North Atlantic whale out of a piece of $\frac{3}{4}$ pine; complete with sanding and finishing with varnish or paint | Weeks 27-28 | <ul style="list-style-type: none"> • Student observation • Rubric for carving/finishing techniques |

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| PAPERMAKING | <ul style="list-style-type: none"> Production application | <ul style="list-style-type: none"> How is paper made? | <ul style="list-style-type: none"> Understanding traditional methods of papermaking Finding new applications | <ul style="list-style-type: none"> Students will be a part of the paper-making process; creating paper for Art project | Week 29 | <ul style="list-style-type: none"> Teachers observes Student involvement |
| COLLAGE | <ul style="list-style-type: none"> Space composition | <ul style="list-style-type: none"> What makes a good collage? | <ul style="list-style-type: none"> Students will experience how to plan for a composition; incorporating the design principles | <ul style="list-style-type: none"> Students will create a theme collage using images and text from magazines & newspapers | Week 29 | <ul style="list-style-type: none"> Teacher evaluation & student rubric |
| PRINTMAKING | <ul style="list-style-type: none"> Numbered reproduction | <ul style="list-style-type: none"> What is printmaking? | <ul style="list-style-type: none"> Acquaint students with the history of printmaking Learn about a variety of techniques | <ul style="list-style-type: none"> Students will experiment with brayer printing Group activity | Week 30 | <ul style="list-style-type: none"> Teacher observation Guided practice |
| PRINTMAKING-COLLOGRAPH | <ul style="list-style-type: none"> Color Design Composition | <ul style="list-style-type: none"> What is printmaking? Art/design | <ul style="list-style-type: none"> Application of design principles to the printmaking process | <ul style="list-style-type: none"> Students will create an original collograph | Week 31 | <ul style="list-style-type: none"> Design checklist & assessment form |
| JEWELRY-NECKLACE | <ul style="list-style-type: none"> Color Design Balance | <ul style="list-style-type: none"> What is jewelry design? | <ul style="list-style-type: none"> Master the process of creating and personalizing a necklace | <ul style="list-style-type: none"> Students will create an original necklace using design principles | Week 32 | <ul style="list-style-type: none"> Student & Teacher observation |
| JEWELRY – QUARTER RING | <ul style="list-style-type: none"> Line Composition Craftsmanship | <ul style="list-style-type: none"> How do you apply art & design principles to 3D objects? | <ul style="list-style-type: none"> Master the process of transforming a quarter into a ring Cold forging, sanding and polishing will be techniques learned that are necessary for success | <ul style="list-style-type: none"> Complete a finished ring from a quarter & be able to wear it | Weeks 33-34 | <ul style="list-style-type: none"> Does it fit? Teacher/student evaluations |
| JEWELRY-HEMP | <ul style="list-style-type: none"> Design Pattern Unity | <ul style="list-style-type: none"> What is Fiber art? Where does it originate? | <ul style="list-style-type: none"> Become proficient at tying some basic knots Become familiar with working vocabulary and sizing computations | <ul style="list-style-type: none"> Student will choose to create a necklace and/or bracelet; utilize design principles and make a piece of hemp jewelry that can be worn | Week 35 | <ul style="list-style-type: none"> Teacher observation Student observation |

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| JEWELRY-KNOT RING | <ul style="list-style-type: none"> • Line • Design • Composition • Craftsmanship | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Know & understand the method of soldering necessary in joining two metals together • Safety issues also reviewed | <ul style="list-style-type: none"> • Design and create a knot ring | Week 36 | <ul style="list-style-type: none"> • Does it fit? • Teacher/student evaluations |
| PHOTOGRAPHY-PINHOLE CAMERA | <ul style="list-style-type: none"> • Theory • Technicalities • Composition | <ul style="list-style-type: none"> • How do cameras work? | <ul style="list-style-type: none"> • Understanding the inner workings of a basic camera • Know the difference between "taking a picture" & creating a photograph | <ul style="list-style-type: none"> • Students will make a pinhole camera and use to create a photograph • Student will develop that photo in a darkroom | Week 37 & 38 | <ul style="list-style-type: none"> • Evaluation checklist |
| PAPER SCULPTURE | <ul style="list-style-type: none"> • Form & Function | <ul style="list-style-type: none"> • What is applied art? | <ul style="list-style-type: none"> • Students will experience the thought process involved in creating something decorative as well as functional | <ul style="list-style-type: none"> • Students will create a yarn coil basket, choosing an original design and color scheme | Week 39 & 40 | <ul style="list-style-type: none"> • Teacher/student critiques |