## **Curriculum Framework for Visual Arts**

School: <u>Delaware Met</u> Curricular Tool: <u>Teacher Created</u> Course: <u>Art Appreciation</u>

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
Unit One: Creating and Understanding Art Timeline: 2 weeks			
<b>1.4E</b> Demonstrate how a single medium or	Artists create works of art	<b>Essential Questions:</b>	<b>Suggested Formative Assessments:</b>
technique can be used to create multiple effects in	employing both conscious and	Why do artists select one	Participation in a Web Museum Tour
works of art	intuitive thought.	medium over another?	Class discussions
			Teacher observations
<b>1.5E</b> Compare and contrast the different effects	Artists make thoughtful	To what extent is a work of art	Sketchbook entries
created by various two-dimensional and three-	choices in creating works of	dependent upon the point of	
dimensional works of art	art.	view of the artist?	<b>Suggested Summative Assessments:</b>
			Art criticism piece
<b>1.6E</b> Identify different media, techniques and	Every work of art has a point	To what extent is a work of art	Rubrics
processes that are used to create works of art	of view.	dependent upon the point of	Transfer or performance task
		view of the viewer?	Creation of functional art piece
<b>1.7E</b> Describe how media and techniques are used	Form and function may or		Creation of colors
to create two-dimensional and three-dimensional	may not be related one to the	How and why is art used as a	One point perspective drawings
works of art	other.	vehicle for communication?	
<b>2.1E</b> Identify the elements of art	Art is a form of expression	To what extent does good	
·	that employs a system of	design integrate form with	
<b>2.2E</b> Select and use the elements of art in works of	visual symbols.	function?	
art			
	Art may be created solely to	What is art?	
<b>2.3E</b> Identify the principles of design	fulfill a need to create.		
		How does the use of specific	
<b>2.4E</b> Analyze the elements of art	Art is a universal symbol	symbols influence the meaning	
	system that transcends	of a work of art?	
<b>2.5E</b> Evaluate works of art in terms of structure	language barriers.		
and function		What makes art more or less	
		authentic?	
<b>3.2E</b> Integrate a variety of sources for subject			
matter, symbols and/ or ideas which best		<b>Learning Targets:</b>	
communicate an intended meaning in works of art		• Explain how the principles	
		of art are used to organize	

2.27.7. 1	Big Ideas	Learning Targets	
3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art  3.6E Analyze how the use of subject matter, symbols and ideas are used in works of art	Big Ideas	the elements of art  Identify the elements of art  Identify the difference between fine arts and applied arts  Demonstrate how a design chart can be used to identify the elements and principles in a work of art  Name and describe the three basic ingredients in paint  Describe the four basic printmaking methods  Name and describe the four major techniques use to create sculpture  Identify the four steps in the process of art criticism  Identify and discuss three major aesthetic theories  Identify and discuss the four steps in the process of art history  Use the four steps of the art history operations to gather information about a work of art	

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit Two: Art of Early Civilizations	g	9 9	
Timeline: 2 weeks			
<b>2.1E</b> Identify the elements of art	Art is a form of expression	<b>Essential Questions:</b>	<b>Suggested Formative Assessments:</b>
	that employs a system of	How and why is art used as a	Participation in a Web Museum Tour
<b>2.3E</b> Identify the principles of design	visual symbols.	vehicle for communication?	Class discussions
			Teacher observations
<b>2.4E</b> Analyze the elements of art	Art may be created solely to	What makes art more or less	Sketchbook entries
	fulfill a need to create.	authentic?	Artifact study
<b>2.5E</b> Evaluate works of art in terms of structure			
and function	Art is a universal symbol	To what extent does history	Suggested Summative Assessments:
A (T)	system that transcends	reflect upon and have an	Art criticism piece
<b>2.6E</b> Analyze the principles of design	language barriers.	influence on art?	Rubrics
<b>2.10</b>			Transfer or performance task
<b>2.10E</b> Analyze how the elements of art and	Art draws upon all aspects of	To what extent does art reflect	Creation of clay art piece that
principles of design applied through various media,	human experience.	upon and have an influence on	incorporates geometric principles
techniques and processes produce different effects	The arrange of the saint and	history?	
2 1E Identify subject metter combale and ideas in	The process of choosing and	What makes some works of art	
<b>3.1E</b> Identify subject matter, symbols and ideas in works of art	evaluating subject matter, symbols and ideas may be		
WORKS OF AFT	deliberate or intuitive.	great?	
<b>3.2E</b> Integrate a variety of sources for subject	denoerate of intuitive.	When does a work of art have	
matter, symbols and/ or ideas which best	Art has been created by all	merit?	
communicate an intended meaning in works of art	peoples, in all times and in all	ment:	
communicate an intended incaming in works of art	places.	To what extent is it adequate or	
<b>3.3E</b> Evaluate the sources for content to validate	praces.	appropriate to say "I like it" or	
the manner in which subject matter, symbols and	Art preserves and depicts	"I don't like it" when	
ideas are used in works of art	history in ways words cannot.	discussing the merit of a work	
ideas are used in works of art	instory in ways words camee.	of art?	
<b>3.5E</b> Describe and differentiate the origins of	Art celebrates the unique		
specific subject matter, symbols and ideas in works	characteristics of all cultures.	<b>Learning Targets:</b>	
of art		Identify and discuss the four	
	Subject matter, symbols and	steps in the process of art	
<b>3.6E</b> Analyze how the use of subject matter,	ideas are all rooted in culture.	history	
symbols and ideas are used in works of art			
· ·	Natural resources have	Use the four steps of the art	
<b>4.1E</b> Identify historical and cultural characteristics	influenced the creation of	history operations to gather	
of works of art	indigenous art forms.	information about a work of art	

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<b>4.2E</b> Describe how the arts and artists influence	Timeless works of art are	Explain why prehistoric cave	
each other across history and cultures	deemed important for a	paintings may have originated	
, , , , , , , , , , , , , ,	number and variety of reasons.		
<b>4.3E</b> Compare the purpose of works of art and		Explain how prehistoric	
design in history and cultures	Reflection, assessment and	paintings survived.	
	refinement are key steps in the		
<b>4.4E</b> Speculate on how history and culture give	process of creating art.	Name the different civilizations	
meaning to a work of art		that were born, flourished, and	
		declined in Mesopotamia	
<b>4.5E</b> Describe and differentiate the roles of artists		beginning around 4500 <sub>BC</sub>	
in society			
across history and cultures		Name the three major historical	
4 CED asseits have history and sultaness in flags		periods of ancient Egypt	
<b>4.6E</b> Describe how history and cultures influence the visual arts		Explain the relationship of	
the visual arts		religion to the development of	
<b>4.7E</b> Describe how the visual arts influence history		the pyramids	
and cultures		the pyrannus	
and cultures		Discuss the uses of sculpture,	
<b>5.4E</b> Analyze works of art to speculate why they		relief sculpture, and painting in	
were created		ancient Egypt	
		Explain the strict set of rules	
<b>5.5E</b> Evaluate the artist's intent and effectiveness		imposed on Egyptian artists	
in communicating ideas and emotions in works of			
art			
<b>5.6E</b> Apply visual arts vocabulary when reflecting			
upon and assessing works of			
art			
Y to The state of			
Unit Three: Art of Rising Civilizations Timeline: 2 weeks			
2.4E Analyze the elements of art	Art is a form of expression	Essential Questions:	Suggested Formative Assessments:
	that employs a system of	How and why is art used as a	Web Museum Tour
<b>2.5E</b> Evaluate works of art in terms of structure	visual symbols.	vehicle for communication?	Class discussions
and function		What makes art more or less	Teacher observations
	Art may be created solely to	authentic?	Sketchbook entries
<b>3.1E</b> Identify subject matter, symbols and ideas in	fulfill a need to create.		Artifact study

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
works of art	Art is a universal symbol	To what extent does history	Suggested Summative Assessments:
	system that transcends	reflect upon and have an	Art analysis piece
<b>3.3E</b> Evaluate the sources for content to validate	language barriers.	influence on art?	Rubrics
the manner in which subject matter, symbols and			Transfer or performance task
ideas are used in works of art	Art draws upon all aspects of	To what extent does art reflect	Compare and contrast paper on
	human experience.	upon and have an influence on	differences in Greek and Roman
<b>3.6E</b> Analyze how the use of subject matter,		history?	Sculpture.
symbols and ideas are used in works of art	The process of choosing and		
	evaluating subject matter,	What makes some works of art	
<b>4.1E</b> Identify historical and cultural characteristics	symbols and ideas may be	great?	
of works of art	deliberate or intuitive.		
		When does a work of art have	
<b>4.2E</b> Describe how the arts and artists influence	Art has been created by all	merit?	
each other across history and cultures	peoples, in all times and in all		
	places.	To what extent is it adequate or	
<b>4.3E</b> Compare the purpose of works of art and	praces.	appropriate to say "I like it" or	
design in history and cultures	Art preserves and depicts	"I don't like it" when	
design in history and cultures	history in ways words cannot.	discussing the merit of a work	
<b>4.4E</b> Speculate on how history and culture give	mstory in ways words cannot.	of art?	
meaning to a work of art	Art celebrates the unique	or art.	
incaming to a work of art	characteristics of all cultures.	How is learning deepened	
<b>4.5E</b> Describe and differentiate the roles of artists	characteristics of an cultures.	through a study of visual art?	
in society	Subject matter, symbols and	dirough a study of visual art:	
across history and cultures	ideas are all rooted in culture.	In what ways do the learning	
across firstory and cultures	ideas are an rooted in culture.	processes occurring in visual	
4.6ED assailes have history and sultures influence	Natural resources have		
<b>4.6</b> EDescribe how history and cultures influence	influenced the creation of	art differ from the learning	
the visual arts		processes in other disciplines?	
47TD '1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	indigenous art forms.	T	
<b>4.7E</b> Describe how the visual arts influence history		Learning Targets:	
and cultures	Timeless works of art are	Describe the three orders of	
<b>4</b> 475:	deemed important for a	decorative style that originated	
<b>5.1E</b> Discuss how individual experiences influence	number and variety of reasons.	in Greece	
personal works of art			
	Reflection, assessment and	Identify the contributions of the	
<b>5.2E</b> Identify ways the visual arts are used as	refinement are key steps in the	ancient Greeks to the history of	
communication	process of creating art.	art	
<b>5.3E</b> Describe personal responses to selected	The process of creating art	Explain how Greek sculpture	

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
works of art	requires critical and creative	changed over time from the	
	problem solving.	Archaic period, through the	
<b>5.4E</b> Analyze works of art to speculate why they		Classical period, to the	
were created	The means to create art always	Hellenistic period	
	changes.		
<b>5.5E</b> Evaluate the artist's intent and effectiveness		Discuss the contributions of	
in communicating ideas and emotions in works of		Myron, Phidias, and Polyclitus	
art		to Greek sculpture	
<b>5.6E</b> Apply visual arts vocabulary when reflecting		Name the ways in which	
upon and assessing works of art		Roman artists improve on	
		earlier building processes	
<b>5.7E</b> Describe how a work of art can convey a			
voice of one or a voice of many		Describe a Roman bath and	
		explain why this kind of	
<b>6.1E</b> Compare and contrast relationships and		structure was so important to	
characteristics between the visual arts and other		the Romans	
disciplines			
		Describe the characteristics of	
<b>6.2E</b> Compare the use of technology, media and		Roman public buildings	
processes of the visual arts with other disciplines			
<b>6.3E</b> Describe and/or demonstrate how skills			
transfer between the visual arts and other			
disciplines			
disciplines			
<b>6.4E</b> Describe how learning in the visual arts helps			
develop essential skills for life and the workplace			
1			
Unit Four: Art Of Asia, The Americas, And Afric	a		
Timeline: 2 weeks			
<b>3.1E</b> Identify subject matter, symbols and ideas in	Art is a form of expression	<b>Essential Questions:</b>	<b>Suggested Formative Assessments:</b>
works of art	that employs a system of	How is learning deepened	Web Museum Tour
	visual symbols.	through a study of visual art?	Class discussions
<b>3.3E</b> Evaluate the sources for content to validate			Teacher observations
the manner in which subject matter, symbols and	Art may be created solely to	In what ways do the learning	Sketchbook entries
ideas are used in works of art	fulfill a need to create.	processes occurring in visual	Artifact study
		art differ from the learning	

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
<b>3.6E</b> Analyze how the use of subject matter,	Art is a universal symbol	processes in other disciplines?	<b>Suggested Summative Assessments:</b>
symbols and ideas are used in works of art	system that transcends		Art analysis piece
	language barriers.	What makes art more or less	Rubrics
<b>4.1E</b> Identify historical and cultural characteristics		authentic?	Transfer or performance task
of works of art	Art draws upon all aspects of		Create a negative shape painting
	human experience.	To what extent does history	Artist study
<b>4.2E</b> Describe how the arts and artists influence		reflect upon and have an	
each other across history and cultures	The process of choosing and	influence on art?	
	evaluating subject matter,		
<b>4.3E</b> Compare the purpose of works of art and	symbols and ideas may be	To what extent does art reflect	
design in history and cultures	deliberate or intuitive.	upon and have an influence on	
		history?	
<b>4.4E</b> Speculate on how history and culture give	Art has been created by all		
meaning to a work of art	peoples, in all times and in all	What makes some works of art	
č	places.	great?	
<b>4.5E</b> Describe and differentiate the roles of artists			
in society across history and cultures	Art preserves and depicts	When does a work of art have	
The state of the s	history in ways words cannot.	merit?	
<b>4.6</b> EDescribe how history and cultures influence			
the visual arts	Art celebrates the unique	To what extent is it adequate or	
1-1-1	characteristics of all cultures.	appropriate to say "I like it" or	
<b>4.7E</b> Describe how the visual arts influence history		"I don't like it" when	
and cultures	Subject matter, symbols and	discussing the merit of a work	
	ideas are all rooted in culture.	of art?	
<b>5.1E</b> Discuss how individual experiences influence	Natural resources have		
personal works of art	influenced the creation of	Learning Targets:	
personal works of art	indigenous art forms.	• Explain how the Hindu and	
<b>5.2E</b> Identify ways the visual arts are used as	margenous art forms.	Buddhist religions	
communication	Timeless works of art are	influenced the architecture	
Communication	deemed important for a	and sculpture of India	
<b>5.3E</b> Describe personal responses to selected	number and variety of reasons.	Identify major Chinese	
works of art	number and variety of reasons.	dynasties and discuss the	
works of art	Reflection, assessment and	important artworks	
<b>5.5E</b> Evaluate the artist's intent and effectiveness	refinement are key steps in the	produced during each	
in communicating ideas and emotions in works of	process of creating art.	Trace the influences on	
art	process of creating art.		
	The process of creating art	Japanese art	
<b>5.7E</b> Describe how a work of art can convey a	requires critical and creative	Identify specific Japanese	
2.12 Describe now a work of all call convey a	requires critical and creative	art styles	

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
voice of one or a voice of many	problem solving.	Identify the contributions	
		to art made by the Native	
<b>6.1E</b> Compare and contrast relationships and	The means to create art always	American cultures in the	
characteristics between the visual arts and other	changes.	Artic, Northwest Coast,	
disciplines		Southwest, Great Plains,	
		and Woodland regions	
<b>6.2E</b> Compare the use of technology, media and		Discuss the influence of	
processes of the visual arts with other disciplines		geography and beliefs on	
		the artworks created by	
<b>6.3</b> EDescribe and/or demonstrate how skills		those Native American	
transfer between the visual arts and other		cultures	
disciplines		Identify the contributions	
		to art made by the Olmec,	
<b>6.4E</b> Describe how learning in the visual arts helps		the Maya, the Aztecs, and	
develop essential skills for life and the workplace		the Incas	
		Identify important features	
		in the art and architecture	
		of the Empire of Mali	
		Name and describe the	
		different types of figures	
		created by African artists,	
		and explain their functions	
		Identify the medium and	
		the technique used in the	
		production of most African	
		sculpture	
		Discuss the purposes of	
		African masks	
		Afficali masks	
Unit Five: Art in Quest Of Salvation			
Timeline: 2 weeks			
<b>1.3E</b> Use media and tools in a safe and responsible	Artists consider multiple	Essential Questions:	Suggested Formative Assessments:
manner	approaches to visual problems.	Why do artists select one	Web Museum Tour
	TI THE PERSON NAMED IN COLUMN	medium over another?	Class discussions
<b>2.5</b> E Evaluate works of art in terms of structure	Artists create works of art		Teacher observations
and function	employing both conscious and	To what extent is a work of art	Sketchbook entries
	intuitive thought.	dependent upon the point of	Artifact study
<b>3.1E</b> Identify subject matter, symbols and ideas in		view of the artist?	

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
works of art	Artists make thoughtful		<b>Suggested Summative Assessments:</b>
	choices in creating works of	To what extent is a work of art	Art analysis piece
<b>3.3E</b> Evaluate the sources for content to validate	art.	dependent upon the point of	Rubrics
the manner in which subject matter, symbols and		view of the viewer?	Transfer or performance task
ideas are used in works of art	Form and function may or	How and why is art used as a	Create a negative shape painting
	may not be related one to the	vehicle for communication?	Artist study
<b>3.6E</b> Analyze how the use of subject matter,	other.		Study and examine the process of
symbols and ideas are used in works of art		What is art?	creating beautiful and intricate
	Art is a form of expression		illuminated letters and create one of
<b>4.1E</b> Identify historical and cultural characteristics	that employs a system of	How does the use of specific	your own by using the initial of your
of works of art	visual symbols.	symbols influence the meaning	first name.
		of a work of art?	Create a line drawing of a symmetrical
<b>4.2E</b> Describe how the arts and artists influence	Art may be created solely to		gothic building or church in pen and
each other across history and cultures	fulfill a need to create.	To what extent does history	ink.
,		reflect upon and have an	
<b>4.3E</b> Compare the purpose of works of art and	Art is a universal symbol	influence on art?	
design in history and cultures	system that transcends		
	language barriers.	To what extent does art reflect	
<b>4.4E</b> Speculate on how history and culture give		upon and have an influence on	
meaning to a work of art	Art has been created by all	history?	
meaning to a work of art	peoples, in all times and in all	instory.	
<b>4.5E</b> Describe and differentiate the roles of artists	places.	What makes some works of art	
in society across history and cultures	praces.	great?	
in society across instory and cultures	Art preserves and depicts	great.	
<b>4.6</b> EDescribe how history and cultures influence	history in ways words cannot.	When does a work of art have	
the visual arts	mstory in ways words cannot.	merit?	
the visual arts	Art celebrates the unique	mert:	
<b>4.7E</b> Describe how the visual arts influence history	characteristics of all cultures.	To what extent is it adequate or	
and cultures	characteristics of an cultures.	appropriate to say "I like it" or	
and cultures	Timeless weeks of out one	"I don't like it" when	
5 1F Discuss how individual experiences influence	Timeless works of art are deemed important for a		
<b>5.1E</b> Discuss how individual experiences influence	_	discussing the merit of a work	
personal works of art	number and variety of reasons.	of art?	
5 2E Identify ways the visual auto are used as	Deflection assessment and	How is learning deepened	
<b>5.2E</b> Identify ways the visual arts are used as	Reflection, assessment and	How is learning deepened	
communication	refinement are key steps in the	through a study of visual art?	
5.2E D	process of creating art.	T . T	
<b>5.3E</b> Describe personal responses to selected	Tru C	Learning Targets:	
works of art	The process of creating art	Explain how early Christians	

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<b>5.4E</b> Analyze works of art to speculate why they	requires critical and creative	used art to express their	
were created	problem solving.	religious beliefs	
<ul> <li>5.5E Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</li> <li>5.6E Apply visual arts vocabulary when reflecting upon and assessing works of art</li> <li>5.7E Describe how a work of art can convey a voice of one or a voice of many</li> <li>6.1E Compare and contrast relationships and characteristics between the visual arts and other disciplines</li> </ul>	The means to create art always changes.	Learning Targets:  Discuss the influence of Islam on the art of the Fertile Crescent and Moorish Spain  Explain the importance of book illustrations in Islamic art  Identify the three periods of the Middle Ages and identify art pieces from each.  Discuss the importance of monasticism and the contributions of monks to the art and architecture of the Early Medieval period  Discuss the effects of feudalism on Romanesque architecture  Describe the structural changes made in churches during the Romanesque period  Describe the main features of Gothic architecture  Explain how the sculptures on Romanesque churches  differed from sculptures on Romanesque churches  Discuss the effects of feudalism on Romanesque architecture	
		Describe the structural	

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
		changes made in churches during the Romanesque period  Describe the main features of Gothic architecture  Explain how the sculptures on Gothic cathedrals differed from sculptures on Romanesque churches  Analyze how linear perspective and aerial perspective are used to create depth and space	
Unit Six: Art of An Emerging Modern Europe Timeline: 2 weeks			
<b>2.5E</b> Evaluate works of art in terms of structure	Art is a form of expression	Essential Questions:	Suggested Formative Assessment:
and function	that employs a system of	How is learning deepened	Web Museum Tour
	visual symbols.	through a study of visual art?	Class discussions
<b>2.6E</b> Analyze the principles of design			Teacher observations
	Art may be created solely to	In what ways do the learning	Sketchbook entries
<b>2.7E</b> Select and use the principles of design in	fulfill a need to create.	processes occurring in visual	Artifact study
works of art		art differ from the learning	Locate images from DaVinci's
	Art is a universal symbol	processes in other disciplines?	sketches in books and on the internet.
<b>2.8E</b> Select and apply the knowledge of the	system that transcends		Make a list of things that Leonardo
elements of art and principles of design to convey	language barriers.	What makes art more or less	studied as an artist engineer, and
ideas in works of art		authentic?	scientist.
	Art draws upon all aspects of		
<b>2.9E</b> Plan, design and execute multiple solutions to	human experience.	To what extent does history	<b>Suggested Summative Assessments:</b>
challenging visual arts problems		reflect upon and have an	Art analysis piece
	The process of choosing and	influence on art?	Rubrics
<b>2.10E</b> Analyze how the elements of art and	evaluating subject matter,		Transfer or performance task
principles of design applied through various media,	symbols and ideas may be	To what extent does art reflect	Create a negative shape painting
techniques and processes produce different effects	deliberate or intuitive.	upon and have an influence on history?	Artist study
<b>3.1E</b> Identify subject matter, symbols and ideas in	Art has been created by all		
works of art	peoples, in all times and in all	<b>Learning Targets:</b>	
	places.	Explain the impact of the	

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
e e e e e e e e e e e e e e e e e e e	Big Ideas	Learning Targets	
<ul> <li>3.2E Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</li> <li>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</li> <li>3.4E Select and use subject matter, symbols and ideas to communicate meaning in works of art</li> <li>3.6E Analyze how the use of subject matter, symbols and ideas are used in works of art</li> <li>5.2E Identify ways the visual arts are used as communication</li> <li>5.3E Describe personal responses to selected works of art</li> <li>5.4E Analyze works of art to speculate why they were created</li> <li>5.5E Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</li> <li>5.7E Describe how a work of art can convey a voice of one or a voice of many</li> </ul>	Art preserves and depicts history in ways words cannot.  Art celebrates the unique characteristics of all cultures.  Subject matter, symbols and ideas are all rooted in culture.  Natural resources have influenced the creation of indigenous art forms.  Timeless works of art are deemed important for a number and variety of reasons.  Reflection, assessment and refinement are key steps in the process of creating art.	<ul> <li>printing press on the period</li> <li>Identify the ideas of the Renaissance and their influence on art and artists</li> <li>Identify the artists of the High Renaissance and describe their contributions</li> <li>Discuss the precision and color that mark the works of Jan van Eyck</li> <li>Explain what Mannerism is and why it developed</li> <li>Identify mannerist characteristics in the works of Parmigianino, Tintoretto, and El Greco</li> <li>Identify the most common subject of Spanish paintings during the seventeenth century</li> <li>Identify the difference between Baroque and Rococo art</li> </ul>	
Unit Seven: Art of the Modern Era Timeline: 2 weeks			
2.3E Identify the principles of design	Artists create works of art	How is learning deepened	Suggested Formative Assessment:
	employing both conscious and	through a study of visual art?	Web Museum Tour
<b>2.4E</b> Analyze the elements of art	intuitive thought.		Class discussions
		In what ways do the learning	Teacher observations
<b>2.5E</b> Evaluate works of art in terms of structure	Artists make thoughtful	processes occurring in visual	Sketchbook entries
and function	choices in creating works of	art differ from the learning	Artifact study

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
<b>2.6E</b> Analyze the principles of design	art.	processes in other disciplines?	
<b>2.7E</b> Select and use the principles of design in works of art	Every work of art has a point of view.	What makes art more or less authentic?	Suggested Summative Assessments: Art analysis piece Rubrics
<ul> <li>2.8E Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</li> <li>2.9E Plan, design and execute multiple solutions to challenging visual arts problems</li> <li>2.10E Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</li> <li>3.1E Identify subject matter, symbols and ideas in works of art</li> <li>3.2E Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</li> <li>3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</li> </ul>	Form and function may or may not be related one to the other.  Art is a form of expression that employs a system of visual symbols.  Art may be created solely to fulfill a need to create.  Art is a universal symbol system that transcends language barriers.	To what extent does history reflect upon and have an influence on art?  Learning Targets:  Describe the Neoclassic style and discuss the works of artists who practice this style  Define Romanticism and discuss some of the works created by artist associated with this style  Identify the two major English landscape painters of the period and compare their works  Define Realism and identify some artists associated with this style of painting  Identify the objectives of	Transfer or performance task Create a negative shape painting Artist study Create a pointillism painting Investigate the work of Kandinsky. Choose an emotion you can visually communicate. Pick a medium and create the emotion as a painting or visual message. design a mural for the school that makes a strong visual statement about the larger community.
<ul><li>3.4E Select and use subject matter, symbols and ideas to communicate meaning in works of art</li><li>3.6E Analyze how the use of subject matter,</li></ul>		the Impressionists and describe the painting techniques they developed	
symbols and ideas are used in works of art		to achieve those objectives  • Identify major	
<b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art		Impressionist painters and describe some of their works  • Describe the sculptures of	
<b>5.6E</b> Apply visual arts vocabulary when reflecting		Auguste Rodin and explain his relationship to the	

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
upon and assessing works of art		Impressionists	
		<ul> <li>Define and explain Post-</li> </ul>	
<b>5.7E</b> Describe how a work of art can convey a		Impressionism	
voice of one or a voice of many		Describe the painting	
·		styles of Paul Cezanne,	
		Vincent van Gogh, and	
		Paul Gauguin	
		Identify two of the first	
		Realists in American	
		painting, and describe their	
		styles	
		• Explain the style and	
		objectives of the Fauves	
		and identify two artists	
		associated with this	
		movement	
		<ul> <li>Discuss the objectives of</li> </ul>	
		the Expressionists and	
		names some of the artists	
		associated with this art	
		movement	
		Define nonobjective art	
		Describe the ideas	
		underlying Cubism and	
		identify artists associated	
		with this style	
		Identify trends in	
		architecture since the	
		middle of the twentieth	
		century	
		Describe Postmodern	
		architecture and identify	
		important Postmodern	
		architects	
		Discuss the impact of	
		technology on	
		contemporary art	

Standards Alignment	Unit Concept/	Essential Questions/	Assessments			
W. T. L. El C. L. M. A. E. L. DOEN	Big Ideas	Learning Targets				
Unit Eight: The Golden Mean to an End (DOE Model Unit) Timeline: 2 weeks						
1.1E Select and use different media, techniques and processes that are used to create works of art  1.2E Use selected two-dimensional and three-dimensional media to communicate ideas  2.3E Identify the principles of design  2.5E Evaluate works of art in terms of structure and function  2.6E Analyze the principles of design  2.7E Select and use the principles of design in works of art  2.9E Plan, design and execute multiple solutions to challenging visual arts problems  3.2E Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art  4.1E Identify historical and cultural characteristics of works of art  4.2E Describe how the arts and artists influence each other across history and cultures  4.3E Compare the purpose of works of art and design in history and cultures  4.4E Speculate on how history and culture give meaning to a work of art	Design is inherent in nature.  Design is a plan and process. Artists make thoughtful choices in creating works of art.  Form and function may or may not be related to one another.  Art is a universal symbol system that transcends language barriers.  Timeless works of art are deemed important for a variety of reasons.  Reflection, assessment, and refinement are key steps in the process of creating art.  There is a relationship between mathematics and visual art.  Design is thinking creatively.	Essential Questions: How is design expressed in the natural and human-made environment?  To what extent does good design integrate form with function?  What makes a great work of art?  How might science and art be related?  Learning Targets: Compare, analyze, and discuss works of art. Design and complete compositions based upon the Golden Mean. Organize visual information. Use technology to locate and access resources. Talk about and critique their personal work. Identify works of art that illustrate the Golden Mean.	Suggested Formative Assessments: Class discussions Teacher observations Artistic process—teacher observation of technique, work habits, and procedures. Thumbnail sketches. Class discussion—description on the Golden Ratio found in everyday objects Worksheets on the Greek Golden Face, constructing a Golden Spiral and Golden Rectangle.  Suggested Summative Assessment: Students will analyze and compare examples in nature with artworks created by man then demonstrate properties of the Golden Mean. Students will use information from the analysis to generate ideas to design a composition using the Golden Mean and inspired by nature. These concepts will carry over to a series of drawings exploring how the Golden Mean is used in figure drawing and portraiture. Performance and transfer tasks Rubrics Portfolio reviews Written responses to Web Quest about historical uses of Golden Mean. The Golden Ratio quiz.			
<b>4.5E</b> Describe and differentiate the roles of artists						

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
in society across history and cultures			
<b>5.2E</b> Identify ways the visual arts are used as communication			
<b>5.3E</b> Describe personal responses to selected works of art			
<b>6.3E</b> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines			