Curriculum Framework for Visual Arts

School: <u>Delaware STEM Academy</u>

Curricular Tool: <u>Teacher Developed</u>

Course: <u>Art Appreciation</u>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments			
Unit One: Creating and Understanding Art Timeline : 3 weeks	Unit One: Creating and Understanding Art					
1.4E Demonstrate how a single medium or	Artists create works of art	Essential Questions:	Suggested Formative			
technique can be used to create multiple effects in works of art	employing both conscious and intuitive thought.	Why do artists select one medium over another?	Assessments: Participation in a Web Museum Tour			
1.5E Compare and contrast the different effects	Artists make thoughtful	To what extent is a work of art	Class discussions			
created by various two-dimensional and three-	choices in creating works of	dependent upon the point of view of	Teacher observations			
dimensional works of art	art.	the artist?	Sketchbook entries			
1.6E Identify different media, techniques and	Every work of art has a point	To what extent is a work of art	Suggested Summative			
processes that are used to create works of art	of view.	dependent upon the point of view of the viewer?	Assessments: Art criticism piece			
1.7E Describe how media and techniques are used	Form and function may or		Rubrics			
to create two-dimensional and three-dimensional	may not be related one to the	How and why is art used as a vehicle	Transfer or performance task			
works of art	other.	for communication?	Creation of functional art piece Creation of colors			
2.1E Identify the elements of art	Art is a form of expression	To what extent does good design	One point perspective drawings			
	that employs a system of	integrate form with function?				
2.2E Select and use the elements of art in works of	visual symbols.					
art		What is art?				
	Art may be created solely to					
2.3E Identify the principles of design	fulfill a need to create.	How does the use of specific symbols influence the meaning of a work of				
2.4E Analyze the elements of art	Art is a universal symbol	art?				
	system that transcends					
2.5E Evaluate works of art in terms of structure	language barriers.	What makes art more or less				
and function		authentic?				
3.2E Integrate a variety of sources for subject		Learning Targets:				
matter, symbols and/ or ideas which best		• Explain how the principles of art				
communicate an intended meaning in works of art		are used to organize the elements				
		of art				



Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
 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 		 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 	
Unit Two: Art of Early Civilizations Timeline: 2 weeks	1	1	
2.1E Identify the elements of art2.3E Identify the principles of design	Art is a form of expression that employs a system of visual symbols.	Essential Questions: How and why is art used as a vehicle for communication?	Suggested Formative Assessments: Participation in a Web Museum Tour
2.4E Analyze the elements of art2.5E Evaluate works of art in terms of structure	Art may be created solely to fulfill a need to create.	What makes art more or less authentic?	Class discussions Teacher observations Sketchbook entries
and function	Art is a universal symbol system that transcends	To what extent does history reflect upon and have an influence on art?	Artifact study
2.6E Analyze the principles of design	language barriers.	To what extent does art reflect upon	Suggested Summative Assessments:



Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
2.10E Analyze how the elements of art and	Art draws upon all aspects of	and have an influence on history?	Art criticism piece
principles of design applied through various media,	human experience.		Rubrics
techniques and processes produce different effects		What makes some works of art great?	Transfer or performance task
	The process of choosing and		Creation of clay art piece that
3.1E Identify subject matter, symbols and ideas in works of art	evaluating subject matter, symbols and ideas may be	When does a work of art have merit?	incorporates geometric principles
	deliberate or intuitive.	To what extent is it adequate or	
3.2E Integrate a variety of sources for subject		appropriate to say "I like it" or "I	
matter, symbols and/ or ideas which best	Art has been created by all	don't like it" when discussing the	
communicate an intended meaning in works of art	peoples, in all times and in all places.	merit of a work of art?	
3.3E Evaluate the sources for content to validate		Learning Targets:	
the manner in which subject matter, symbols and	Art preserves and depicts	Identify and discuss the four steps in	
ideas are used in works of art	history in ways words cannot.	the process of art history	
3.5E Describe and differentiate the origins of	Art celebrates the unique	Use the four steps of the art history	
specific subject matter, symbols and ideas in works	characteristics of all cultures.	operations to gather information	
of art		about a work of art	
	Subject matter, symbols and		
3.6E Analyze how the use of subject matter,	ideas are all rooted in culture.	Explain why prehistoric cave	
symbols and ideas are used in works of art		paintings may have originated	
	Natural resources have		
4.1E Identify historical and cultural characteristics	influenced the creation of	Explain how prehistoric paintings	
of works of art	indigenous art forms.	survived.	
4.2E Describe how the arts and artists influence	Timeless works of art are	Name the different civilizations that	
each other across history and cultures	deemed important for a	were born, flourished, and declined	
	number and variety of reasons.	in Mesopotamia beginning around	
4.3E Compare the purpose of works of art and		4500 _{BC}	
design in history and cultures	Reflection, assessment and		
	refinement are key steps in the	Name the three major historical	
4.4E Speculate on how history and culture give	process of creating art.	periods of ancient Egypt	
meaning to a work of art			
		Explain the relationship of religion to	
4.5E Describe and differentiate the roles of artists		the development of the pyramids	
in society			
across history and cultures		Discuss the uses of sculpture, relief	
		sculpture, and painting in ancient	



Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
4.6 EDescribe how history and cultures influence the visual arts		Egypt Explain the strict set of rules imposed on Egyptian artists	
4.7E Describe how the visual arts influence history and cultures			
5.4E Analyze works of art to speculate why they were created			
5.5E Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art			
5.6E Apply visual arts vocabulary when reflecting upon and assessing works of art			
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
	that employs a system of	How and why is art used as a vehicle	Assessments:
2.5E Evaluate works of art in terms of structure	visual symbols.	for communication?	Web Museum Tour
and function		What makes art more or less	Class discussions
	Art may be created solely to	authentic?	Teacher observations
3.1E Identify subject matter, symbols and ideas in	fulfill a need to create.		Sketchbook entries
works of art	Art is a universal symbol	To what extent does history reflect	Artifact study
	system that transcends	upon and have an influence on art?	
3.3E Evaluate the sources for content to validate	language barriers.		Suggested Summative
the manner in which subject matter, symbols and		To what extent does art reflect upon	Assessments:
ideas are used in works of art	Art draws upon all aspects of	and have an influence on history?	Art analysis piece
	human experience.		Rubrics
3.6E Analyze how the use of subject matter,		What makes some works of art great?	Transfer or performance task
symbols and ideas are used in works of art	The process of choosing and		Compare and contrast paper on
	evaluating subject matter,	When does a work of art have merit?	differences in Greek and Roman
4.1E Identify historical and cultural characteristics	symbols and ideas may be		Sculpture.
of works of art	deliberate or intuitive.	To what extent is it adequate or	
		appropriate to say "I like it" or "I	
4.2E Describe how the arts and artists influence	Art has been created by all	don't like it" when discussing the	



Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
each other across history and cultures	peoples, in all times and in all	merit of a work of art?	
	places.		
4.3E Compare the purpose of works of art and		How is learning deepened through a	
design in history and cultures	Art preserves and depicts	study of visual art?	
	history in ways words cannot.		
4.4E Speculate on how history and culture give		In what ways do the learning	
meaning to a work of art	Art celebrates the unique	processes occurring in visual art	
	characteristics of all cultures.	differ from the learning processes in	
4.5E Describe and differentiate the roles of artists		other disciplines?	
in society	Subject matter, symbols and		
across history and cultures	ideas are all rooted in culture.	Learning Targets:	
		Describe the three orders of	
4.6 EDescribe how history and cultures influence	Natural resources have	decorative style that originated in	
the visual arts	influenced the creation of	Greece	
	indigenous art forms.		
4.7E Describe how the visual arts influence history		Identify the contributions of the	
and cultures	Timeless works of art are	ancient Greeks to the history of art	
	deemed important for a		
5.1E Discuss how individual experiences influence	number and variety of reasons.	Explain how Greek sculpture	
personal works of art	Deflection concernent and	changed over time from the Archaic	
5 3E Identificances the existent entry and an	Reflection, assessment and	period, through the Classical period,	
5.2E Identify ways the visual arts are used as	refinement are key steps in the	to the Hellenistic period	
communication	process of creating art.	Discuss the contributions of Myron,	
5 3E Describe personal responses to selected	The process of creating art	Phidias, and Polyclitus to Greek	
5.3E Describe personal responses to selected works of art	The process of creating art requires critical and creative	sculpture	
works of art	problem solving.	sculpture	
5.4E Analyze works of art to speculate why they	problem solving.	Name the ways in which Roman	
were created	The means to create art always	artists improve on earlier building	
wele cleated	changes.	processes	
5.5E Evaluate the artist's intent and effectiveness	changes.	processes	
in communicating ideas and emotions in works of		Describe a Roman bath and explain	
art		why this kind of structure was so	
		important to the Romans	
5.6E Apply visual arts vocabulary when reflecting		in portante to the reolitants	
upon and assessing works of art		Describe the characteristics of	
apon and associating works of art		Roman public buildings	
5.7E Describe how a work of art can convey a		Paone canango	
conditional describe now a work of art can convey a			



Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
voice of one or a voice of many	big ideas		
voice of one of a voice of many			
6.1E Compare and contrast relationships and			
characteristics between the visual arts and other			
disciplines			
6.2E Compare the use of technology, media and			
processes of the visual arts with other disciplines			
processes of the visual arts with other disciplines			
6.3E Describe and/or demonstrate how skills			
transfer between the visual arts and other			
disciplines			
6.4E Describe how learning in the visual arts helps			
develop essential skills for life and the workplace			
develop essential skins for file and the workplace			
Unit Four: Art Of Asia, The Americas, And Afric	a	•	
Timeline: 3 weeks			
3.1E Identify subject matter, symbols and ideas in	Art is a form of expression	Essential Questions:	Suggested Formative
works of art	that employs a system of	How is learning deepened through a	Assessments:
3.3E Evaluate the sources for content to validate	visual symbols.	study of visual art?	Web Museum Tour
the manner in which subject matter, symbols and	Art may be created solely to	In what ways do the learning	Class discussions Teacher observations
ideas are used in works of art	fulfill a need to create.	processes occurring in visual art	Sketchbook entries
ideas are used in works of art	fulfill a field to create.	differ from the learning processes in	Artifact study
3.6E Analyze how the use of subject matter,	Art is a universal symbol	other disciplines?	There study
symbols and ideas are used in works of art	system that transcends	I	Suggested Summative
	language barriers.	What makes art more or less	Assessments:
4.1E Identify historical and cultural characteristics		authentic?	Art analysis piece
of works of art	Art draws upon all aspects of		Rubrics
	human experience.	To what extent does history reflect	Transfer or performance task
4.2E Describe how the arts and artists influence	The process of choosing and	upon and have an influence on art?	Create a negative shape painting Artist study
each other across history and cultures	evaluating subject matter,	To what extent does art reflect upon	Arust study
4.3E Compare the purpose of works of art and	symbols and ideas may be	and have an influence on history?	
design in history and cultures	deliberate or intuitive.		
		What makes some works of art great?	
4.4E Speculate on how history and culture give	Art has been created by all		



Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
meaning to a work of art	peoples, in all times and in all	When does a work of art have merit?	
4.5E Describe and differentiate the roles of artists in society across history and cultures	places. Art preserves and depicts	To what extent is it adequate or appropriate to say "I like it" or "I	
4.6 EDescribe how history and cultures influence the visual arts	history in ways words cannot. Art celebrates the unique characteristics of all cultures.	don't like it" when discussing the merit of a work of art?	
4.7E Describe how the visual arts influence history and cultures	Subject matter, symbols and ideas are all rooted in culture.	• Explain how the Hindu and Buddhist religions influenced the architecture and sculpture of	
5.1E Discuss how individual experiences influence personal works of art	Natural resources have influenced the creation of indigenous art forms.	 India Identify major Chinese dynasties and discuss the important 	
5.2E Identify ways the visual arts are used as communication	Timeless works of art are deemed important for a	 artworks produced during each Trace the influences on Japanese art 	
5.3E Describe personal responses to selected works of art	number and variety of reasons. Reflection, assessment and	 Identify specific Japanese art styles Identify the contributions to art 	
5.5E Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art	refinement are key steps in the process of creating art.	made by the Native American cultures in the Artic, Northwest	
5.7E Describe how a work of art can convey a voice of one or a voice of many	The process of creating art requires critical and creative problem solving.	 Coast, Southwest, Great Plains, and Woodland regions Discuss the influence of geography and beliefs on the 	
6.1E Compare and contrast relationships and characteristics between the visual arts and other disciplines	The means to create art always changes.	artworks created by those Native American culturesIdentify the contributions to art made by the Olmec, the Maya,	
6.2E Compare the use of technology, media and processes of the visual arts with other disciplines		 the Aztecs, and the Incas Identify important features in the art and architecture of the Empire of Mali 	
6.3E Describe and/or demonstrate how skills transfer between the visual arts and other disciplines		 Name and describe the different types of figures created by African artists, and explain their functions 	



Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
6.4E Describe how learning in the visual arts helps develop essential skills for life and the workplace		 Identify the medium and the technique used in the production of most African sculpture Discuss the purposes of African masks 	
Unit Five: Art in Quest Of Salvation Timeline: 2 weeks			
1.3E Use media and tools in a safe and responsible	Artists consider multiple	Essential Questions:	Suggested Formative
manner	approaches to visual problems.	Why do artists select one medium over another?	Assessments: Web Museum Tour
2.5E Evaluate works of art in terms of structure	Artists create works of art		Class discussions
and function	employing both conscious and intuitive thought.	To what extent is a work of art dependent upon the point of view of	Teacher observations Sketchbook entries
3.1E Identify subject matter, symbols and ideas in works of art	Artists make thoughtful	the artist?	Artifact study
3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art	choices in creating works of art. Form and function may or may not be related one to the	To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication?	Suggested Summative Assessments: Art analysis piece Rubrics Transfer or performance task
3.6E Analyze how the use of subject matter, symbols and ideas are used in works of art	other.	What is art?	Create a negative shape painting Artist study
4.1E Identify historical and cultural characteristics of works of art	Art is a form of expression that employs a system of visual symbols.	How does the use of specific symbols influence the meaning of a work of art?	Study and examine the process of creating beautiful and intricate illuminated letters and create one of your own by using the initial
4.2E Describe how the arts and artists influence each other across history and cultures	Art may be created solely to fulfill a need to create.	To what extent does history reflect upon and have an influence on art?	of your first name. Create a line drawing of a symmetrical gothic building or
4.3E Compare the purpose of works of art and design in history and cultures	Art is a universal symbol system that transcends language barriers.	To what extent does art reflect upon and have an influence on history?	church in pen and ink.
4.4E Speculate on how history and culture give meaning to a work of art	Art has been created by all peoples, in all times and in all	What makes some works of art great?	
4.5E Describe and differentiate the roles of artists in society across history and cultures	places.	When does a work of art have merit?	

Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
	Art preserves and depicts	To what extent is it adequate or	
4.6 EDescribe how history and cultures influence	history in ways words cannot.	appropriate to say "I like it" or "I	
the visual arts		don't like it" when discussing the	
	Art celebrates the unique	merit of a work of art?	
4.7E Describe how the visual arts influence history	characteristics of all cultures.		
and cultures		How is learning deepened through a	
	Timeless works of art are	study of visual art?	
5.1E Discuss how individual experiences influence	deemed important for a		
personal works of art	number and variety of reasons.	Learning Targets:	
		Explain how early Christians used art	
5.2E Identify ways the visual arts are used as	Reflection, assessment and	to express their religious beliefs	
communication	refinement are key steps in the		
	process of creating art.	Learning Targets:	
5.3E Describe personal responses to selected		Discuss the influence of Islam	
works of art	The process of creating art	on the art of the Fertile Crescent	
5.4E Analyze works of art to speculate why they	requires critical and creative	and Moorish Spain	
were created	problem solving.	 Explain the importance of book 	
	proceeding.	illustrations in Islamic art	
5.5E Evaluate the artist's intent and effectiveness	The means to create art always	 Identify the three periods of the 	
in communicating ideas and emotions in works of	changes.	Middle Ages and identify art	
art	changes.		
		pieces from each.	
5.6E Apply visual arts vocabulary when reflecting		• Discuss the importance of	
upon and assessing works of art		monasticism and the	
upon and assessing works of art		contributions of monks to the art	
5.7E Describe how a work of art can convey a		and architecture of the Early	
		Medieval period	
voice of one or a voice of many		• Discuss the effects of feudalism	
		on Romanesque architecture	
6.1E Compare and contrast relationships and		Describe the structural changes	
characteristics between the visual arts and other		made in churches during the	
disciplines		Romanesque period	
		• Describe the main features of	
		Gothic architecture	
		• Explain how the sculptures on	
		Gothic cathedrals differed from	
		sculptures on Romanesque	
		churches	
		 Discuss the effects of feudalism 	
	1	 Discuss the effects of feudalism 	



Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
	big lucas	 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 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	L	I	
2.5E Evaluate works of art in terms of structure	Art is a form of expression	Essential Questions:	Suggested Formative
and function	that employs a system of	How is learning deepened through a	Assessment:
	visual symbols.	study of visual art?	Web Museum Tour
2.6E Analyze the principles of design			Class discussions
	Art may be created solely to	In what ways do the learning	Teacher observations
2.7E Select and use the principles of design in	fulfill a need to create.	processes occurring in visual art	Sketchbook entries
works of art		differ from the learning processes in	Artifact study
	Art is a universal symbol	other disciplines?	Locate images from DaVinci's
2.8E Select and apply the knowledge of the	system that transcends		sketches in books and on the
elements of art and principles of design to convey	language barriers.	What makes art more or less	internet. Make a list of things
ideas in works of art		authentic?	that Leonardo studied as an artist
OPE Discussions and a set of the last set of the set o	Art draws upon all aspects of		engineer, and scientist.
2.9E Plan, design and execute multiple solutions to	human experience.	To what extent does history reflect	
challenging visual arts problems	TTL	upon and have an influence on art?	Suggested Summative
	The process of choosing and		Assessments:
2.10E Analyze how the elements of art and	evaluating subject matter,	To what extent does art reflect upon	Art analysis piece
principles of design applied through various media,	symbols and ideas may be deliberate or intuitive.	and have an influence on history?	Rubrics
techniques and processes produce different effects	denoerate or intuitive.	I a service a Theorem Ann	Transfer or performance task
		Learning Targets:	Create a negative shape painting
3.1E Identify subject matter, symbols and ideas in	Art has been created by all	• Explain the impact of the	Artist study
works of art	peoples, in all times and in all	printing press on the period	
	places.	• Identify the ideas of the	



Standards Alignment	Unit Concept/	Essential Questions/	Assessments
 3.2E Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art 3.3E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art 3.4E Select and use subject matter, symbols and ideas to communicate meaning in works of art 3.6E Analyze how the use of subject matter, symbols and ideas are used in works of art 5.2E Identify ways the visual arts are used as communication 5.3E Describe personal responses to selected works of art 5.4E Analyze works of art to speculate why they were created 5.5E Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art 5.7E Describe how a work of art can convey a voice of one or a voice of many 	Big Ideas 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.	 Learning Targets Renaissance and their influence on art and artists Identify the artists of the High Renaissance and describe their contributions Discuss the precision and color that mark the works of Jan van Eyck Explain what Mannerism is and why it developed Identify mannerist characteristics in the works of Parmigianino, Tintoretto, and El Greco Identify the most common subject of Spanish paintings during the seventeenth century Identify the difference between Baroque and Rococo art 	
Unit Seven: Art of the Modern Era Timeline: 2 weeks			
2.3E Identify the principles of design2.4E Analyze the elements of art	Artists create works of art employing both conscious and intuitive thought.	How is learning deepened through a study of visual art? In what ways do the learning	Suggested FormativeAssessment:Web Museum TourClass discussions
2.5E Evaluate works of art in terms of structure and function	Artists make thoughtful choices in creating works of	processes occurring in visual art differ from the learning processes in	Teacher observations Sketchbook entries



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



Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
upon and assessing works of art 5.7E Describe how a work of art can convey a voice of one or a voice of many		 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 Discuss the objectives of 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 	
Unit Eight: The Golden Mean to an End (DOE M Timeline: 2 weeks	(odel Unit)		
1.1E Select and use different media, techniques and processes that are used to create works of art1.2E Use selected two-dimensional and three-	Design is inherent in nature. Design is a plan and process. Artists make thoughtful	Essential Questions: How is design expressed in the natural and human-made environment?	Suggested Formative Assessments: Class discussions Teacher observations
dimensional media to communicate ideas	choices in creating works of art.	To what extent does good	Artistic process—teacher observation of technique, work
2.3E Identify the principles of design		design integrate form with function?	habits, and procedures. Thumbnail sketches. Class discussion—description on
2.5E Evaluate works of art in terms of structure and function	Form and function may or may not be related to one another.	What makes a great work of art?	the Golden Ratio found in everyday objects



Standards Alignment	Unit Concept/	Essential Questions/	Assessments
	Big Ideas		
 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 	Big IdeasArt is a universal symbolsystem that transcendslanguage barriers.Timeless works of art aredeemed important for avariety of reasons.Reflection, assessment, andrefinement are key steps in	Learning Targets 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	Worksheets on the Greek Golden Face, constructing a Golden Spiral and Golden Rectangle. Suggested Summative <u>Assessment:</u> 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
 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 4.5E Describe and differentiate the roles of artists in society across history and cultures 5.2E Identify ways the visual arts are used as communication 5.3E Describe personal responses to selected works of art 6.3E Describe and/or demonstrate how skills transfer between the visual arts and other disciplines 	 the process of creating art. There is a relationship between mathematics and visual art. Design is thinking creatively. 	 access resources. Talk about and critique their personal work. Identify works of art that illustrate the Golden Mean. 	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.