

New Paltz Central School District
ART
High School/Studio Art

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><u>Perspective Drawing</u></p> <ul style="list-style-type: none"> • How does an artist express a 3-D image on a 2-D surface? • What are three different techniques for creating perspective in a drawing? • What is atmospheric perspective? 	<ul style="list-style-type: none"> • Draw in 1 and 2 point perspective. • Draw objects in Bird's eye view, worm's eye view, and eye level view. • Learn about diminution, foreshortening, and overlapping. • Identify the horizon line and vanishing points in a drawing or painting as well as in a real life landscape. 	<ul style="list-style-type: none"> • Students will look at the work of Leonardo Da Vinci and other Renaissance artists and discuss his use of perspective. • Have students work with graphite pencil to create a living space for an imaginary person. • Create a futuristic drawing using shapes in perspective. • Design your own corner store.
<p><u>Painting</u></p> <ul style="list-style-type: none"> • What are the basic properties of color? • How do you mix tints, tones, and shades? • What are the primary colors? • What are the secondary colors? • What are the tertiary colors? • Which are the warm colors? • Which are the cool colors? • What is an analogous color scheme? 	<ul style="list-style-type: none"> • Create a color design study. • Identify primary colors, secondary colors, analogous colors, tertiary colors, and complimentary colors. • Create/identify cool and warm colors. • Know the difference between tints, tones, and shades. • Know that value, intensity, and hue are the basic properties of color. 	<ul style="list-style-type: none"> • Students will look at paintings done by various famous artists – Van Gogh, Picasso Rembrandt, Matisse, Renoir, etc. • Have students create an abstract, geometric painting dealing with color schemes (tints, tones, shades). • Recreate the second half of a master painting, matching the colors as best they can.

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<u>Sculpture/Human Form</u> <ul style="list-style-type: none"> Who is Henry Moore? What is gesture drawing? What are the basic properties of clay? What does it mean to slip and score? What is meant by form versus function? 	<ul style="list-style-type: none"> Know the proper techniques for working with clay. Create a clay sculpture. Effectively attach two pieces of clay together. Identify the difference between raw clay and fixed clay. Address the issue of form versus function. Study the human form and proper proportions. 	<ul style="list-style-type: none"> Students will look at the work of Henry Moore, as well as many other sculptures; e.g., Chac Mool, Egyptian, Roman, as well as Medieval and primitive art. Practice drawing the human form in charcoal. Make a series of gesture drawings. Create a figurative idol which represents a personal belief or value. Create a figurative sculpture modeled after the work of Henry Moore.
<u>Tessellations/Shape and Pattern</u> <ul style="list-style-type: none"> Who is M.C. Escher? How did Islamic art influence M.C. Escher's work? What is a tessellation? How do tessellations utilize positive and negative space? 	<ul style="list-style-type: none"> Create tessellations. Know how to create pattern from shape. Know about positive and negative space. 	<ul style="list-style-type: none"> Students will look at the art of M.C. Escher and the Islamic people. Create tessellations which are representative of different animals or objects.
<u>Art History/Timeline</u> <ul style="list-style-type: none"> What are the different artistic periods? How do historical/social events shape the artwork from different time periods? Why do artists create? Why is art important to society? How did the art from this time affect the world? What do you think drove the artist to work in this style? 	<ul style="list-style-type: none"> Create a piece of art in the style of an artist. Identify the different periods of art (e.g., Pop Art, Color field, Realism, Impressionism, Expressionism, Cubism, Surrealism, Renaissance). Teach other students about artists (cooperative learning). Learn about the lives of famous artists. 	<ul style="list-style-type: none"> Art history is incorporated throughout the year, however, this is an overview usually given at the beginning of the year to help give students a sense of what events and time periods are out there. Students research an artist and create an art card which they present to the class.

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<p><u>Graphic Design/Identity Marks</u></p> <ul style="list-style-type: none"> • Why do people from all over the world feel a need to represent their identity through visual means? • In what ways do other cultures portray identity/status? • In what ways do people in our culture express their personal identity? • How can you use the elements and principles of design to create art? 	<ul style="list-style-type: none"> • Understand that different cultures have different opinions about what is aesthetically pleasing. • Understand that, through art, people express who they are and show their individuality. 	<ul style="list-style-type: none"> • Look at art (of many forms) from many different cultures. • Explore everything from regular 2-D design on paper and pottery, to body alteration and decoration. • Henna, Samoan Tattoo, Japanese foot binding, Ethiopian clay lip plates, etc. • Create a 2-D design which represents who he/she is (an Identity Mark).
<p><u>Printmaking/Linoleum and Mono Prints</u></p> <ul style="list-style-type: none"> • How do you create a mono print? • What are the main characteristics in an expressionistic painting? • How do you create a linoleum print? • How can you use music to create art? • What is registration? • What is the difference between linoleum and monoprints? 	<ul style="list-style-type: none"> • Create mono prints. • Use the elements and principles of design to create an effective composition in a linoleum print. • Create expressionistic prints with abstraction, as well as with recognizable images. • Know the tools used with printmaking (brayer, plate, bed, rollers, baren). 	<ul style="list-style-type: none"> • Look at expressionism and the work of artists like Van Gogh, Munch, Kandinsky, etc. • Create abstract linoleum and mono prints inspired by music.

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<u>Self Portrait Grid</u> <ul style="list-style-type: none"> • Why do artists use grids? • What are the alternative uses for the grid? • Which artists are known for their use of the grid method? 	<ul style="list-style-type: none"> • Accurately enlarge a photograph or drawing using a grid. • Understand that grids are a device which have been used by artists from the time of the Renaissance until the present day. • Learn the alternative uses for the grid. 	<ul style="list-style-type: none"> • Many artists will be looked at – Chuck Close, Da Vinci, Degas, etc. • Create a self portrait in pencil using a grid. • Create a second image using the grid which is more creative (e.g., abstract).
<u>Scratchboard/Line and Texture</u> <ul style="list-style-type: none"> • What is line and what can it be? • What is texture? • What is value? • How can you create value in a drawing using only line? 	<ul style="list-style-type: none"> • Look at and be knowledgeable about works of art which use line and texture. • Draw different objects creating value using various combinations of line. • Learn how to work with scratch board. • Use different types of lines in order to create a feeling in a drawing. 	<ul style="list-style-type: none"> • Look at the work of artists who use line and texture. • Create scratchboards which draw inspiration from nature.