Curriculum Mapping
Intro to 2-D Art
Semester

Unit/Days	Standard Number	Standard	Resources	Vocabulary	Assessments
Unit 1/ 2 days Intro, vocab pre, pre-instuction drawings, saftey, folders •Variety in Art •Why is it Art? •Aesthetic Experience •Elements and Principles •Describing an Artwork •Planning Projects with sketches •Erly of Artist	H.1.1 PROFICIENT H.1.6 PROFICIENT H.2.3 PROFICIENT H.5.1 PROFICIENT H.5.2 PROFICIENT H.5.3 PROFICIENT H.6.5 PROFICIENT H.6.6 PROFICIENT H.7.1 PROFICIENT H.8.1 PROFICIENT	Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities. Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail) Identify art and artifacts from major movements and time-periods and place them on a timeline. Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses. Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others. Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work. Demonstrate respect for personal work and the work of others Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform personal work. Analyze characteristics of visual arts within a particular historical period or style with similar ideas, issues, or themes in other disciplines and demonstrate enhanced understandings of the historical period.	•Syllabus and Introduction to Materials •Creating and Understanding Drawings, Mittler and Howze •The Visual Experience, Hobbs and Salome •Example Images from Internet •File on Computer called "Drawing" •Teacher Lecture •Teacher Demonstration •Grading Rubric •Web Resources •Student Research •Newspapers, magazines, and other media outlet •Art elements and Principles •deviantart •iMovie •Garageband •Google Sites •Dreamweaver •Handouts •Digital Camera •Erly •Dry Erase Board •Projector •Teacher's school provided Apple laptop •Student access to computers, printers, and internet •Art Supplies	Aesthetic Composition Framing Grid Drawing **Elements of Art:** Line Shape Color Value Texture Form Space **Principles of Art:** Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm/ Pattern Proportion Contrast	• Vocab. Pre-Test • Sketched Designs • Grading Rubric • Erly Presentation of researched information that explains how an artist has related his work to major events or society around him or her. Presentation should include how the artist uses the elements and principles of art in their work. • Teacher Observation • Students will view works of art to compare techniques and function used then compared to now. • Students will communicate specific safety procedures and concerns. • Students create or add to their existing google site, to include examples of their work in class (Projects would include: • Pre-Observation Drawings • Erly of artist • Signature Exercise • Leaves Exercise • Vases/Faces • Upside Down Drawing

Unit 2/ 11 Days Element: Line • Glogster on "line" artist (Contour Line) • Wrinkle Hand • Blind Contour Hand • Blind Contour Model p 43 • Continuous Contour Hand • Cross-Contour line fruit (apple and banana with shadows) • Hand Project (three hands interacting with 5 other elements; one in front, one betweem, one behind, and two others mixed in) (Hatching/Cross Hatching) • value scale with both types • Technique exercises; simple objects with wide range of darks and lights • Close up animal eyes (scratchboard or white paper and pen) or • Close up of section of overlapping fingers and hand to look abstract with extreme range in values of hatching	H.1.2 PROFICIENT H.1.3 PROFICIENT H.1.5 PROFICIENT H.1.6 PROFICIENT H.3.1 PROFICIENT H. 4.1 PROFICIENT H.4.2 PROFICIENT H.4.4 PROFICIENT H.5.1 PROFICIENT H.5.3 PROFICIENT H.6.1 PROFICIENT H.6.2 PROFICIENT H.6.3 PROFICIENT H.6.4 PROFICIENT H.6.5 PROFICIENT H.6.6 PROFICIENT	Identify function in artwork and how it relates to the history, aesthetics, and culture of a work Identify iconography in an artist's work or a body of work and analyze the meaning Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio. Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail) Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology. Identify and apply theories of art when making informed judgments about works of art. Listen to and read alternative responses to works of art from peers, artists, and philosophers. Engage in critical reading, writing, and discourse to improve understanding of own work and that of others. Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others. Demonstrate skill in perception from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter. Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces. Identify the origin, function, and meaning of symbols and metaphors used in personal work. Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work. Demonstrate respect for personal work and the work of others	• Creating and Understanding Drawings, Mittler and Howze • The Visual Experience, Hobbs and Salome • Example Images from Internet • File on Computer called "Drawing" • Teacher Lecture • Teacher Demonstration • Grading Rubric • Web Resources • Student Research • Newspapers, magazines, and other media outlet • Art elements and Principles • deviantart • iMovie • Garageband • Google Sites • Dreamweaver • Handouts • Digital Camera • Art elements and Principles • Glogster • Dry Erase Board • Projector • Teacher's school provided Apple laptop • Student access to computers, printers, and internet • paper • Pens and Pencils • Rulers • Student Model • Apples • Bananas • Simple Objects • Animal Eye pictures • Richard Long. *Five Paths*, 2002 • Ellsworth Kelly. *Calla Lilly 1*. 1984 • Deborah Butterfield. *Tango*. • http://myrnawacknov.blogspot.com/2008/09/dominant-element-lineweek-2line-as.html • Edgar Degas. *the Violinist*. 1879	Aesthetic Composition Framing Grid Drawing **Elements of Art:** Line Shape Color Value Texture Form Space **Principles of Art:** Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm/ Pattern Proportion Contrast	• Sketched Designs • Grading Rubric • Create a "Glogster" on an artist that uses line as their main element in their art • Teacher Observation • Oral Critique • Students will develop and write down their own definition of "what is art." They will compare their definition to each other and the opinions of various critics and aestheticians. • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class chsart.deviantart.com page • Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) • (Projects will include: • Glogster on line artist • Oral Critique • Definition of "what is art" • Critique Sound or Video clip on the student website) • Uploads to the website • Line Drawing • Hatching Drawings • Sketch of the Week Assignments: 1. Use Line in an interesting way, 2. Draw and shade an image of your choice with only cross hatching strokes

Unit 3/ 11 Days	Standards	Objectives	Resources	Vocabulary	Assessment
Unit 3/ 11 Days Elements: Shape and Form • Prezi about Field trip or guest speaker (Shape: 2-D area) • Tesselations exercise; create a reversable pattern when you cut out an absract figure, then alternate positive and negative shapes • "Bird in flight cut-out" using only flat, intricate, delicate, and detailed cut out shapes pasted onto a white background (use magaine pages, old maps, atlases, etc to cut out the bird) Dont leave wide areas in the shape. Students could experiment with foam core and small pins to play with shadows (Form: 3-D shapes) • Geometric shapes vs Geometric forms (squares and cubes drawn on paper) • Organic shapes vs Organic Forms (blobs and fruit drawn on paper) • Soup can or bottle from the top, next to a can from a upward angle • "Appendage growing from object"- drawing must be an appropriate body part combined with an object the student brings in from home for observation. Use watercolor washed paper and pen and brown and black pastel to draw.	H.1.4 PROFICIENT H.1.5 PROFICIENT H.1.6 PROFICIENT H.1.8 PROFICIENT H.1.9 PROFICIENT H.4.1 PROFICEINT H.4.2 PROFICIENT H.5.1 PROFICIENT H.5.2 PROFICIENT H.5.3 PROFICIENT H.6.2 PROFICIENT H.6.4 PROFICIENT H.6.5 PROFICIENT H.6.6 PROFICIENT	Identify connections between visual arts education and potential job offerings in the community and beyond. Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio. Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail) Know the responsibilities of and the need for individual art patrons in the community. Analyze impact of the arts community and culture on local, state, and national economies. Identify and apply theories of art when making informed judgments about works of art. Listen to and read alternative responses to works of art from peers, artists, and philosophers. Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses. Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others. Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces. Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work. Demonstrate respect for personal work and the work of others	• Creating and Understanding Drawings, Mittler and Howze • The Visual Experience, Hobbs and Salome • Example Images from Internet • File on Computer called "Drawing" • Teacher Lecture • Teacher Demonstration • Grading Rubric • Web Resources • Student Research • Newspapers, magazines, and other media outlet • Art elements and Principles • deviantart • iMovie • Garageband • Google Sites • Dreamweaver • Handouts • Digital Camera • Art elements and Principles • Prezi • RAM or Guest Speaker from Community • Dry Erase Board • Projector • Teacher's school provided Apple laptop • Student access to computers, printers, and internet • Construction paper • Scissors • Paper • Old Atlas' and maps • Exaco knives • Small black head pins • foam core or cardboard • Objects from homes for students to observe • Watercolor or charcoal • Water • Pen • Black and Brown Pastels • http://xaxor.com/creative/paper-cut-out-art--claire-brewster-.html • M.C. Esher • Pablo Picasso, *Three Musicians* • Claire Brewster	Aesthetic Composition Framing Grid Drawing **Elements of Art:** Line Color Value Texture Shape Form Space **Principles of Art:** Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm/ Pattern Proportion Contrast	• Sketched Design • Project requirements • Grading Rubric • Prezi about the field trip or guest speaker, explaining job opportunities in drawing and how art effects the local, state, and national economies. • Teacher Observation • Oral Critique • Students will develop their own definition of "what is art." They will compare their definition to each other and the opinions of various critics and aestheticians. • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class chsart.deviantart.com page • Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) • Student websites will be checked for accuracy, see if they are up to date, and ensure the quality of work is sufficient. All finished projects should be uploaded and portfolio quality. • (Projects will include: • Prezi about field trip • Oral Critique • Website Checkpoint • Sound or Video clip on the student website) • Shape Drawings • Form Drawings • Sketch of the Week Assignments: 3. Draw a Tessellation 4. Sketch where the Shadow is more important than the object

Unit 4/
11 Days
Element of Art:
Value and Color
 	
(Value)
• Value Scale exercise
• Single pear exercise on gray paper with shadow
• Still life- blanket and fruit with pencil on white paper
 	
(Color)
• Color Wheel Exercise
• Monochromatic self-portrait with chalk Pastel and complimentary color background (use the grid to set up)
	H.1.5
	PROFICIENT
	
	H.1.6
	PROFICIENT
	
	H.5.1
	PROFICIENT
	
	H.5.2
	PROFICIENT
	
	H.6.2
	PROFICIENT
	
	H.6.4
	PROFICIENT
	
	H.6.5
	PROFICIENT
	
	H.6.6
	PROFICIENT
		Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.
		
		Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)
		
		Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.
		
		Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.
		
		Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.
		
		Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research
		
		Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.
		
		Demonstrate respect for personal work and the work of others
			• Creating and Understanding Drawings, Mittler and Howze
			• The Visual Experience, Hobbs and Salome
			• Example Images from Internet
			• File on Computer called "Drawing"
			• Teacher Lecture
			• Teacher Demonstration
			• Grading Rubric
			• Web Resources
			• Student Research
			• Newspapers, magazines, and other media outlet
			• Art elements and Principles
			• Digital Camera
			• Photoshop or image editing program
			• deviantart
			• iMovie
			• Garageband
			• Google Sites
			• Dreamweaver
			• Handouts
			• Digital Camera
			• Art elements and Principles
			• Dry Erase Board
			• Projector
			• Teacher's school provided Apple laptop
			• Student access to computers, printers, and internet
			• Shading Pencils
			• Pears
			• Gray Paper
			• Blankets
			• Fruit
			• Pencil
			• White Paper
			• Pastels
				Aesthetic
				Composition
				Framing
				Grid Drawing
				Elements of Art:
				Line
				Color
				Value
				Texture
				Shape
				Form
				Space
				Principles of Art:
				Unity (Harmony)
				Variety
				Emphasis (focal point)
				Balance
				Movement
				Rhythm/ Pattern
				Proportion
				Contrast
					• Rubrics
					• Observation
					• Oral Critique
					• Students create or add to their existing google site, to include examples of their work in class
					• Students will upload finished projects to the class chsart.deviantart.com page
					• Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness)
					
					• (Projects will include:)
					
					• Oral Critique
					• Website Checkpoint
					• Sound or Video clip on the student website)
					• Value Drawings
					• Color Drawings
					• Sketchbook Sketch of the Week Assignments:
					  5. Chiaroscuro Sketch
					  6. Draw outlines and cross hatched shadows in pen, then overlay color to finish

Unit 5/ 11 Days Element of Art: Space (Overlapping/ High and Low Placement) • Simple Bowl and Pitcher drawings; show the two objects separate and have students overlap (Linear Perspectve) • One point Boxes • One Point Room in Pen • Two Point Boxes • Two Point House in Pen (and maybe watercolor) • Perspective Drawing on Glass (maybe a window) Fotobabble	H.1.5 PROFICIENT H.1.6 PROFICIENT H.4.2 PROFICIENT H.5.1 PROFICIENT H.5.2 PROFICIENT H.6.2 PROFICIENT H.6.4 PROFICIENT H.6.5 PROFICIENT H.6.6 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio. Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail) Listen to and read alternative responses to works of art from peers, artists, and philosophers. Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses. Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces. Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work. Demonstrate respect for personal work and the work of others	• Creating and Understanding Drawings, Mittler and Howze • The Visual Experience, Hobbs and Salome • Example Images from Internet • File on Computer called "Drawing" • Teacher Lecture • Teacher Demonstration • Grading Rubric • Web Resources • Student Research • Newspapers, magazines, and other media outlet • Art elements and Principles • Digital Camera • Photoshop or image editing program • deviantart • iMovie • Garageband • Google Sites • Dreamweaver • Handouts • Digital Camera • Art elements and Principles • Fotobabble • Dry Erase Board • Projector • Teacher's school provided Apple laptop • Student access to computers, printers, and internet • Paper • Yard sticks • Rulers • Pens • Pencils • China Markers • Watercolor • M.C. Esher • http://www.tastudio.com/	Aesthetic Composition Framing Grid Drawing **Elements of Art:** Line Shape Color Value Texture Form Space **Principles of Art:** Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm/ Pattern Proportion Contrast	• Grading Rubric • Teacher Observation • Oral Critique • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class chsart.deviantart.com page • Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) • Students will make a Fotobabble with pictures of three different visual artists working today. They should include the artist's name, time period, style, and geographic location. In class, we will compare all of the artists to find similarities and differences. (Projects will include: • • Oral Critique, Website Checkpoint • Sound or Video clip on the student website) • Fotobabble • Space Drawings • Sketchbook Sketch of the Week Assignments: 7. Draw the same object 4 times at different levels and sizes, showing how placement and scale work 8. Any sketch that uses linear perspective somehow

Unit 6/ 11 Days Element of Art: Texture • Cubism collage with cardboard, construction paper, charcoal, and newspaper • Pointillism Animal to imply texture	H.1.1 PROFICIENT H.4.1 PROFICIENT H.4.2 PROFICIENT H.5.2 PROFICIENT H.6.2 PROFICIENT H.6.4 PROFICIENT H.6.5 PROFICIENT H.6.6 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio. Identify and apply theories of art when making informed judgments about works of art. Listen to and read alternative responses to works of art from peers, artists, and philosophers. Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses. Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces. Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work. Demonstrate respect for personal work and the work of others	• Creating and Understanding Drawings, Mittler and Howze • The Visual Experience, Hobbs and Salome •Example Images from Internet •File on Computer called "Drawing" •Teacher Lecture •Teacher Demonstration •Grading Rubric •Web Resources •Student Research •Newspapers, magazines, and other media outlet •Art elements and Principles •Digital Camera •Photoshop or image editing program •deviantart •iMovie •Garageband •Google Sites •Dreamweaver •Handouts •Digital Camera •Art elements and Principles •Dry Erase Board •Projector •Teacher's school provided Apple laptop •Student access to computers, printers, and internet •Cardboard •Construction Paper •Charcoal •Pens •Pencils •Tape •Glue Sticks •Pastels •Newspaper •Animal Pictures •Gel Pens •Pablo Picasso •George S. Seurat	Aesthetic Composition Framing Grid Drawing **Elements of Art:** Line Color Value Texture Shape Form Space **Principles of Art:** Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm/ Pattern Proportion Contrast	• Sketched Design • Grading Rubric •Teacher Observation •Oral Critique •Students will develop their own definition of "what is art." They will compare their definition to each other and the opinions of various critics and aestheticians. •Students create or add to their existing google site, to include examples of their work in class •Students will upload finished projects to the class chsart.deviantart.com page •Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Projects will include:) •Oral Critique •Website Checkpoint •Sound or Video clip on the student website) •Texture Drawings •Sketchbook Sketch of the Week Assignments: 9. Explore cubism in your drawing 10.Use Pointillism in a unique drawing

Unit 7/ 11 Days Principles of Design: • Movement • Unity • Harmony • Variety • Google Doc about RAM visit (Movement) • Optical Movement project where the students take a simple geometric grid image ito Photoshop and use the Liquify and Transform tools to create an optical illution of movement. They would then use colored pencils to draw the design on paper by using a grid.	H.1.5 PROFICIENT H.1.7 PROFICIENT H.1.8 PROFICIENT H.4.1 PROFICIENT H.4.2 PROFICIENT H.4.4 PROFICIENT H.5.1 PROFICIENT H.5.2 PROFICIENT H.5.3 PROFICIENT H.6.1 PROFICIENT H.6.2 PROFICIENT H.6.4 PROFICIENT H.6.5 PROFICIENT H.6.6 PROFICIENT H.7.3 PROFICIENT H.8.3 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio. Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life. Know the responsibilities of and the need for individual art patrons in the community. Identify and apply theories of art when making informed judgments about works of art. Listen to and read alternative responses to works of art from peers, artists, and philosophers. Engage in critical reading, writing, and discourse to improve understanding of own work and that of others. Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses. Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others. Demonstrate skill in perception from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter. Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces. Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work. Demonstrate respect for personal work and the work of others Create artworks that demonstrate skill and understanding of different media, processes, and techniques. Demonstrate an understanding of the process of integration through exhibition.	• Creating and Understanding Drawings, Mittler and Howze • The Visual Experience, Hobbs and Salome • Example Images from Internet • File on Computer called "Drawing" • Teacher Lecture • Teacher Demonstration • Grading Rubric • Web Resources • Student Research • Newspapers, magazines, and other media outlet • Art elements and Principles • Digital Camera • Photoshop or image editing program • deviantart • iMovie • Garageband • Google Sites • Dreamweaver • Handouts • Digital Camera • Art elements and Principles • Google Docs • Dry Erase Board • Projector • Teacher's school provided Apple laptop • Student access to computers, printers, and internet • Pencils • Pens • Colored Pencils • Rulers • Paper • George Bellows, *Stag at Sharkey's,* 1909 • Umberto Boccioni, *Unique Forms of Continuity in Space,* 1913 • Claes Oldenburg, *Shoestring Potatoes Spilling From a Bad,* 1966. • Victor Vasarely, *Edetta,* 1984	Aesthetic Composition Framing Grid Drawing **Elements of Art:** Line Shape Color Value Texture Form Space **Principles of Art:** Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm/ Pattern Proportion Contrast	• Sketched Design • Grading Rubric • Teacher Observation • Oral Critique • Student contribution to the class "Google Doc" in relation to critiquing the art we viewed at the Richmond Art Museum and how it can be relate to daily life. • Students will develop their own definition of "what is art." They will compare their definition to each other and the opinions of various critics and aestheticians. • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class chsart.deviantart.com page • Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Projects will include: • Oral Critique • Google Doc about RAM trip, • Website Checkpoint • Sound or Video clip on the student website) • Movement Drawing • Sketchbook Sketch of the Week Assignments: 11. Create a drawing that shows Variety 12.Use the RAM as your inspiration for this sketch.

Unit 8/ 11 Days Principles of Design: • Balance • Contrast • Proportion • Pattern/Rhythm • Process Research Paper • Proportion drawing; create a drawing that uses a watercolor wash, pencil, writing, and the framework from the proportion drawing in the design	H.1.5 PROFICIENT H.2.1 PROFICIENT H.3.2 PROFICIENT H.4.1 PROFICIENT H.4.2 PROFICIENT H.4.3 PROFICIENT H.4.4 PROFICIENT H.5.1 PROFICIENT H.5.2 PROFICIENT H.5.3 PROFICIENT H.6.2 PROFICIENT H.6.4 PROFICIENT H.6.5 PROFICIENT H.6.6 PROFICIENT H.7.3 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio. Recognize and compare works of art, identifying them by artist, period, style, and geographic location. Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context. Identify and apply theories of art when making informed judgments about works of art. Listen to and read alternative responses to works of art from peers, artists, and philosophers. Analyze the views of an aesthetician. Engage in critical reading, writing, and discourse to improve understanding of own work and that of others. Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses. Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others. Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces. Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work. Demonstrate respect for personal work and the work of others Create artworks that demonstrate skill and understanding of different media, processes, and techniques	• Creating and Understanding Drawings, Mittler and Howze • The Visual Experience, Hobbs and Salome • Example Images from Internet • File on Computer called "Drawing" • Teacher Lecture • Teacher Demonstration • Grading Rubric • Web Resources • Student Research • Newspapers, magazines, and other media outlet • Art elements and Principles • Digital Camera • Photoshop or image editing program • deviantart • iMovie • Garageband • Google Sites • Dreamweaver • Handouts • Digital Camera • Art elements and Principles • Dry Erase Board • Projector • Teacher's school provided Apple laptop • Student access to computers, printers, and internet • Watercolor • Pencil • Pen • Watercolor Paper • Leonardo Da Vinci	Aesthetic Composition Framing Grid Drawing **Elements of Art:** Line Shape Color Value Texture Form Space **Principles of Art:** Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm/ Pattern Proportion Contrast	• Sketched Design • Process Research Paper over famous ceramic artist who uses multiple techniques in their work. • Grading Rubric • Teacher Observation • Oral Critique • Students will develop their own definition of "what is art." They will compare their definition to each other and the opinions of various critics and aestheticians. • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class chsart.deviantart.com page • Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Projects will include:) • Process Research Paper • Mini art show participation • Oral Critique • Website Checkpoint • Sound or Video clip on the student website) • Proportion Drawings • Sketchbook Sketch of the Week Assignments: 13. Divide your paper in half; draw something in each half to show contrast between your subject matter 14.Draw an original image that shows Asymmetrical Balance

Unit 9/ 11 Days Final Grid Project; Self-Portrait or Celebrity "Thinglink" about careers in art Careers in Art • Architecture • Interior Design • Display Design • Graphic Design • Industrial Design • Fashion Design • Illustration • Film/ TV • Art Education • Fine Art • Crafts • Photography • Web Designer	H.1.3 PROFICIENT H.1.5 PROFICIENT H.2.2 PROFICIENT H.4.1 PROFICIENT H.4.2 PROFICIENT H.5.1 PROFICIENT H.5.2 PROFICIENT H.5.3 PROFICIENT H.6.2 PROFICIENT H.6.3 PROFICIENT H.6.4 PROFICIENT H.6.6 PROFICIENT H.7.1 PROFICIENT H.7.2 PROFICIENT H.8.2 PROFICIENT H.8.3 PROFICIENT	Identify iconography in an artist's work or a body of work and analyze the meaning Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio. Identify stylistic characteristics in the works of an artist or movement and describe how style is influenced by the culture and time. Identify and apply theories of art when making informed judgments about works of art. Listen to and read alternative responses to works of art from peers, artists, and philosophers. Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses. Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others. Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces. Identify the origin, function, and meaning of symbols and metaphors used in personal work. Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research Demonstrate respect for personal work and the work of others Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform personal work. Create works of art that use specific principles to solve visual problems. Create works that communicate in-depth knowledge gained through the experience of integrated study. Demonstrate an understanding of the process of integration through exhibition.	• Example Images from Internet • Creating and Understanding Drawings, Mittler and Howze • The Visual Experience, Hobbs and Salome • Example Images from Internet • File on Computer called "Drawing" • Teacher Lecture • Teacher Demonstration • Grading Rubric • Web Resources • Student Research • Newspapers, magazines, and other media outlet • Art elements and Principles • Digital Camera • Photoshop or image editing program • Thinglink • Glogster • deviantart • iMovie • Garageband • Google Sites • Dreamweaver • Handouts • Dry Erase Board • Projector • Teacher's school provided Apple laptop • Student access to computers, printers, and internet • Ebony Pencils • Paper • Yard Sticks • Rulers • Pencils • Matte Board • Tape • Glue Sticks • Velcro Stickers • Tacks • Staples • Chuck Close	Aesthetic Composition Framing Grid Drawing **Elements of Art:** Line Shape Color Value Texture Form Space **Principles of Art:** Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm/ Pattern Proportion Contrast	• Sketched Design. • Finished Grid Project • Grading Rubric • Teacher Observation • Oral Critique • Classroom discussion comparing Final Grid Projects. • Students will write their final definition of "what art is.". • Glogster that illustrates their definition of art and includes photos of their work from this class with explanations of the origin, function, meaning of symbols, and metaphors used. • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class chsart.deviantart.com page • Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) • Students will make a thinglink that includes information and links to 10 careers in art (Projects will include:) • Written description • Oral Critique • Thinglink about careers in art • Website Checkpoint • Sound or Video clip on the student website Completed "Drawing" link on their school website. • Final sound or movie clip) • Final Project Grid Drawing • Post-Test • LIAs • Post Drawings • Sketchbook Sketch of the week 15. Use a grid to draw something interesting with a lot of details 16. Combine three objects into one 17. Pick a famous art style and make a drawing that fits into it. 18. Your Choice