## Curriculum Mapping Intro to 2-D Art Semester

| Unit/Days                          | Standard   | Standard   | Resources                                  | Vocabulary      | Assessments   |
|------------------------------------|------------|--|--|-----------------|---|
|                                    | Number     |  |  |                 |   |
| 0                                  | H.1.1      | Identify connections between major world events and societal issues        | <ul> <li>Syllabus and</li> </ul>           | Aesthetic       | Vocab. Pre-Test   |
| 2 days                             | PROFICIENT | and the ways artists have responded to these through their work,           | Introduction to                            | Composition     | Sketched Designs  |
| Intro, vocab pre, pre-             |            | reflecting a diversity of cultures and ethnicities.                        | Materials                                  | Framing         | Grading Rubric  |
| instuction drawings,               |            |  | <ul> <li>Creating and</li> </ul>           | Grid Drawing    | • Erly Presentation of researched information that explains how |
|                                    | H.1.6      | Identify the knowledge and skills gained in art experiences that transfer  |  | Elements of     | an artist has related his work to                               |
|                                    | PROFICIENT | to daily life. (attention to detail)                                       | 0,   | Art:            | major events or society around                                  |
| <ul> <li>Variety in Art</li> </ul> |            |  | Howze                                      | Line            | him or her. Presentation should                                 |
|                                    | H.2.3      |  | <ul> <li>The Visual Experience,</li> </ul> |                 | include how the artist uses the                                 |
| •Aesthetic                         | PROFICIENT | Identify art and artifacts from major movements and time-periods and       | Hobbs and Salome                           | Color           | elements and principles of art in                               |
| Experience                         |            | place them on a timeline.  |  | Value           | their work.   |
|                                    | H.5.1      |  | Internet                                   | Texture         | Teacher Observation   |
| · <b>r</b> · · ·                   | PROFICIENT | Reflect on and discuss the personal significance of a work of art and      | <ul> <li>File on Computer</li> </ul>       | Form            | • Students will view works of art                               |
| <ul> <li>Describing an</li> </ul>  |            | compare with the significance found by peers. critics, and aestheticians.  | called "Drawing"                           | Space           | to compare techniques and<br>function used then compared to     |
| Artwork                            |            |  | <ul> <li>Teacher Lecture</li> </ul>        | Principles of   | now.  |
|                                    | H.5.2      | Identify subtle problems in works of art, form theories about these        | <ul> <li>Teacher Demonstration</li> </ul>  |                 | Students will communicate                                       |
| with sketches                      | PROFICIENT | works, and evaluate alternative hypotheses.                                | <ul> <li>Grading Rubric</li> </ul>         | Unity           | specific safety procedures and                                  |
|                                    |            |  | <ul> <li>Web Resources</li> </ul>          | (Harmony)       | concerns.   |
|                                    | H.5.3      |  | <ul> <li>Student Research</li> </ul>       | Variety         | Students create or add to their                                 |
|                                    | PROFICIENT | independently or with others.  | <ul> <li>Newspapers,</li> </ul>            | Emphasis (focal | existing google site, to include                                |
|                                    |            |  | magazines, and other                       | point)          | examples of their work in class                                 |
|                                    | H.6.5      | Examine and establish criteria for judging excellence in work and revise   |  | Balance         | (Projects would include:  |
|                                    | PROFICIENT | and refine work through analysis, synthesis, peer critique, and self-      | <ul> <li>Art elements and</li> </ul>       | Movement        |   |
|                                    |            | evaluation, utilizing established criteria for the purpose of creating     | Principles                                 | Rhythm/ Pattern | Pre-Observation Drawings  |
|                                    |            | portfolio level work.  | •deviantart                                | Proportion      | • Erly of artist  |
|                                    | H.6.6      |  | •iMovie                                    | Contrast        | Signature Exercise  |
|                                    | PROFICIENT |  | <ul> <li>Garageband</li> </ul>             |                 | <ul> <li>Leaves Exercise</li> </ul>                             |
|                                    |            |  | <ul> <li>Google Sites</li> </ul>           |                 | Vases/Faces   |
|                                    | H.7.1      | Evaluate the effectiveness of elements and principles in works of art and  |  |                 | Upside Down Drawing   |
|                                    | PROFICIENT | use this evaluation to inform personal work.                               | <ul> <li>Handouts</li> </ul>               |                 |   |
|                                    |            |  | <ul> <li>Digital Camera</li> </ul>         |                 |   |
|                                    | H.8.1      | Analyze characteristics of visual arts within a particular historical      | •Erly                                      |                 |   |
|                                    | PROFICIENT | period or style with similar ideas, issues, or themes in other disciplines | •Dry Erase Board                           |                 |   |
|                                    |            | and demonstrate enhanced understandings of the historical period.          | <ul> <li>Projector</li> </ul>              |                 |   |
|                                    |            |  | <ul> <li>Teacher's school</li> </ul>       |                 |   |
|                                    |            |  | provided Apple laptop                      |                 |   |
|                                    |            |  | •Student access to                         |                 |   |
|                                    |            |  | computers, printers,                       |                 |   |
|                                    |            |  | and internet                               |                 |   |
|                                    |            |  | Art Supplies                               |                 |   |

| Unit 2/                              | H.1.2         | Identify function in artwork and how it relates to the history, aesthetics,  | <ul> <li>Creating and</li> </ul>              | Aesthetic       | Sketched Designs                                 |
|--------------------------------------|---------------|--|---|-----------------|--|
| 11 Days                              | PROFICIENT    | and culture of a work  | Understanding Drawings,                       | Composition     | • Grading Rubric                                 |
| 11 Days                              | I KOI ICILIUI |  | Mittler and Howze                             | Framing         | • Create a "Glogster" on an artist               |
| Element: Line                        | H.1.3         | Identify iconcerently in an artist's work or a body of work and analyze  | • The Visual Experience,                      | Grid Drawing    | that uses line as their main                     |
| Element. Line                        |               | Identify iconography in an artist's work or a body of work and analyze   | Hobbs and Salome                              |                 | element in their art                             |
| 01 ( (1' ))                          | PROFICIENT    | the meaning  | <ul> <li>Example Images from</li> </ul>       | Elements of     | Teacher Observation                              |
| Glogster on "line"                   |               |  | Internet                                      | Art:            | Oral Critique                                    |
|                                      | H.1.5         | Identify criteria of professional portfolios for art school and reflect on   | • File on Computer called                     | Line            | Students will develop and write                  |
|                                      | PROFICIENT    | strengths of own art portfolio.  | "Drawing"                                     | Shape           | down their own definition of                     |
| (Contour Line)                       |               |  | <ul> <li>Teacher Lecture</li> </ul>           | Color           | "what is art." They will                         |
|                                      | H.1.6         | raenning the hine wiedge and binne gamea in art enpeneres that transfer  | <ul> <li>Teacher Demonstration</li> </ul>     | Value           | compare their definition to each                 |
| <ul> <li>Blind Contour</li> </ul>    | PROFICIENT    | to daily life. (attention to detail)   | <ul> <li>Grading Rubric</li> </ul>            | Texture         | other and the opinions of various                |
| Hand                                 |               |  | • Web Resources                               | Form            | critics and aestheticians.                       |
| <ul> <li>Blind Contour</li> </ul>    | H.3.1         | Analyze the effective use of symbols, elements, principles, and media in   | • Student Research                            | Space           | • Students create or add to their                |
| Model p 43                           | PROFICIENT    | works of art, using appropriate terminology.   | • Newspapers, magazines,                      | Principles of   | existing google site, to include                 |
| Continuous                           |               |  | • Art elements and                            | Art:            | • Students will upload finished                  |
|                                      | H. 4.1        | Identify and apply theories of art when making informed judgments  | Principles                                    | Unity           | projects to the class                            |
| Cross-Contour line                   |               | about works of art.  | • deviantart                                  | (Harmony)       | chsart.deviantart.com page                       |
| fruit (apple and                     |               |  | •iMovie                                       | Variety         | • Students will record their "self-              |
|                                      | H.4.2         | Listen to and read alternative responses to works of art from peers,   | •Garageband                                   | Emphasis (focal | critique" to link to their webpage               |
| shadows)                             | PROFICIENT    | artists, and philosophers.   | •Google Sites                                 | point)          | with either iMovie or                            |
| ,                                    | FROFICIENT    | artists, and philosophers.   | •Dreamweaver                                  | μ /             | Garageband. they should                          |
| • Hand Project (three                | 11 4 4        | For a state of the | •Handouts                                     | Balance         | discuss their thought process for                |
|                                      | H.4.4         | Engage in critical reading, writing, and discourse to improve  | Digital Camera                                | Movement        | choosing the images, the                         |
| with 5 other                         | PROFICIENT    | understanding of own work and that of others.  | •Art elements and                             | Rhythm/ Pattern | elements and principles they                     |
| elements; one in                     |               |  | Principles                                    | Proportion      | incorporated, their feelings                     |
| front, one betweem,                  |               | Reflect on and discuss the personal significance of a work of art and  | •Glogster                                     | Contrast        | towards their final design, and                  |
| one behind, and                      | PROFICIENT    | compare with the significance found by peers. critics, and aestheticians.  | Dry Erase Board                               |                 | the most valuable lesson they                    |
| two others mixed                     |               |  | <ul> <li>Projector</li> </ul>                 |                 | learned (could be a technique,                   |
| in)                                  |               | Engage in philosophical inquiry into the nature of art or aesthetic issues   | <ul> <li>Teacher's school provided</li> </ul> |                 | design concept, or self                          |
|                                      | H.5.3         | independently or with others.  | Apple laptop                                  |                 | awareness)                                       |
| (Hatching/Cross                      | PROFICIENT    |  | • Student access to                           |                 | ~  |
| Hatching)                            |               | Demonstrate skill in perception from real life (not photographs or flat  | computers, printers, and                      |                 | • (Projects will include:                        |
| <ul> <li>value scale with</li> </ul> | H.6.1         | imagery) to present convincing, accurately rendered objects or subject   | internet                                      |                 |  |
| both types                           | PROFICIENT    | matter.  | • paper                                       |                 | • Glogster on line artist                        |
| Technique                            |               |  | Pens and Pencils     Rulers                   |                 | • Oral Critique<br>• Definition of "what is art" |
| exercises; simple                    |               | Make informed choices about specific subject matter or concepts and  | • Student Model                               |                 | • Critique Sound or Video clip on                |
|                                      | H.6.2         | defend those choices when given a range of objects or spaces.  | • Apples                                      |                 | the student website)                             |
| range of darks and                   | PROFICIENT    | defend those enorces when given a range of objects of spaces.  | •Bananas                                      |                 | • Uploads to the website                         |
| lights                               | I KOFICILIVI  | Identify the origin, function, and meaning of symbols and metaphors  | • Simple Objects                              |                 | • Line Drawing                                   |
|                                      | H.6.3         | used in  | Animal Eye pictures                           |                 | Hatching Drawings                                |
|                                      | PROFICIENT    | personal work.   | • Richard Long. Five Paths,                   |                 | • Sketch of the Week                             |
|                                      | PROFICIENT    | personal work.   | 2002  |                 | Assignments:                                     |
| or white paper and                   |               |  | •Ellsworth Kelly. Calla                       |                 | 1.Use Line in an interesting way,                |
| pen)                                 | TT C A        | Demonstrate thoughtful revision and refinement of original work based  | Lilly 1. 1984                                 |                 | 2.Draw and shade an image of                     |
| or<br>Cl                             | H.6.4         | upon reflection, critique, practice, and research  | <ul> <li>Deborah Butterfield.</li> </ul>      |                 | your choice with only cross                      |
| • Close up of section                | PROFICIENT    |  | Tango.  |                 | hatching strokes                                 |
| of overlapping                       |               | Examine and establish criteria for judging excellence in work and revise   |   |                 |  |
|                                      |               | and refine work through analysis, synthesis, peer critique, and self-  | myrnawacknov.blogspot.c                       |                 |  |
|                                      | PROFICIENT    | evaluation, utilizing established criteria for the purpose of creating   | om/2008/09/dominant-                          |                 |  |
| extreme range in                     |               | portfolio level work.  | element-lineweek-2line-                       |                 |  |
| values of hatching                   |               |  | as.html                                       |                 |  |
| -                                    | H.6.6         | Demonstrate respect for personal work and the work of others   | Edgar Degas. the<br>Violinist. 1879           |                 |  |
|                                      | PROFICIENT    |  | riounisi. 10/7                                |                 |  |
|                                      |               |  |   |                 |  |

| Unit 3/                                  | H.1.4         | Identify connections between visual arts education and potential job   | <ul> <li>Creating and</li> </ul>                      | Aesthetic       | Sketched Design   |
|--|---------------|--|---|-----------------|---|
| 11 Days                                  | PROFICIENT    |  | Understanding Drawings,                               | Composition     | • Project requirements  |
| 11 Days                                  | PROFICIENT    | offerings in the community and beyond.   | Mittler and Howze                                     |                 | • Grading Rubric  |
| Elements: Shape and                      |               |  | • The Visual Experience,                              | Framing         | • Prezi about the field trip or guest                             |
| Form                                     |               |  | Hobbs and Salome                                      | Grid Drawing    | speaker, explaining job   |
| Form                                     | H.1.5         | Identify criteria of professional portfolios for art school and reflect on   |   | Elements of     |   |
| Drazi about Field trip                   | PROFICIENT    | strengths of own art portfolio.  | • Example Images from                                 | Art:            | opportunities in drawing and<br>how art effects the local, state, |
| • Prezi about Field trip                 |               |  | Internet  | Line            | , , ,   |
| or guest speaker                         | H.1.6         | Identify the knowledge and skills gained in art experiences that transfer  | • File on Computer called                             | Color           | and national economies.   |
|  | PROFICIENT    |  | "Drawing"   |                 | • Teacher Observation   |
| (Shape: 2-D area)                        | PROFICIENT    | to daily life. (attention to detail)   | • Teacher Lecture                                     | Value           | • Oral Critique   |
| Tesselations exercise;                   |               |  | • Teacher Demonstration                               | Texture         | • Students will develop their own                                 |
| create a reversable                      | H.1.8         | Know the responsibilities of and the need for individual art patrons in  | •Grading Rubric                                       | Shape           | definition of "what is art." They                                 |
| pattern when you cut                     | PROFICIENT    | the community.   | • Web Resources                                       | Form            | will compare their definition to                                  |
| out an absract figure,                   |               |  | • Student Research                                    | Space           | each other and the opinions of                                    |
| then alternate positive                  | H19           | Analyze impact of the arts community and culture on local, state, and  | <ul> <li>Newspapers, magazines,</li> </ul>            | Principles of   | various critics and aestheticians.                                |
| and negative snapes                      | PROFICIENT    | national economies.  | and other media outlet                                | Art:            | • Students create or add to their                                 |
| <ul> <li>"Bird in flight cut-</li> </ul> | I KOI ICILIVI |  | <ul> <li>Art elements and</li> </ul>                  |                 | existing google site, to include                                  |
| out" using only flat,                    | TT 4 1        | The stift, and even he there are a first and the second state of t | Principles  | Unity           | examples of their work in class                                   |
| intricate, delicate, and                 | H.4.1         | Identify and apply theories of art when making informed judgments  | • deviantart  | (Harmony)       | • Students will upload finished                                   |
| detailed cut out                         | PROFICEINT    | about works of art.  | • iMovie  | Variety         | projects to the class   |
| shapes pasted onto a                     |               |  | <ul> <li>Garageband</li> </ul>                        | Emphasis (focal | chsart.deviantart.com page  |
| white background                         | H.4.2         | Listen to and read alternative responses to works of art from peers,   | <ul> <li>Google Sites</li> </ul>                      | point)          | • Students will record their "self-                               |
| (use magaine pages,                      | PROFICIENT    | artists, and   | <ul> <li>Dreamweaver</li> </ul>                       | Balance         | critique" to link to their webpage                                |
| old maps, atlases, etc                   |               | philosophers.  | Handouts  | Movement        | with either iMovie or   |
| to cut out the bird)                     |               |  | <ul> <li>Digital Camera</li> </ul>                    | Rhythm/ Pattern | Garageband. they should   |
| Dont leave wide areas                    | 11.5.1        |  | <ul> <li>Art elements and</li> </ul>                  |                 | discuss their thought process for                                 |
| in the shape. Students                   | H.5.1         | Reflect on and discuss the personal significance of a work of art and  | Principles  | Proportion      | choosing the images, the  |
| could experiment with                    | PROFICIENT    | compare with the significance found by peers. critics, and aestheticians.  | • Prezi   | Contrast        | elements and principles they                                      |
| foam core and small                      |               |  | •RAM or Guest Speaker                                 |                 | incorporated, their feelings                                      |
| pins to play with                        |               | Identify subtle problems in works of art, form theories about these  | from Community  |                 | towards their final design, and                                   |
| shadows                                  | H.5.2         | works, and evaluate alternative hypotheses.  | Dry Erase Board                                       |                 | the most valuable lesson they                                     |
|  | PROFICIENT    | 51   | • Projector   |                 | learned (could be a technique,                                    |
| (Form: 3-D shapes)                       |               | Engage in philosophical inquiry into the nature of art or aesthetic issues   | · Teacher's school provided                           |                 | design concept, or self   |
|  | Н.5.3         | independently or with others.  | Apple laptop  |                 | awareness)  |
| <ul> <li>Geometric shapes vs</li> </ul>  | PROFICIENT    | independentity of with others.   | • Student access to                                   |                 | <ul> <li>Student websites will be checked</li> </ul>              |
| Geometric forms                          | PROFICIENT    |  | computers, printers, and                              |                 | for accuracy, see if they are up to                               |
| (squares and cubes                       |               | Make informed choices about specific subject matter or concepts and  | internet  |                 | date, and ensure the quality of                                   |
| drawn on paper)                          | H.6.2         | defend those choices when given a range of objects or spaces.  | Construction paper                                    |                 | work is sufficient. All finished                                  |
| <ul> <li>Organic shapes vs</li> </ul>    | PROFICIENT    |  | • Scissors  |                 | projects should be uploaded and                                   |
| Organic Forms (blobs                     | 5             | Demonstrate thoughtful revision and refinement of original work based  | • Paper   |                 | portfolio quality.  |
| and fruit drawn on                       | H.6.4         | upon reflection, critique, practice, and research  | •Old Atlas' and maps                                  |                 | 1 1 2   |
| paper)                                   | PROFICIENT    |  | •Exaco knives   |                 | • (Projects will include:   |
| • Soup can or bottle                     | I ROLIEILI I  | Examine and establish criteria for judging excellence in work and revise   | Small black head pins                                 |                 | • Prezi about field trip  |
| from the top, next to a                  | H.6.5         |  | • foam core or cardboard                              |                 | •Oral Critique  |
| can from a upward                        | п.0.5         | and refine work through analysis, synthesis, peer critique, and self-  | •Objects from homes for                               |                 | Website Checkpoint  |
| angle                                    | PROFICIENT    | evaluation, utilizing established criteria for the purpose of creating   | students to observe                                   |                 | • Sound or Video clip on the                                      |
| "Appendage growing                       |               | portfolio level work.  | <ul> <li>Watercolor or charcoal</li> </ul>            |                 | student website)  |
| from object"- drawing                    | 2             |  | •Water  |                 | • Shape Drawings  |
| must be an                               | H.6.6         | Demonstrate respect for personal work and the work of others   | •Pen  |                 | •Form Drawings  |
| appropriate body part                    |               |  | •Black and Brown Pastels                              |                 | • Sketch of the Week  |
| combined with an                         |               |  | <ul> <li><u>http://xaxor.com/creative/</u></li> </ul> |                 | Assignments:  |
| object the student                       |               |  | paper-cut-out-artclaire-                              |                 | 3. Draw a Tessellation  |
| brings in from home                      |               |  | brewsterhtml  |                 | 4. Sketch where the Shadow is                                     |
| for observation. Use                     |               |  | •M.C. Esher   |                 | more important than the object                                    |
| watercolor washed                        |               |  | Pablo Picasso, Three                                  |                 | inore important than the object                                   |
| paper and pen and                        |               |  | Musicians   |                 |   |
| brown and black                          |               |  | •Claire Brewster                                      |                 |   |
| pastel to draw.                          |               |  | Chante Diewster                                       |                 |   |
| pasier to draw.                          | 1             |  | 1   |                 | 1   |

| Unit 4/                                 | H.1.5         | Identify criteria of professional portfolios for art school and reflect on | <ul> <li>Creating and</li> </ul>           | Aesthetic       | • Rubrics   |
|---|---------------|--|--|-----------------|---|
| 11 Days                                 | PROFICIENT    | strengths of own art portfolio.  | Understanding Drawings,                    | Composition     | Observation   |
| Element of Art:                         |               |  | Mittler and Howze                          | Framing         | Oral Critique   |
| Value and Color                         | H.1.6         | Identify the knowledge and skills gained in art experiences that transfer  | <ul> <li>The Visual Experience,</li> </ul> | Grid Drawing    | • Students create or add to their                               |
| varae and color                         | PROFICIENT    | to daily life. (attention to detail)                                       | Hobbs and Salome                           | Elements of     | existing google site, to include                                |
| (Value)                                 | I KOI ICILIUI | to daily me. (attention to detail)   | • Example Images from                      | Art:            | examples of their work in class                                 |
| • Value Scale                           | H.5.1         | Reflect on and discuss the personal significance of a work of art and      | Internet                                   | Line            | • Students will upload finished                                 |
|   |               |  | • File on Computer called                  |                 | projects to the class   |
| exercise                                | PROFICIENT    | compare with the significance found by peers. critics, and aestheticians.  | "Drawing"                                  | Color           | chsart.deviantart.com page                                      |
| <ul> <li>Single pear</li> </ul>         |               |  | Teacher Lecture                            | Value           | • Students will record their "self-                             |
| exercise on gray                        |               | Identify subtle problems in works of art, form theories about these        | Teacher Demonstration                      | Texture         | critique" to link to their webpage                              |
| paper with shadow                       |               | works, and evaluate alternative hypotheses.                                | Grading Rubric                             | Shape           | with either iMovie or   |
| <ul> <li>Still life- blanket</li> </ul> | PROFICIENT    |  | • Web Resources                            | Form            | Garageband. they should   |
| and fruit with                          |               | Make informed choices about specific subject matter or concepts and        | • Student Research                         | Space           | discuss their thought process for                               |
| pencil on white                         | H.6.2         | defend those choices when given a range of objects or spaces.              | •Newspapers, magazines,                    | Principles of   | choosing the images, the  |
| paper                                   | PROFICIENT    |  | and other media outlet                     | Art:            | elements and principles they                                    |
| pupu                                    |               | Demonstrate thoughtful revision and refinement of original work based      | • Art elements and<br>Principles           | Unity           | incorporated, their feelings<br>towards their final design, and |
| (Color)                                 | H.6.4         | upon reflection, critique, practice, and research                          | Digital Camera                             | (Harmony)       | the most valuable lesson they                                   |
| Color Wheel                             | PROFICIENT    | apon reneerion, enrique, praenee, and research                             | Photoshop or image                         | Variety         | learned (could be a technique,                                  |
| • Color wheel<br>Exercise               | FROFICIENT    | E contra confluent l'intervise Contra l'incer confluence in confluence inc |  |                 | design concept, or self   |
|   | 11.65         | Examine and establish criteria for judging excellence in work and revise   | •deviantart                                | Emphasis (focal | awareness)  |
| Monochromatic                           | H.6.5         | and refine work through analysis, synthesis, peer critique, and self-      | •iMovie                                    | point)          | awareness)  |
| self-portrait with                      | PROFICIENT    | evaluation, utilizing established criteria for the purpose of creating     | •Garageband                                | Balance         | • (Projects will include:)                                      |
| chalk Pastel and                        |               | portfolio level work.  | Canala Sitas                               | Movement        | (1 tojeets will include.)                                       |
| complimentary                           |               |  | •Dreamweaver                               | Rhythm/ Pattern | • Oral Critique   |
|   | H.6.6         | Demonstrate respect for personal work and the work of others               | •Handouts                                  | Proportion      | • Website Checkpoint  |
| (use the grid to set                    | PROFICIENT    |  | Digital Camera                             | Contrast        | • Sound or Video clip on the                                    |
| up)                                     |               |  | •Art elements and                          |                 | student website)  |
| 17                                      |               |  | Principles                                 |                 | Value Drawings  |
|   |               |  | • Dry Erase Board                          |                 | Color Drawings  |
|   |               |  | Projector                                  |                 | • Sketchbook Sketch of the Week                                 |
|   |               |  | • Teacher's school provided                |                 | Assignments:  |
|   |               |  | Apple laptop                               |                 | 5. Chiaroscuro Sketch   |
|   |               |  | • Student access to                        |                 | 6. Draw outlines and cross                                      |
|   |               |  | computers, printers, and                   |                 | hatched shadows in pen, then                                    |
|   |               |  | internet                                   |                 | overlay color to finish   |
|   |               |  | <ul> <li>Shading Pencils</li> </ul>        |                 |   |
|   |               |  | •Pears                                     |                 |   |
|   |               |  | •Gray Paper                                |                 |   |
|   |               |  | •Blankets                                  |                 |   |
|   |               |  | • Fruit                                    |                 |   |
|   |               |  | • Pencil                                   |                 |   |
|   |               |  | • White Paper                              |                 |   |
|   |               |  | • Pastels                                  |                 |   |

| Unit 5/                                | H.1.5         | Identify aritaria of professional partfalias for art school and reflect on | <ul> <li>Creating and</li> </ul>  | Aasthatia       | Grading Rubric                      |
|--|---------------|--|-----------------------------------|-----------------|-------------------------------------|
|  |               | Identify criteria of professional portfolios for art school and reflect on | e                                 | Aesthetic       | Teacher Observation                 |
| 11 Days                                | PROFICIENT    | strengths of own art portfolio.  | Mittler and Howze                 | Composition     | •Oral Critique                      |
| Element of Art:                        |               |  | • The Visual Experience,          | Framing         | • Students create or add to their   |
| Space                                  | H.1.6         | Identify the knowledge and skills gained in art experiences that transfer  | Hobbs and Salome                  | Grid Drawing    | existing google site, to include    |
|  | PROFICIENT    | to daily life. (attention to detail)                                       | •Example Images from              | Elements of     | examples of their work in class     |
| (Overlapping/ High                     |               |  | Internet                          | Art:            | • Students will upload finished     |
| and Low Placement)                     | H.4.2         | Listen to and read alternative responses to works of art from peers,       | •File on Computer called          | Line            | projects to the class               |
| Simple Bowl and                        | PROFICIENT    | artists, and   | "Drawing"                         | Shape           | chsart.deviantart.com page          |
| Pitcher drawings;                      | i nor ieiliù  | philosophers.  | • Teacher Lecture                 | Color           | • Students will record their "self- |
| show the two                           |               | philosophers.  | Teacher Demonstration             | Value           | critique" to link to their webpage  |
|  | H.5.1         | Deflect on and discuss the nonsenal simificance of a second of out and     | •Grading Rubric                   |                 | with either iMovie or               |
| objects separate                       |               | Reflect on and discuss the personal significance of a work of art and      | • Web Resources                   | Texture         | Garageband. they should             |
| and have students                      | PROFICIENT    | compare with the significance found by peers. critics, and aestheticians.  | • Student Research                | Form            | discuss their thought process for   |
| overlap                                |               |  | •Newspapers, magazines,           | Space           | choosing the images, the            |
|  |               | Identify subtle problems in works of art, form theories about these        | and other media outlet            | Principles of   | elements and principles they        |
| (Linear Perspectve)                    | H.5.2         | works, and evaluate alternative hypotheses.                                | • Art elements and                | Art:            | incorporated, their feelings        |
| • One point Boxes                      | PROFICIENT    |  | Principles                        | Unity           | towards their final design, and     |
| • One Point Room in                    |               | Make informed choices about specific subject matter or concepts and        | •Digital Camera                   | (Harmony)       | the most valuable lesson they       |
| Pen                                    | H.6.2         | defend those choices when given a range of objects or spaces.              | Photoshop or image                | Variety         | learned (could be a technique,      |
| Two Point Boxes                        | PROFICIENT    | defend those enorees when given a range of objects of spaces.              | editing program                   | Emphasis (focal | design concept, or self             |
| Two Point Boxes     Two Point House in |               | Demonstrate thoughtful revision and refinement of original work based      | • deviantart                      | point)          | awareness)                          |
|  |               |  | • iMovie                          |                 | • Students will make a Fotobabble   |
| Pen (and maybe                         | H.6.4         |  | •Garageband                       | Balance         | with pictures of three different    |
| watercolor)                            | PROFICIENT    |  | Canala Sitar                      | Movement        | visual artists working today.       |
| <ul> <li>Perspective</li> </ul>        |               | Examine and establish criteria for judging excellence in work and revise   | •Dreamweaver                      | Rhythm/ Pattern | They should include the artist's    |
|  | H.6.5         | and refine work through analysis, synthesis, peer critique, and self-      | • Handouts                        | Proportion      | name, time period, style, and       |
| (maybe a window)                       | PROFICIENT    | evaluation, utilizing established criteria for the purpose of creating     | •Digital Camera                   | Contrast        | geographic location. In class,      |
|  |               | portfolio level work.  | • Art elements and                |                 | we will compare all of the artists  |
| Fotobabble                             |               | *  | Principles                        |                 | to find similarities and            |
|  | H.6.6         | Demonstrate respect for personal work and the work of others               | • Fotobabble                      |                 | differences.                        |
|  | PROFICIENT    | Demonstrate respect for personal work and the work of others               | • Dry Erase Board                 |                 |                                     |
|  | I KOI ICILIVI |  | • Projector                       |                 |                                     |
|  |               |  | • Teacher's school provided       |                 | (Projects will include:             |
|  |               |  | Apple laptop                      |                 | •                                   |
|  |               |  | • Student access to               |                 | • Oral Critique, Website            |
|  |               |  | computers, printers, and          |                 | Checkpoint                          |
|  |               |  | internet                          |                 | • Sound or Video clip on the        |
|  |               |  | • Paper                           |                 | student website)                    |
|  |               |  | Yard sticks                       |                 | • Fotobabble                        |
|  |               |  | • Rulers                          |                 | Space Drawings                      |
|  |               |  | • Pens                            |                 | • Sketchbook Sketch of the Week     |
|  |               |  | • Pencils                         |                 | Assignments:                        |
|  |               |  | <ul> <li>China Markers</li> </ul> |                 | 7. Draw the same object 4 times     |
|  |               |  | <ul> <li>Watercolor</li> </ul>    |                 | at different levels and sizes,      |
|  |               |  | •M.C. Esher                       |                 | showing how placement and           |
|  |               |  | • http://www.tastudio.com/        |                 | scale work                          |
|  |               |  |                                   |                 | 8. Any sketch that uses linear      |
|  |               |  |                                   |                 | perspective somehow                 |

| Unit 6/                                | H.1.1         | Identify criteria of professional portfolios for art school and reflect on | Creating and                                  | Aesthetic       | Sketched Design                     |
|--|---------------|--|---|-----------------|-------------------------------------|
| 11 Days                                | PROFICIENT    | strengths of own art portfolio.  | Understanding Drawings,                       | Composition     | Grading Rubric                      |
|  |               |  | Mittler and Howze                             | Framing         | Teacher Observation                 |
| Element of Art:                        | H.4.1         | Identify and apply theories of art when making informed judgments          | <ul> <li>The Visual Experience,</li> </ul>    | Grid Drawing    | Oral Critique                       |
| Texture                                | PROFICIENT    | about works of art.  | Hobbs and Salome                              | Elements of     | • Students will develop their own   |
| Texture                                | I ROI ICILIUI | usout works of uit.  | <ul> <li>Example Images from</li> </ul>       | Art:            | definition of "what is art." They   |
| Cubierry college                       | H.4.2         | Listen to and used alternative menons to see the of art from more          | Internet                                      |                 | will compare their definition to    |
| • Cubism collage                       |               | Listen to and read alternative responses to works of art from peers,       | <ul> <li>File on Computer called</li> </ul>   | Line            | each other and the opinions of      |
| with cardboard,                        | PROFICIENT    | artists, and   | "Drawing"                                     | Color           | various critics and aestheticians.  |
| construction paper,                    |               | philosophers.  | Teacher Lecture                               | Value           | • Students create or add to their   |
| charcoal, and                          |               |  | Teacher Demonstration                         | Texture         | existing google site, to include    |
| newspaper                              | H.5.2         | Identify subtle problems in works of art, form theories about these        | <ul> <li>Grading Rubric</li> </ul>            | Shape           | examples of their work in class     |
| Pointillism Animal                     | PROFICIENT    | works, and evaluate alternative hypotheses.                                | Web Resources                                 | Form            | • Students will upload finished     |
| to imply texture                       |               |  | Student Research                              | Space           | projects to the class               |
| ······································ | H.6.2         | Make informed choices about specific subject matter or concepts and        | <ul> <li>Newspapers, magazines,</li> </ul>    | Principles of   | chsart.deviantart.com page          |
|  | PROFICIENT    | defend those choices when given a range of objects or spaces.              | and other media outlet                        | Art:            | • Students will record their "self- |
|  | INDITICIENT   | defend those choices when given a range of objects of spaces.              | • Art elements and                            | Unity           | critique" to link to their webpage  |
|  | TT C A        |  | Principles                                    |                 | with either iMovie or               |
|  | H.6.4         | Demonstrate thoughtful revision and refinement of original work based      | Digital Camera                                | (Harmony)       | Garageband. they should             |
|  | PROFICIENT    | upon reflection, critique, practice, and research                          | Photoshop or image                            | Variety         | discuss their thought process for   |
|  |               |  | editing program                               | Emphasis (focal | choosing the images, the            |
|  | H.6.5         | Examine and establish criteria for judging excellence in work and revise   | • deviantart                                  | point)          | elements and principles they        |
|  | PROFICIENT    | and refine work through analysis, synthesis, peer critique, and self-      | •1Movie                                       | Balance         | incorporated, their feelings        |
|  |               | evaluation, utilizing established criteria for the purpose of creating     | •Garageband                                   | Movement        | towards their final design, and     |
|  |               | portfolio level work.  | •Google Sites                                 | Rhythm/ Pattern | the most valuable lesson they       |
|  | H.6.6         |  | Dreamweaver                                   | Proportion      | learned (could be a technique,      |
|  | PROFICIENT    | Demonstrate respect for personal work and the work of others               | Handouts                                      | Contrast        | design concept, or self             |
|  | PROFICIENT    | Demonstrate respect for personal work and the work of others               | <ul> <li>Digital Camera</li> </ul>            | Contrast        | awareness)                          |
|  |               |  | • Art elements and                            |                 |                                     |
|  |               |  | Principles                                    |                 | (Projects will include: )           |
|  |               |  | • Dry Erase Board                             |                 | • Oral Critique                     |
|  |               |  | • Projector                                   |                 | • Website Checkpoint                |
|  |               |  | <ul> <li>Teacher's school provided</li> </ul> |                 | • Sound or Video clip on the        |
|  |               |  | Apple laptop                                  |                 | student website)                    |
|  |               |  | <ul> <li>Student access to</li> </ul>         |                 | • Texture Drawings                  |
|  |               |  | computers, printers, and                      |                 | • Sketchbook Sketch of the Week     |
|  |               |  | internet                                      |                 | Assignments:                        |
|  |               |  | •Cardboard                                    |                 | 9. Explore cubism in your           |
|  |               |  | Construction Paper                            |                 | drawing                             |
|  |               |  | •Charcoal                                     |                 | 10.Use Pointillism in a unique      |
|  |               |  | •Pens   |                 | drawing                             |
|  |               |  | •Pencils                                      |                 |                                     |
|  |               |  | • Tape  |                 |                                     |
|  |               |  | •Glue Sticks                                  |                 |                                     |
|  |               |  | • Pastels                                     |                 |                                     |
|  |               |  | •Newspaper                                    |                 |                                     |
|  |               |  | Animal Pictures                               |                 |                                     |
|  |               |  | • Gel Pens                                    |                 |                                     |
|  |               |  | Pablo Picasso                                 |                 |                                     |
|  |               |  | •George S. Seurat                             |                 |                                     |

| Unit 7/                      | H.1.5          | Identific mitaria af marfaccional martfalias fan art ashaal and meflaat an | Creating and                                  | Aesthetic       | Sketched Design                               |
|------------------------------|----------------|--|---|-----------------|---|
|                              | PROFICIENT     | Identify criteria of professional portfolios for art school and reflect on |   | Composition     | • Grading Rubric                              |
| 11 Days                      | PROFICIENT     | strengths of own art portfolio.  | Mittler and Howze                             |                 | • Teacher Observation                         |
| D · · · 1 . 0 D ·            |                |  |   | Framing         | •Oral Critique                                |
| Principles of Design:        | : H.I.7        | Critique art experienced at local and state museums, exhibits, movie       | Habba and Salama                              | Grid Drawing    | • Student contribution to the class           |
| <ul> <li>Movement</li> </ul> | PROFICIENT     | theaters, other arts-related establishments, public art, and digital       | •Example Images from                          | Elements of     | "Google Doc" in relation to                   |
| • Unity                      |                | resources, then analyze the effect of these                                | Internet                                      | Art:            | critiquing the art we viewed at               |
| <ul> <li>Harmony</li> </ul>  |                | experiences upon daily life.   | • File on Computer called                     | Line            | the Richmond Art Museum and                   |
| Variety                      |                |  | "Drawing"                                     | Shape           | how it can be relate to daily life.           |
| 5                            | H.1.8          | Know the responsibilities of and the need for individual art patrons in    |   | Color           | • Students will develop their own             |
| Google Doc about             | PROFICIENT     | the community.   |   | Value           | definition of "what is art." They             |
| RAM visit                    | i nor relizion |  | <ul> <li>Grading Rubric</li> </ul>            | Texture         | will compare their definition to              |
| ite intervisit               | H.4.1          | Identify and apply theories of art when making informed judgments          | • Web Resources                               | Form            | each other and the opinions of                |
| (Morromant)                  | PROFICIENT     | about works of art.  | Student Research                              |                 | various critics and aestheticians.            |
| (Movement)                   | PROFICIENT     | about works of art.  | •Newspapers, magazines,                       | Space           | • Students create or add to their             |
| Optical Movement             |                |  | and other media outlet                        | Principles of   | existing google site, to include              |
| project where the            | H.4.2          | Listen to and read alternative responses to works of art from peers,       | <ul> <li>Art elements and</li> </ul>          | Art:            | examples of their work in class               |
| students take a              | PROFICIENT     | artists, and   |   | Unity           | • Students will upload finished               |
| simple geometric             |                | philosophers.  | <ul> <li>Digital Camera</li> </ul>            | (Harmony)       | projects to the class                         |
| grid image ito               |                |  | <ul> <li>Photoshop or image</li> </ul>        | Variety         | chsart.deviantart.com page                    |
| Photoshop and use            | H.4.4          | Engage in critical reading, writing, and discourse to improve              | editing program                               | Emphasis (focal | • Students will record their "self-           |
| the Liquify and              | PROFICIENT     | understanding of own work and that of others.                              | • deviantart                                  | point)          | critique" to link to their webpage            |
| Transform tools to           |                |  | •iMovie                                       | Balance         | with either iMovie or                         |
| create an optical            | H.5.1          | Reflect on and discuss the personal significance of a work of art and      | <ul> <li>Garageband</li> </ul>                | Movement        | Garageband. they should                       |
| illution of                  | PROFICIENT     | compare with the significance found by peers. critics, and aestheticians.  | •Google Sites                                 | Rhythm/ Pattern | discuss their thought process for             |
| movement. They               | INTELNI        | compare with the significance found by peers, entites, and acsulettenans.  | Dieaniweaver                                  | Proportion      | choosing the images, the                      |
|                              |                | Lind Constitution with the second second Constitution with a statement     | - I landouts                                  |                 | elements and principles they                  |
| would then use               | 11.5.0         | Identify subtle problems in works of art, form theories about these        | <ul> <li>Digital Camera</li> </ul>            | Contrast        | incorporated, their feelings                  |
| colored pencils to           | H.5.2          | works, and evaluate alternative hypotheses.                                | <ul> <li>Art elements and</li> </ul>          |                 | towards their final design, and               |
| draw the design on           | PROFICIENT     |  | Principles                                    |                 | the most valuable lesson they                 |
| paper by using a             |                |  | •Google Docs                                  |                 | learned (could be a technique,                |
| grid.                        | H.5.3          | independently or with others.  | Dry Erase Board                               |                 | design concept, or self                       |
|                              | PROFICIENT     |  | • Projector                                   |                 | awareness)                                    |
|                              |                | Demonstrate skill in perception from real life (not photographs or flat    | <ul> <li>Teacher's school provided</li> </ul> |                 |   |
|                              | H.6.1          | imagery) to present convincing, accurately rendered objects or subject     | Apple laptop                                  |                 | (Projects will include:                       |
|                              | PROFICIENT     | matter.  | Student access to                             |                 | •Oral Critique                                |
|                              | i nor relizion |  | computers, printers, and                      |                 | • Google Doc about RAM trip,                  |
|                              |                | Make informed choices about specific subject matter or concepts and        | • Pencils                                     |                 | • Website Checkpoint                          |
|                              | H.6.2          | defend those choices when given a range of objects or spaces.              | • Pencils<br>• Pens                           |                 | • Sound or Video clip on the student website) |
|                              |                | defend mose choices when given a range of objects of spaces.               | Colored Pencils                               |                 | • Movement Drawing                            |
|                              | PROFICIENT     |  | •Rulers                                       |                 | • Sketchbook Sketch of the Week               |
|                              |                | Demonstrate thoughtful revision and refinement of original work based      | • Paper                                       |                 | Assignments:                                  |
|                              | H.6.4          | upon reflection, critique, practice, and research                          | • George Bellows, <i>Stag at</i>              |                 | 11. Create a drawing that shows               |
|                              | PROFICIENT     |  | Chankan'a 1000                                |                 | Variety                                       |
|                              |                | Examine and establish criteria for judging excellence in work and revise   | Umberto Boccioni,                             |                 | 12.Use the RAM as your                        |
|                              | H.6.5          | and refine work through analysis, synthesis, peer critique, and self-      | Unique Forms of                               |                 | inspiration for this sketch.                  |
|                              | PROFICIENT     | evaluation, utilizing established criteria for the purpose of creating     | Continuity in Space, 1913                     |                 | hispitation for this sketch.                  |
|                              |                | portfolio level work.  | Claes Oldenburg,                              |                 |   |
|                              |                |  | Shoestring Potatoes                           |                 |   |
|                              | H.6.6          | Demonstrate respect for personal work and the work of others               | Spilling From a Bad,                          |                 |   |
|                              | PROFICIENT     |  | 1966.   |                 |   |
|                              |                | Create artworks that demonstrate skill and understanding of different      | • Victor Vasarely, Edetta,                    |                 |   |
|                              | 11 7 2         |  | 1984  |                 |   |
|                              | H.7.3          | media, processes, and techniques.  |   |                 |   |
|                              | PROFICIENT     |  |   |                 |   |
|                              |                | Demonstrate an understanding of the process of integration through         |   |                 |   |
|                              | H.8.3          | exhibition.  |   |                 |   |
|                              | PROFICIENT     |  |   |                 |   |
|                              |                |  |   |                 |   |

| Unit 8/               | H.1.5       | Identify criteria of professional portfolios for art school and reflect on | <ul> <li>Creating and</li> </ul>           | Aesthetic              | Sketched Design   |
|-----------------------|-------------|--|--|------------------------|---|
|                       | PROFICIENT  | strengths of own art portfolio.  | Understanding                              | Composition            | Process Research Paper over   |
|                       |             |  | Drawings, Mittler and                      | Framing                | famous ceramic artist who uses                                      |
| Principles of Design: | H 2 1       | Recognize and compare works of art, identifying them by artist, period,    | Howze                                      | Grid Drawing           | multiple techniques in their  |
|                       | PROFICIENT  | style, and geographic location.  | <ul> <li>The Visual Experience,</li> </ul> | Elements of            | work.   |
| Contrast              |             | style, and geographic rocation.  | Hobbs and Salome                           | Art:                   | • Grading Rubric  |
|                       | Н.3.2       | Construct well-supported interpretations of works of art using problem     | •Example Images from                       | Line                   | Teacher Observation   |
|                       | PROFICIENT  | solving and critical inquiry, reflecting on various interpretations,       | Internet                                   | Shape                  | •Oral Critique  |
| • I attern/Kirytinn   | I KOPICIENI | evidence presented in the work, and its cultural context.                  | •File on Computer                          | Color                  | • Students will develop their own definition of "what is art." They |
| Process Research      |             | evidence presented in the work, and its cultural context.                  | called "Drawing"                           | Value                  | will compare their definition to                                    |
|                       | H.4.1       | Identify and apply theories of art when making informed judgments          | •Teacher Lecture                           | Texture                | each other and the opinions of                                      |
|                       | PROFICIENT  | about works of art.  | Teacher Demonstration                      |                        | various critics and aestheticians.                                  |
|                       | PROFICIENT  | about works of all.  | •Grading Rubric                            |                        | • Students create or add to their                                   |
| drawing; create a     |             | Listen to and read alternative responses to works of art from peers,       | •Web Resources                             | Space<br>Principles of | existing google site, to include                                    |
| drawing that uses a   | 11.4.2      |  |  |                        | examples of their work in class                                     |
|                       | H.4.2       | artists, and   | •Student Research                          | Art:                   | <ul> <li>Students will upload finished</li> </ul>                   |
| pencil, writing, and  | PROFICIENT  | philosophers.  | •Newspapers,                               | Unity                  | projects to the class   |
| the framework         |             |  | magazines, and other                       | (Harmony)              | chsart.deviantart.com page  |
| from the proportion   |             | Analyze the views of an aesthetician.                                      | media outlet                               | Variety                | • Students will record their "self-                                 |
|                       | H.4.3       |  | •Art elements and                          | Emphasis (focal        | critique" to link to their webpage<br>with either iMovie or         |
| design                | PROFICIENT  |  | Principles                                 | point)                 | Garageband. they should   |
|                       |             | Engage in critical reading, writing, and discourse to improve              | •Digital Camera                            | Balance                | discuss their thought process for                                   |
|                       | H.4.4       | understanding of own work and that of others.                              | <ul> <li>Photoshop or image</li> </ul>     | Movement               | choosing the images, the  |
|                       | PROFICIENT  |  | editing program                            | Rhythm/ Pattern        | elements and principles they  |
|                       |             | Reflect on and discuss the personal significance of a work of art and      | •deviantart                                | Proportion             | incorporated, their feelings  |
|                       | H.5.1       | compare with the significance found by peers. critics, and aestheticians.  | •iMovie                                    | Contrast               | towards their final design, and                                     |
|                       | PROFICIENT  |  | •Garageband                                |                        | the most valuable lesson they                                       |
|                       |             | Identify subtle problems in works of art, form theories about these        | <ul> <li>Google Sites</li> </ul>           |                        | learned (could be a technique,                                      |
|                       |             | works, and evaluate alternative hypotheses.                                | <ul> <li>Dreamweaver</li> </ul>            |                        | design concept, or self   |
|                       | Н.5.2       |  | •Handouts                                  |                        | awareness)  |
|                       | PROFICIENT  | Engage in philosophical inquiry into the nature of art or aesthetic issues | <ul> <li>Digital Camera</li> </ul>         |                        | (Projects will include:)  |
|                       |             | independently or with others.  | •Art elements and                          |                        | • Process Research Paper  |
|                       | H.5.3       |  | Principles                                 |                        | • Mini art show participation                                       |
|                       | PROFICIENT  | Make informed choices about specific subject matter or concepts and        | <ul> <li>Dry Erase Board</li> </ul>        |                        | •Oral Critique  |
|                       |             | defend those choices when given a range of objects or spaces.              | <ul> <li>Projector</li> </ul>              |                        | Website Checkpoint  |
|                       | H.6.2       |  | <ul> <li>Teacher's school</li> </ul>       |                        | • Sound or Video clip on the  |
|                       | PROFICIENT  | Demonstrate thoughtful revision and refinement of original work based      | provided Apple laptop                      |                        | student website)  |
|                       |             | upon reflection, critique, practice, and research                          | <ul> <li>Student access to</li> </ul>      |                        | Proportion Drawings   |
|                       | H.6.4       |  | computers, printers,                       |                        | Sketchbook Sketch of the Week                                       |
|                       | PROFICIENT  | Examine and establish criteria for judging excellence in work and revise   |  |                        | Assignments:  |
|                       |             | and refine work through analysis, synthesis, peer critique, and self-      | •Watercolor                                |                        | 13. Divide your paper in half;                                      |
|                       | H.6.5       | evaluation, utilizing established criteria for the purpose of creating     | •Pencil                                    |                        | draw something in each half to<br>show contrast between your        |
|                       | PROFICIENT  | portfolio level work.  | •Pen                                       |                        | subject matter  |
|                       |             |  | Watercolor Paper                           |                        | 14.Draw an original image that                                      |
|                       |             | Demonstrate respect for personal work and the work of others               | <ul> <li>Leonardo Da Vinci</li> </ul>      |                        | shows Asymmetrical Balance  |
|                       | H.6.6       |  |  |                        |   |
|                       | PROFICIENT  | Create artworks that demonstrate skill and understanding of different      |  |                        |   |
|                       |             | media, processes, and techniques   |  |                        |   |
|                       | Н.7.3       |  |  |                        |   |
|                       | PROFICIENT  |  |  |                        |   |
|                       |             | 1  | 1  | 1                      |   |

| Unit 9/                               | H.1.3         | Identify iconography in an artist's work or a body of work and analyze        | •Example Images from                      | Aesthetic       | Sketched Design.   |
|---------------------------------------|---------------|---|---|-----------------|--|
| 11 Days                               | PROFICIENT    | the meaning   | Internet                                  | Composition     | Finished Grid Project  |
|                                       |               |   | <ul> <li>Creating and</li> </ul>          | Framing         | Grading Rubric   |
| Final Grid Project;                   | H.1.5         | Identify criteria of professional portfolios for art school and reflect on    | Understanding                             | Grid Drawing    | Teacher Observation  |
| Self-Portrait                         | PROFICIENT    | strengths of own art portfolio.   | Drawings, Mittler and                     | Elements of     | Oral Critique  |
|                                       | INTICIENT     | stengths of own art portiono.   | Howze                                     | Art:            | Classroom discussion comparing   |
| 0ľ<br>Calabrity                       | 11.2.2        | Identify stylictic characteristics in the works of an artist or movement      |   |                 | Final Grid Projects.   |
| Celebrity                             | H.2.2         | Identify stylistic characteristics in the works of an artist or movement      | • The Visual Experience,                  | Line            | • Students will write their final  |
| ((771) 1 1 1 1 1                      | PROFICIENT    | and   | Hobbs and Salome                          | Shape           | definition of "what art is.".  |
| "Thinglink" about                     |               | describe how style is influenced by the culture and time.                     |   | Color           | • Glogster that illustrates their  |
| careers in art                        |               |   | Internet                                  | Value           | definition of art and includes   |
|                                       | H.4.1         | Identify and apply theories of art when making informed judgments             | <ul> <li>File on Computer</li> </ul>      | Texture         | photos of their work from this   |
| Careers in Art                        | PROFICIENT    | about works of art.   | called "Drawing"                          | Form            | class with explanations of the   |
| <ul> <li>Architecture</li> </ul>      |               |   | Teacher Lecture                           | Space           | origin, function, meaning of   |
| <ul> <li>Interior Design</li> </ul>   | H.4.2         | Listen to and read alternative responses to works of art from peers,          | <ul> <li>Teacher Demonstration</li> </ul> | Principles of   | <ul><li>symbols, and metaphors used.</li><li>Students create or add to their</li></ul> |
| <ul> <li>Display Design</li> </ul>    | PROFICIENT    | artists, and  | <ul> <li>Grading Rubric</li> </ul>        | Art:            | existing google site, to include   |
| Graphic Design                        |               | philosophers.   | •Web Resources                            | Unity           | examples of their work in class  |
| <ul> <li>Industrial Design</li> </ul> |               |   | <ul> <li>Student Research</li> </ul>      | (Harmony)       | • Students will upload finished  |
| <ul> <li>Fashion Design</li> </ul>    | H.5.1         | Reflect on and discuss the personal significance of a work of art and         | •Newspapers,                              | Variety         | projects to the class  |
| Illustration                          | PROFICIENT    | compare with the significance found by peers. critics, and aestheticians.     | magazines, and other                      | Emphasis (focal | chsart.deviantart.com page   |
| • Film/ TV                            | I KOI ICILIUI | compare with the significance found by peers, entres, and destretionalis.     | media outlet                              | point)          | • Students will record their "self-  |
| Art Education                         |               | Identify subtle problems in works of art, form theories about these           | •Art elements and                         | Balance         | critique" to link to their webpage   |
|                                       | H.5.2         |   |   | Movement        | with either iMovie or  |
| • Fine Art                            |               | works, and evaluate alternative hypotheses.                                   | Principles                                |                 | Garageband. they should  |
| Crafts                                | PROFICIENT    |   | •Digital Camera                           | Rhythm/ Pattern | discuss their thought process for  |
| Photography                           |               | Engage in philosophical inquiry into the nature of art or aesthetic issues    | Photoshop or image                        | Proportion      | choosing the images, the   |
| <ul> <li>Web Designer</li> </ul>      | H.5.3         | independently or with others.   | editing program                           | Contrast        | elements and principles they   |
|                                       | PROFICIENT    |   | •Thinglink                                |                 | incorporated, their feelings   |
|                                       |               | Make informed choices about specific subject matter or concepts and           | •Glogster                                 |                 | towards their final design, and  |
|                                       | H.6.2         | defend those choices when given a range of objects or spaces.                 | •deviantart                               |                 | the most valuable lesson they  |
|                                       | PROFICIENT    |   | •iMovie                                   |                 | learned (could be a technique,   |
|                                       |               | Identify the origin, function, and meaning of symbols and metaphors           | <ul> <li>Garageband</li> </ul>            |                 | design concept, or self  |
|                                       | H.6.3         | used in   | •Google Sites                             |                 | awareness)   |
|                                       | PROFICIENT    | personal work.  | •Dreamweaver                              |                 | • Students will make a thinglink   |
|                                       |               | r   | Handouts                                  |                 | that includes information and  |
|                                       |               | Demonstrate thoughtful revision and refinement of original work based         | •Dry Erase Board                          |                 | links to 10 careers in art   |
|                                       | H.6.4         | upon reflection, critique, practice, and research                             | •Projector                                |                 | (Projects will include:)   |
|                                       | PROFICIENT    | upon rencenton, errique, praence, una researen                                | •Teacher's school                         |                 | • Written description  |
|                                       | H.6.6         | Demonstrate respect for personal work and the work of others                  | provided Apple laptop                     |                 | • Oral Critique  |
|                                       | PROFICIENT    | Demonstrate respect for personal work and the work of others                  | •Student access to                        |                 | • Thinglink about careers in art   |
|                                       | FROFICIENT    | Eveluate the effectiveness of elements and minimized as in seconds of ent and |   |                 | • Website Checkpoint   |
|                                       | 11 7 1        | Evaluate the effectiveness of elements and principles in works of art and     |   |                 | • Sound or Video clip on the   |
|                                       | H.7.1         | use this evaluation to inform personal work.                                  | and internet                              |                 | student website Completed  |
|                                       | PROFICIENT    |   | •Ebony Pencils                            |                 | "Drawing" link on their school   |
|                                       |               | Create works of art that use specific principles to solve visual problems.    | •Paper                                    |                 | website.   |
|                                       | H.7.2         |   | <ul> <li>Yard Sticks</li> </ul>           |                 | • Final sound or movie clip)   |
|                                       | PROFICIENT    | Create works that communicate in-depth knowledge gained through the           | •Rulers                                   |                 | • Final Project Grid Drawing   |
|                                       |               | experience of integrated study.   | •Pencils                                  |                 | • Post-Test  |
|                                       | H.8.2         |   | <ul> <li>Matte Board</li> </ul>           |                 | •LIAs  |
|                                       | PROFICIENT    | Demonstrate an understanding of the process of integration through            | •Tape                                     |                 | Post Drawings  |
|                                       |               | exhibition.   | •Glue Sticks                              |                 | • Sketchbook Sketch of the week  |
|                                       | H.8.3         |   | Velcro Stickers                           |                 | 15. Use a grid to draw something   |
|                                       | PROFICIENT    |   | •Tacks                                    |                 | interesting with a lot of details  |
|                                       |               |   | •Staples                                  |                 | 16. Combine three objects into   |
|                                       |               |   | •Chuck Close                              |                 | one  |
|                                       |               |   | Chuck Close                               |                 | 17. Pick a famous art style and  |
|                                       |               |   |   |                 | make a drawing that fits into it.<br>18. Your Choice                                   |
|                                       |               |   |   |                 | 10. 1001 Choice  |