

Art I

Fine Arts

Grade(s) 9th - 12th, Duration 1 Year, 1 Credit
Required Course

Course Overview

The study of Fine Arts encourages creativity, develops analytical skills, and inspires original thinking. It cultivates self-expression and many kinds of literacy and develops an appreciation for the arts. It engages students in opportunities that build the confidence necessary for life in a globally diverse society.

Scope And Sequence

| Timeframe | Unit | Instructional Topics |
|-----------|-----------------------------------|---|
| Ongoing | Elements and Principles of Design | 1. Painting & Color 2. Designs emphasizing value, shape and space |
| Ongoing | Ceramics | 1. Ceramic three section vase |
| Ongoing | Drawing | 1. Drawing with line, shape and proportion 2. Drawing using shading, form/mass and value |
| Ongoing | Painting | 1. Color theory |
| Ongoing | Printmaking | 1. Relief printmaking |
| Ongoing | Art History/Art Appreciation | 1. Artist research |
| Ongoing | Sculpture | 1. Relief mask. 2. Wire sculpture |
| Ongoing | Perspective | 1. Introduction and pre-test 2. Perspective Choice Board |

Materials and Resources

Graphite pencils, paper, clay, clay tools, glaze, ceramic equipment, colored, pencil, markers, drawing ink, watercolors, brayers, carving tools, printmaking ink, paint, brushes, pastels, sculpting material, computer apps, student examples, Power point presentations and videos of art terms and techniques.

Course Details

Unit: Elements and Principles of Design

Duration: Ongoing

Unit Description

The students will select and use the elements and principles of art for their effect in communicating ideas through artwork.

Enduring Understandings (Knowledge & Skills)

Students will create a variety of 2-D art work using a variety of mediums including computer technology.

The teacher will assess students while they work on their various projects.

Academic Vocabulary

Elements of Design :Line, Shape, color, form, value, texture, space

Principles of Design: Balance, variety, emphasis, unity, rhythm, proportion, harmony, movement

Composition

Summative Assessment

Students will use their Chrome books to create designs with Sumo paint.

Topic: Painting & Color

Duration: 2 Week(s)

Topic Description (short)

Students will learn about the elements of design, primary and secondary colors. Analogous colors, complementary colors, tints and shades, Hue, high and low intensity, color wheel, neutrals, components of color. Students will mix colors and apply paint. Students will use Sumo paint and create color designs,

Learning Targets

1. **(Priority Standard)** Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve visual problems.
3. **(Priority Standard)** Select and use elements and principles of art for their effect in communicating ideas through artwork.
- 1a. **(Supporting Standard)** Demonstrate proficiency using different drawing media (pencil, colored pencil, marker, ink, pastel, etc.), drawing styles (gesture, contour, perspective, shading forms etc.) and/or techniques involving blending, hatching, stippling, etc.
- 1b. **(Supporting Standard)** Create original artworks using the following subject matter: portrait, figurative, still life, landscape, non-objective, abstract or architecture.
- 3a. **(Supporting Standard)** Identify and use color theory including: color value, hue, intensity, analogous, and complementary colors.
- 1c. **(Supporting Standard)** Mix tempera/acrylic paints to create a range of 4 values and levels of intensity.
4. **(Priority Standard)** Analyze and evaluate art using art vocabulary.

Learning Targets linked to Priority Standard = +

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Topic: Designs emphasizing value, shape and space

Duration: 3 Week(s)

Topic Description (short)

Students will use the elements and principles of design to create different drawing techniques, media and styles.

Learning Targets

- 1a. **(Supporting Standard)** Demonstrate proficiency using different drawing media (pencil, colored pencil, marker, ink, pastel, etc.), drawing styles (gesture, contour, perspective, shading forms etc.) and/or techniques involving blending, hatching, stippling, etc.
- 1b. **(Supporting Standard)** Create original artworks using the following subject matter: portrait, figurative, still life, landscape, non-objective, abstract or architecture.
- 3b. **(Supporting Standard)** Identify and use a range of values to create the illusion of forms.
- 4a. **(Supporting Standard)** Critique and judge student art work using various rubrics and perspectives.

Learning Targets linked to Priority Standard = ✚

Unit: Ceramics

Duration: Ongoing

Unit Description

Students will be learning ceramic terms, forming processes/ techniques and will be learning about ceramic history and culture. Students will be tested over the ceramic terms, ceramic history/culture in a comprehensive test.

Students will apply the ceramic terms and build a 3 section ceramic vase emphasizing texture and pattern. Two sections will be created by hand building using the techniques of coil/press.mold. The third section is the top section which will be thrown on the potter's wheel. Students will critique their vase in a collaborative small group critique.

Enduring Understandings (Knowledge & Skills)

Students will be given a written test over the fundamentals of clay and ceramic terminology.

Students will be given progress grades and assessed as they complete each of the three sections.

Academic Vocabulary

Ceramics, primary clay, secondary clay, wedging clay, slip, leather hard, slip, score, underglaze, glaze, colorant, bisque fire, glaze fire, greenware, potter's wheel, extrude, slip cast, sculpture, coil, pinch method, slab, slab roller, press mold, hump mold, kiln, kiln wash, verification, firing cycle

Summative Assessment

Students will view a power point presentation over ceramic history and a power point over the fundamentals of clay and ceramic terminology. Students can research ancient ceramic Roman and Greek vases using their Chrome books and draw designs they like from their research.

Students will watch ceramic wheel throwing videos and write 20 facts over the videos to help students remember the steps and help keep them focused on the lesson.

Topic: Ceramic three section vase

Duration: 6 Week(s)

Topic Description (short)

Students will apply the ceramic terms and build a 3 section ceramic vase emphasizing texture and pattern. Two sections will be created by hand building using the techniques of coil/press.mold. The third section is the top section which will be thrown on the potter's wheel. Students will critique their vase in a collaborative small group critique

Learning Targets

- 2a. **(Supporting Standard)** Create ceramics using various forming techniques such as hand-building, wheel-thrown and combined processes.
- 2b. **(Supporting Standard)** Demonstrate consistent glaze application.
- 4a. **(Supporting Standard)** Critique and judge student art work using various rubrics and perspectives.
- 5b. **(Supporting Standard)** Using technology, research how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.

Learning Targets linked to Priority Standard = ✚

Unit: Drawing

Duration: Ongoing

Unit Description

Students will draw a variety of drawing styles including gesture drawing, contour drawing, perspective drawing, still life drawing, self portrait and computer drawing.

Enduring Understandings (Knowledge & Skills)

The instructor will walk around and give assessment/feedback during the **drawings**.

Academic Vocabulary

Gesture drawing characteristics
Contour drawing characteristics
Perspective drawing- horizon line, vanishing point, extended vanishing point, converging lines, one & two point perspective, atmospheric

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perspective, horizontal, vertical, parallel lines
Rendering value, form, mass, shadows
line quality/mark making/ stipple cross hatching/ blending

Summative Assessment

Computer drawing program- "InsirARTion"

Topic: Drawing with line, shape and proportion

Duration: 9 Week(s)

Topic Description (short)

Students will learn how to do gesture, contour drawing and perspective drawing using line, shape and proportion.

Learning Targets

1. **(Priority Standard)** Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve visual problems.
2. **(Priority Standard)** Select and apply three dimensional media, techniques and processes to communicate ideas and solve visual problems.
3. **(Priority Standard)** Select and use elements and principles of art for their effect in communicating ideas through artwork.
4. **(Priority Standard)** Analyze and evaluate art using art vocabulary.
 - 1a. **(Supporting Standard)** Demonstrate proficiency using different drawing media (pencil, colored pencil, marker, ink, pastel, etc.), drawing styles (gesture, contour, perspective, shading forms etc.) and/or techniques involving blending, hatching, stippling, etc.
 - 1b. **(Supporting Standard)** Create original artworks using the following subject matter: portrait, figurative, still life, landscape, non-objective, abstract or architecture.

Learning Targets linked to Priority Standard = +

Topic: Drawing using shading, form/mass and value

Duration: 9 Week(s)

Topic Description (short)

Students will learn how to render forms using value and shading techniques. They will draw a realistic still life and a self portrait.

Learning Targets

1. **(Priority Standard)** Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve visual problems.
2. **(Priority Standard)** Select and apply three dimensional media, techniques and processes to communicate ideas and solve visual problems.
3. **(Priority Standard)** Select and use elements and principles of art for their effect in communicating ideas through artwork.
4. **(Priority Standard)** Analyze and evaluate art using art vocabulary.
 - 1a. **(Supporting Standard)** Demonstrate proficiency using different drawing media (pencil, colored pencil, marker, ink, pastel, etc.), drawing styles (gesture, contour, perspective, shading forms etc.) and/or techniques involving blending, hatching, stippling, etc.
5. **(Priority Standard)** Research artists, art movements, cultures, and interdisciplinary connections.

Learning Targets linked to Priority Standard = +

Unit: Painting

Duration: Ongoing

Unit Description

Students will learn about the elements of design, primary and secondary colors. Analogous colors, complementary colors, tints and shades, Hue, high and low intensity, color wheel, neutrals, components of color. Students will mix colors and apply paint. Students will use Sumo paint and create color designs. Students will learn about the elements of design, primary and secondary colors. Analogous colors, complementary colors, tints and shades, Hue, high and low intensity, color wheel, neutrals, components of color. Students will mix colors and apply paint. Students will use Sumo paint and create color designs.

Topic: Color theory

Duration: 2 Week(s)

Topic Description (short)

Students will learn the color wheel, color theory and painting techniques using wet on wet, wet on dry, dry on dry, wash, graded wash, and salt techniques. Students will be painting a radial design using tempera paint and a watercolor landscape using watercolors.

Unit: Printmaking

Duration: Ongoing

Unit Description

Students will learn printmaking vocabulary and will create an edition of five relief block prints.

Enduring Understandings (Knowledge & Skills)

Students will take a test over printmaking techniques and history and will be assessed over their edition of prints according to a rubric.

Academic Vocabulary

Relief print, collograph, serigraphy, reduction print, etching, brayer, edition

Summative Assessment

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Students will use the internet to see examples of different types of printmaking.

Topic: Relief printmaking

Duration: 4 Week(s)

Topic Description (short)

Students will use the relief printmaking technique after studying several different types of printmaking and learning *about the history of printmaking*. Students will have the opportunity to create an edition of 5 colored prints using the reduction relief printmaking process after coming up with a good design.

Learning Targets

1. **(Priority Standard)** Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve visual problems.
3. **(Priority Standard)** Select and use elements and principles of art for their effect in communicating ideas through artwork.
4. **(Priority Standard)** Analyze and evaluate art using art vocabulary.
- 1b. **(Supporting Standard)** Create original artworks using the following subject matter: portrait, figurative, still life, landscape, non-objective, abstract or architecture.
- 1d. **(Supporting Standard)** Demonstrate one printmaking process.

Learning Targets linked to Priority Standard = +

Unit: Art History/Art Appreciation

Duration: Ongoing

Unit Description

Students will research an artist including the artist's background, culture, and the artist's art work. The student will put all of the information into a power point presentation and present it to the class.

Enduring Understandings (Knowledge & Skills)

Students will be assessed over their final presentation to the class according to a rubric.

Academic Vocabulary

art critique:subject, form and,content

Color: primary and secondary colors, analogous colors,complementary colors, warm and cool colors, nueutrals

Shallow and deep space

Balance: asymmetrical, symmetrical, radial balance

Summative Assessment

Students will use technology to research the artist, create the power point and will use technology to present the presentation to the class.

Topic: Artist research

Duration: 3 Day(s)

Topic Description (short)

Students will research an artist answering guiding questions over the artist's background, art and culture using technology.

Learning Targets

- 4b. **(Supporting Standard)** Using technology, analyze and evaluate art work using: subject, form, content, or using description, analysis, interpretation and judgment.
- 5a. **(Supporting Standard)** Connect meanings of elements in art with terms in music, theatre, or dance.
- 5b. **(Supporting Standard)** Using technology, research how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
- 5c. **(Supporting Standard)** Using technology, explain an artist's place in historical context.
- 3a. **(Supporting Standard)** Identify and use color theory including: color value, hue, intensity, analogous, and complementary colors.
- 3b. **(Supporting Standard)** Identify and use a range of values to create the illusion of forms.
- 3c. **(Supporting Standard)** Identify and use perspective techniques to create the illusion of space.
- 4a. **(Supporting Standard)** Critique and judge student art work using various rubrics and perspectives.

Learning Targets linked to Priority Standard = +

Unit: Sculpture

Duration: Ongoing

Unit Description

Students will do a additive sculpture projects using either wire, foam, or clay mediums.

Enduring Understandings (Knowledge & Skills)

Students will be assessed over their completed sculpture.

Academic Vocabulary

Relief sculpture

In -the- round sculpture

form

positive/negative space

proportion/scale

Summative Assessment

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Students will research different kinds of sculptures and different sculptors.

Topic: Relief mask.

Duration: 5 Day(s)

Topic Description (short)

Students will create a cultural face mask using either clay or foam emphasizing shape and texture.

Topic: Wire sculpture

Duration: 5 Day(s)

Topic Description (short)

Students will create a wire sculpture based on a contour drawing of a self portrait or a wire sculpture of a figure based on a gesture drawing.

Unit: Perspective

Duration: Ongoing

Unit Description

This unit addresses perspective both from a historical perspective and as a challenging drawing style. Students learn the basics, the vocabulary, historical examples, create a guided practice name design and then apply the concepts in a final project of their own design using either 1-point or 2-point perspective. The final project is a choice board in which students can choose to use 1-point perspective in a different way, or they can attempt 2-point perspective based on their own research and planning.

Enduring Understandings (Knowledge & Skills)

Students create a perspective project using either 1-point or 2-point perspective and write a reflective artist statement. Students also take a quizziz over the art vocabulary.

Academic Vocabulary

Students develop vocabulary associated with the unit by taking guided notes during the introduction.

Summative Assessment

This unit is posted as a module on canvas, students can access the module and use it throughout the unit.

Topic: Introduction and pre-test

Duration: 1 Day(s)

Topic Description (short)

Students will use Elements and Principles to create space in a 2-dimensional work of art.

Students will also learn to create the illusion of space (one-point linear perspective, overlapping, and change of size, detail, placement, value contrast).

Learning Targets

3. **(Priority Standard)** *Select and use elements and principles of art for their effect in communicating ideas through artwork.*

3c. **(Supporting Standard)** *Identify and use perspective techniques to create the illusion of space.*

Learning Targets linked to Priority Standard = +

Topic: Perspective Choice Board

Duration: 25 Day(s)

Topic Description (short)

After learning the basics of perspective, creating a guided practice 1-point perspective project, students will complete a final project in which they will have the choice of using 1-point or 2-point perspective in a finished work of art.

Learning Targets

3. **(Priority Standard)** *Select and use elements and principles of art for their effect in communicating ideas through artwork.*

3c. **(Supporting Standard)** *Identify and use perspective techniques to create the illusion of space.*

Learning Targets linked to Priority Standard = +