

Art I:

unleveled semester course 2 credits

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

Unit: Right Side of the Brain Exercises/Pencil Drawing**Essential Questions: What side of the brain do you use in art class?****What are some exercises you can do to help activate the right side of your brain?****What are some classes where you would use more of the left side of your brain?****How can using the right side of your brain be helpful in other situations?**

Standard 1: Methods, Materials and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	Content / Skills	Resources	Instructional Strategies	Assessments
Students will: 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create pencil drawings that utilize different activities (blind contours, modified contours, upside down drawing, etc.) from the text <u>Drawing on the Right Side of the Brain</u> . Students learn various drawing methods to improve their “seeing” abilities.	Text: <u>Drawing on the Right Side of the Brain</u> Teacher examples YouTube videos: Dan Dunn	Demonstration of exercises by teacher. One on one critique. Group discussions.	Student written self-reflection. Sketchbook assessment sheet/teacher assessment
1.10 Use electronic technology for reference and for creating original work	Students will watch short clips of artists working with some of the methods of drawing being utilized in this lesson.	YouTube clips “Dan Dunn” “Sand Art”	Have students watch clips and discuss	Questions after watching clips
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut, .</i>	Students will explore drawing methods and techniques by doing many pencil drawings in their sketchbooks. Methods: blind contour, modified contours, upside down drawing, picture planes, memory vs. observation, gridding Shading techniques: cross-hatching, hatching, stipple, laying a ground, smooth shading	Visuals of various methods in progress as well as different shading techniques used. Teacher exemplars Historical art pieces	Presentation of various drawing methods (one per class). Presentation of shading techniques. Demonstrations for each new method/technique. One to one assistance throughout class. Peer shares/reviews	Student written assessment after each new method. Teacher assessment on sketchbook sheet.
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace,	Students will know where to keep materials and how to properly care for them.	Teacher discussion	Teacher will introduce and demonstrate proper maintenance of tools,	Observation and one to one instruction during studio production time

materials and tools			materials and equipment in the studio environment	Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Students will only be using pencil for this unit. They will not be choosing materials until a higher level art class.			
1.14 Demonstrate a mastery of tools and techniques in one medium	Students are being introduced to the drawing techniques and methods and may not master these until a higher level art class.			
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology to describe processes, procedures and methods that they need to structure around working with certain materials	Posted information around storage areas	Communicate about safety in the studio environment	School Wide Rubric: Speaking as a means of communication
Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design	Content / Skills	Resources	Instructional Strategies	Assessments
2.12 apply knowledge of color theory to a project	Students will be creating a black and white piece and will not address color until future projects.			
2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Create drawings that use lines, shapes, values and textures. Use appropriate drawing methods and shading techniques to achieve desired effect. Discuss how these elements affect the outcome of the drawings.	Definitions of elements. Art Textbook Posters of elements around room.	Each drawing method will focus on using one element and a final drawing will incorporate all elements discussed such as line, shape, value and texture.	Group critique for final drawing. Student assessments (WAC) after each exercise. Teacher assessment

				(assessment sheets)
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Students are learning the basics in this unit and will not be developing a style until later art projects/higher level art courses. Students must use the elements the teacher shows as part of this unit and cannot leave any out until further projects.			
Standard 3: Observation, Abstraction, Invention, Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	Content / Skills	Resources	Instructional Strategies	Assessments
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Students will create some drawings from memory and compare these drawings with observational drawings. They will discuss how different types of drawing affect the outcome of their work.	Examples from art history Examples from the text Teacher examples	Students draw the same objects but using different methods of drawing to compare and contrast their results.	WAC Teacher assessment
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Students will choose an original subject for their final drawing that is unique to them and their life.	Teacher examples Previous student examples Slideshow/power point	Teacher demonstration/discussion One to one discussions as students work.	Display works WAC in sketchbook Student and teacher assessment
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Students will create a representational artwork that conveys something personal to them.	Teacher examples Previous student examples Slideshow/power point	Teacher demonstration/discussion One to one discussions as students work.	Display works WAC in sketchbook Student and teacher assessment

Standard 4: Drafting, Revising, and Exhibiting Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	Content / Skills	Resources	Instructional Strategies	Assessments
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings <ul style="list-style-type: none"> • Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals; • Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately; Complete: prepare work for presentation or exhibition	Students will first work in sketchbooks to learn basic drawing methods and shading techniques. Students will then complete a pencil drawing that unifies all exercises. They will revise and refine their work over a couple classes. They will then display their work and have a group critique/written assessment.	Teacher examples Prior student examples Displays Sketchbooks	Teacher presentation and demonstration on various methods and techniques.	WAC Speaking rubric Sketchbook
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Students will work in stages in their sketchbook and also complete a larger drawing that envelops all concepts taught in this unit. The finished work should exemplify the student's ability to respond to feedback and make changes as needed to their work.	Critique handout Questions about exercises	Teacher/student discussions Peer shares Students write about work in progress and after.	Writing-WAC Group critiques Teacher assessment
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Students will keep sketchbooks throughout the course and should see an improvement in their drawing abilities as time goes on and exercises become more difficult.	Bins for sketchbooks Sketchbooks Whiteboard for exercises	Review exercises in sketchbooks. Hold students accountable for taking care of their work and sketchbooks. Have students	Review progress with students. Written reflections from students (WAC)

			reflect frequently on their artwork and skills.	
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	Students choose the work they wish to display in the art fair. They must decide why that is their strongest piece (s).	Art Fair materials	Show students how to mat their artwork for display. Have group discussions about which pieces would be best for display and why.	Group discussion One to one discussion Finished matted project
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	Students will complete pencil drawings in this unit to be included in a portfolio.	Portfolio folders	Explain to students how to keep artwork and why it is important to save works to see development of skills over a long time. Slideshow of teacher work or professional artists' work	Collection of work
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Students will write about the improvement of their skills at the end of this unit. They will also have a critique to discuss their own work as it relates to their peers' works.	Artist statements Examples of professional artists	Brief discussion of style and how it develops over time. Group discussion of work.	WAC
4.16 Organize and present an exhibit of a body of their own work to others	Review their work with their peers Self-reflection Participate in art show	End of quarter review End of semester review Self-assessment/critique	One to one critique One to one assessment Group critique Art show participation	Participation in art show Group critiques
Standard 5: Critical Response Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	Content / Skills	Resources	Instructional Strategies	Assessments
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Students will write about differences between drawing methods and shading techniques and when it may be appropriate to use these methods or techniques	Posters with methods Posters with techniques	Discuss various methods and techniques we have used. Students take notes and answer questions.	Notes in sketchbooks Assessments in sketchbooks

5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	Students will view published artworks but will not report out on them in this unit.			
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Students will tie in the vocabulary of the unit when holding a peer critique. They will use vocabulary both orally and in writing.	Posters of formal elements.	Students will draw comparisons while looking at their artwork, peers' artwork and professional artists' artwork. They will use vocabulary relating to the unit.	Communication rubric
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Students will discuss the work of one artist and their impact in future units.			
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Students will read a brief paragraph explaining how various cultures may use different art materials or see different subject matter with new perspectives.	Literature on cultures/viewer's perspective <u>Art & Fear</u> text	Have a group discussion and reading.	One to one discussions Student responses
Standard 6: Connections: Purposes and Meanings in the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	Content / Skills	Resources	Instructional Strategies	Assessments
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Students will explore this standard in future art lessons.			
6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.	Students will explore this in future art lessons.			
6.7 compare examples of works in one arts domain from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical	Students will explore this in future lessons.			

or political events				
Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present	Content / Skills	Resources	Instructional Strategies	Assessments
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Read articles in contemporary periodicals, newspapers or via electronic media about the arts and artists to see how they are portrayed. View video clips of contemporary artists using techniques learned in this unit.	Arts review in The New York Times or The Boston Globe Magazines YouTube videos Periodicals	Introduce reviews, commentaries and perspectives from writers about art and artists. Watch videos and have class discussion/written ideas.	WAC Discussions
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Students look at artists who have used graphite and what their subjects are. What have these artists accomplished, and why are they doing what they do?	Visuals from art magazines Slideshow/powerpoint	Ask class why artists are still important? Discuss roles of the artist and look at work of professionals to inspire ideas for students' own work.	Discussions
7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Students will only be looking at specific artists such as Egon Schiele and Pablo Picasso in this unit. They will briefly touch upon how these artists were portrayed in their timeline. This standard is more fully covered later.			
Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and	Content / Skills	Resources	Instructional Strategies	Assessments

where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.				
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Look at the styles of Pablo Picasso and Egon Schiele's line drawings and see how they relate to their body of work.	Visuals from text Drawing on the Right Side of the Brain	Students will copy the line drawings and discuss the artists.	Assessment sheet of student's drawing
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Students briefly discuss how technology is affecting art and why art is/was created. Students can tie in digital drawings they see and relate that to traditional drawings that are being studied in this unit.	List of technology that affects the way art is produced or reasons why art is produced, why draw someone when you can take a picture?	Discuss why someone would draw another person. Why would that have happened in the past? Why would it happen now? Does it happen now?	Speaking rubric Discussion
Standard 9: Connections: Inventions, Technologies, and the Arts Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	Content / Skills	Resources	Instructional Strategies	Assessments
9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.	Students discuss why artists still use traditional materials and techniques, in this case graphite and shading techniques.	Visuals of artists that use graphite or silverpoint.	Show students drawings from historical time periods as well as contemporary artists who use the same materials or techniques.	WAC Discussion
Standard 10: Connections Interdisciplinary Connections Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social	Content / Skills	Resources	Instructional Strategies	Assessments

science, mathematics, and science and technology/engineering.				
10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines	Students will discuss (briefly) the cultures of some of the artists seen in this unit, such as Pablo Picasso. Students will use basic math and measuring skills to grid their photo/drawing.	Visuals of gridding method Posters about specific artists and their cultures.	Tie other subject areas into the classroom by asking questions that relate art and said subject. Ask for previous knowledge of Spanish artists from students taking Spanish as a foreign language. Ask about proportions in terms of math class.	Check gridding procedure Discussions
10.4 Continue the above and integrate knowledge from various disciplines and cultural resources	Students will demonstrate the ability to integrate information with peer review/teacher review when common planning time is permitted			

Art I:

unleveled semester course 2 credits

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

Unit: Pastels

Essential Questions:

What are some characteristics of a pastel drawing?

How do artists draw objects so that they look 3-D?

How can color change how you interpret an artwork?

Standard 1: Methods, Materials and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	Content / Skills	Resources	Instructional Strategies	Assessments
Students will 1.9 demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Students are introduced to pastels and the characteristics of this medium.	Books/Pastel Techniques Visuals-Marshfield artists: Donna Rosetti-Bailey Liz Haywood-Sullivan Teacher examples	Show students various pastel drawings in comparison with other mediums. Students discuss what they see as differences or similarities	Discussion Write ups after lesson

			between pastels and other mediums. Point out techniques that are used in artworks made of pastels.	
1.10 Use electronic technology for reference and for creating original work	Use computer to find pastel artists or to present slideshow presentation	www.artcyclopedia.com Wikipedia www.northriverarts.org	List websites that may provide information on pastels Play slideshow of pastel artists	Computer slide show Illustrate web site research
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut, .</i>	Students will explore many subjects trying to master pastels in this unit. Series with single subjects will be completed in future assignments.			
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Students will know where to keep materials and how to properly care for them.	Teacher discussion	Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment	Observation and one to one instruction during studio production time Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Students must use pastel in this unit as it is an introductory course. They will choose mediums in future art courses/lessons.			
1.14 Demonstrate a mastery of tools and techniques in one medium	Students will draw at least two pastel drawings. They may master certain aspects of the medium, but mastery would be more appropriate for upper level art courses.	Teacher examples Professional pastel artist examples.	Demonstration Discussion	Assess work in progress Compare to examples to see if layers have been worked enough.
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology	Posted information around storage areas	Communicate about safety in the studio environment	School Wide Rubric: Speaking as a means of communication

	to describe processes, procedures and methods that they need to structure around working with certain materials			
Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design	Content / Skills	Resources	Instructional Strategies	Assessments
2.12 apply knowledge of color theory to a project	Students will learn to apply tints, tones and shades to their work. They will discuss analogous colors and complementary colors. In the case of landscapes students will discuss aerial perspective and how that affects color brightness.	Visuals Aerial perspective handout <u>The Interaction of Color</u>	Demos showing how to create tints, tones, shades Poster explaining tints, tones, shades Demo showing use of analogous colors to create more illusion of form. Demo/Explanation of aerial perspective, read handout, look at artworks applying this technique	Completion of projects WAC One to one discussions/critiques Group critique
2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Students use color and texture to fill in lines and shapes. Students discuss the importance of their colors relating to color theory. Students discuss how others used these elements effectively	Color theory posters. Examples of mixing colors and various layering techniques. <u>The Interaction of Color</u>	Demo of how to layer colors to produce new colors. Demo of how to create different textures. Discussions that identify these areas in artists' works.	One to one discussions as students work on their pastels. Small partner critiques on in progress work.
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Students will be working on specific elements and principles in this lesson as it is an introductory class. They will selectively use these elements and principles in upper level courses.			

Standard 3: Observation, Abstraction, Invention, Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	Content / Skills	Resources	Instructional Strategies	Assessments
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Students will be using representational techniques in this lesson. They are learning how to use pastels in a representational manner and can further explore abstraction in upper level courses.	Pastel Artists Magazine Step by step pastel images <u>Pastel Workshop</u>	Demo on how to create a representational pastel drawing.	Observation of student work
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Students are learning how to manipulate pastels to create a representational still life and landscape. They will explore original ideas in upper level courses and future assignments.			
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Students are working on a still life and landscape in this unit and will explore these topics in future lessons and upper level art courses.			
Standard 4: Drafting, Revising, and Exhibiting Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	Content / Skills	Resources	Instructional Strategies	Assessments
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings <ul style="list-style-type: none"> • Conceptualize: plan, generate ideas, make preliminary sketches, 	Students will sketch their landscapes and still life drawings before using pastels. They will organize their materials and use class time effectively to meet deadlines. When the project is completed they will display their work and discuss the outcome. Changes will	Materials for pastel unit	Start each class by reviewing what needs to be done and when the deadline is. End class with questions about the progress of the project. Have critiques halfway through the project so students can assess	Check students' work throughout each class to ensure they are on track. One to one discussions each class period. Critiques

<p>participate in discussions, imagine outcomes, and set goals;</p> <ul style="list-style-type: none"> Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately; <p>Complete: prepare work for presentation or exhibition</p>	<p>be made to the work as needed before the due date.</p>		<p>their own progress.</p>	
<p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>	<p>Discusses and self-assesses their own work and takes constructive criticism from the teacher in a positive manner.</p>	<p>Discussion time</p>	<p>Discussion with each student about their work and what they can improve on. Peer critiques so students can view their work as well as their peers' works to compare and contrast strategies.</p>	<p>Critiques Work being changed as it progresses</p>
<p>4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time</p>	<p>Students will add these pastel drawings to their portfolios so that by the end of the class they see progression in their art-making abilities.</p>	<p>Storage facility-bins or shelving units/cupboards Portfolio folders</p>	<p>Discuss why it is important to save all artwork to reflect on Show some artists portfolios and the progression of their artwork.</p>	<p>Ensure students keep artwork. Display at the end of the semester.</p>
<p>4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices</p>	<p>Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting specific pieces.</p>	<p>Space for art shows Display space</p>	<p>Have students choose work that best represents their art abilities for displays.</p>	<p>Displayed artwork, prepared for display by being matted</p>
<p>4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each</p>	<p>Students will only be adding pastel drawings to their portfolio in this unit. These drawings will help bring students closer to having a varied portfolio by the end of the semester.</p>			
<p>4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles</p>	<p>Students will discuss their work and compare and contrast their work to peers and also artists we have studied in the unit.</p>	<p>Visuals of artists who used pastels. Display space for student work.</p>	<p>Critique where students discuss their work/style in comparison to their peers' works and also the artists studied.</p>	<p>Speaking rubric</p>
<p>4.16 Organize and present an exhibit of a body of their own work to others</p>	<p>Students will participate in the art fair at the end of the year.</p>	<p>Display space Matting supplies</p>	<p>Explain how to prepare work for the art fair.</p>	<p>Displayed work</p>

Standard 5: Critical Response Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	Content / Skills	Resources	Instructional Strategies	Assessments
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Students will look at various pastel artists and compare and contrast the styles seen in each. They will also use this method comparing their own styles with their peers' styles to see how each individual has their own style.	Examples of pastel drawings by various artists in different styles. Paper, Question sheet	Discuss/write about different styles at the beginning of the unit so students can see there are many ways to use the new materials (pastels). Compare and contrast students' works at the end of the unit.	Check for use of appropriate vocabulary
5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	Students will look at pastel artists but are not researching their bodies of work to present for this unit. This will be done in other units.			
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Students will have critiques using appropriate visual art vocabulary.	Display space Leading questions	Have peer critique at the end of the unit.	Communication rubric
Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present	Content / Skills	Resources	Instructional Strategies	Assessments
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Students will see some contemporary artists using pastels in magazines and in electronic media.	Magazines: Pastel Artists	Students will read through articles concerning pastel artists	Discussion to assess comprehension
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles,	Some students may know local pastel artists and can discuss the roles these artists serve in the community. Not a	Community artists/student knowledge of these artists	Ask students if they know pastel artists who live in the community and where have	Discussion

and describe their activities and achievements	main focus of this unit, but may be incorporated depending on the group.		they seen their work? What roles do they play in the community and how are they viewed?	
7.8analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Students will primarily be looking at contemporary pastel artists for this unit.			
Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.	Content / Skills	Resources	Instructional Strategies	Assessments
8.8Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Students will look at styles of various pastel artists and discuss differences.	Visuals of artists who work in pastels	Ask students which pastels they find more aesthetically pleasing and why? Have brief discussion about styles and how they relate to the time period they were created in (most are contemporary artists in this unit)	Discussion participation
8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture	Students will look at contemporary pastel artists and see how different artists use different styles even though they are working in the same time frame.	Visuals of pastels	Discuss the differences in the artists' works and why they may have such different styles or similar styles.	Discussion participation

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Unit: Tempera Painting (lessons include basic paint knowledge, creating pattern (different time periods/cultures), color theory, art history/representation vs. abstraction)

Essential Questions:

How do various cultures incorporate art in their lives?

How might certain people interpret artwork differently?

What are some painting techniques that relate to other art materials?

Standard 1: Methods, Materials and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	Content / Skills	Resources	Instructional Strategies	Assessments
Students will 1.9 demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Students will create various tempera paintings to understand the unique characteristics of the medium.	Tempera paint Brushes Palettes Visuals Water containers Paper	Teach students about painting materials, go over vocabulary that is relevant to the unit. Demonstrate how to use the painting materials and how tempera paint differs from other mediums that have already been used so far.	Questions at end of class using vocabulary relevant to the unit.
1.10 Use electronic technology for reference and for creating original work	Students will look up patterns used in Islamic cultures or Early American/European time periods. These will be used as inspiration for one of the tempera paint lessons. Students will also look up Georgia O’Keeffe for another lesson.	www.artcyclopedia.com Google searches for Islamic patterns, William Morris wallpaper designs, etc.	Show students some ideas for patterns for one lesson (visuals on board relating to specific artists/cultures) Show students Georgia O’Keeffe paintings and have them look up others for ideas.	Student discussions about their research. Written assessments in sketchbooks.
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut, .</i>	Students will be exploring many subjects in this unit as it focuses on the medium of tempera paint. They will choose subjects in upper level art classes.			
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace,	Demonstrate the appropriate use and care of materials, equipment and the studio	Space for materials and tools (clearly labeled)	Teacher will introduce and demonstrate proper maintenance of tools,	Observation and one to one instruction during studio production time

materials and tools			materials and equipment in the studio environment	Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Students will only be choosing materials and tools relating to tempera paint for this unit. Students will choose materials in upper level art courses.			
1.14 Demonstrate a mastery of tools and techniques in one medium	Students will be introduced to tempera painting and may not master the materials in this unit. They should however reach basic goals set for each painting project. They should be able to mix secondary colors as well as tints, tones, shades and neutrals. They should also use different painting techniques as demonstrated.	Visuals of painting techniques Color mixing visuals Painting techniques books <u>From Line to Stroke</u>	Demonstrate each of the techniques as they relate to the lesson. Have students practice before completing a project.	Observation and one to one discussion as it relates to the goals of the lessons.
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment	Posted information Signage around storage areas	Communicate about safety in the studio environment. Demonstrate where materials go and how they should be cleaned at the end of each class.	Observation of clean-up procedures.
Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design	Content / Skills	Resources	Instructional Strategies	Assessments
2.12 apply knowledge of color theory to a project	Students will learn how to mix secondary colors, tints, tones and shades as well as complementary colors and how to mix neutral colors.	Color charts Visuals of color mixing Color wheels Student examples/Teacher examples	Students take notes on basic color theory during one class. Students watch a demonstration of color mixing during another class. Students apply knowledge to a color chart and their final	Final student projects Written assessments after projects are completed.

			projects.	
2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Students will be using all of these elements in different painting projects. They will also discuss these in regards to Islamic patterns, William Morris wallpaper designs and Georgia O'Keeffe's paintings.	Visuals of patterns Visuals of Georgia O'Keeffe's works www.okeeffemuseum.org www.wikipedia.com Notes on elements of art Elements of Art posters	Students will review elements of art such as line, color, texture and shape. They will see how these relate to one another in various artist examples and then apply their own knowledge to their own paintings.	Discussion Observation of work in progress.
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Students will selectively use elements when creating a pattern for one of their projects. They have various principles to guide their work as well. They will also selectively use color and shape when completing their Georgia O'Keeffe pieces.	Student samples from previous years Visuals of relevant artists	Take notes on various ways to create a pattern (many techniques/methods) and how they relate to the principles of design. Demonstrate how to use some of these methods. Students create a pattern and abstract painting that helps establish their own creative style.	Critique during pattern creating process Critique at end of unit One to one discussion Peer reviews/critiques
Standard 3: Observation, Abstraction, Invention, Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	Content / Skills	Resources	Instructional Strategies	Assessments
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Students create patterns that can be used for multiple purposes (wallpaper, fabric, gift wrap) while exploring basic color theory. Students also take something representational and figure out how to abstract it down to simple colors, textures and shapes.	Visuals of patterns that are used in everyday objects. Visuals of abstract paintings (Georgia O'Keeffe's flowers) Georgia O'Keeffe www.okeeffemuseum.org	Discuss surface designers with students and have them create a pattern that can be organic or geometric, abstract or representational based on their own concepts. Demonstrate how to simplify or abstract something representational and discuss why artists might do this.	Final projects Written assessments/notes Discussion participation
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Students will create their own compositions using their own original ideas.	Materials used for the painting projects. Sketchbooks	Brainstorm what each student could do that would be unique to them and meet the	Sketches of ideas Progression of original ideas

		Visuals for inspiration	requirements of the painting projects. Create sketches before completing a final piece.	
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Students may use symbolism in their patterns as discussed with various cultural patterns. Students may also abstract images that will convey their own original point of view.	Student work Sketches Visuals for inspiration	Discuss symbolism with students when looking at artists' work. Ask questions about things they could use for symbolism that would be unique to them. Discuss abstraction and how it may emphasize specific elements.	Write-ups after project completion Brainstorming lists
Standard 4: Drafting, Revising, and Exhibiting Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	Content / Skills	Resources	Instructional Strategies	Assessments
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings <ul style="list-style-type: none"> • Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals; • Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately; Complete: prepare work for presentation or exhibition	Students brainstorm, sketch, discuss ideas before starting a project. Students alter and improve their work as they go based off peer and teacher critiques. Students organize their spaces and materials appropriately each class. Students meet deadlines and goals set for each project.	Teacher examples Prior student examples Displays Sketchbooks	Start each class by reviewing what needs to be done and when the deadline is. End class with questions about the progress of the project. Have critiques halfway through the project so students can assess their own progress.	Completion and quality of finished paintings Write-ups by students Sketches Note-taking

4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Discusses and self-assesses their own work and takes constructive criticism from the teacher in a positive manner.	Discussion time	Discussion with each student about their work and what they can improve on. Peer critiques so students can view their work as well as their peers' works to compare and contrast strategies.	Critiques Work being changed as it progresses
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Students will add these paintings to their portfolios so that by the end of the class they see progression in their art-making abilities.	Storage facility-bins or shelving units/cupboards Portfolio folders	Discuss why it is important to save all artwork to reflect on Show some artists portfolios and the progression of their artwork.	Ensure students keep artwork. Display at the end of the semester.
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting specific pieces.	Space for art shows Display space	Have students choose work that best represents their art abilities for displays.	Displayed artwork, prepared for display by being matted
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	By adding these paintings to their portfolio students will have a more varied showing of work by the end of the semester.			
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Students will be able to compare and contrast their patterns to those of historical styles. Students will also compare their painting styles to those of Georgia O'Keeffe as well as other painters to see which style they relate to most.	Visuals of historical patterns. Visuals of historical and contemporary paintings. <u>The History of Painting</u>	Review of the patterns/cultures/artists that we have discussed throughout this unit so students may compare their style to that of other artists.	Discussion/write up
4.16 Organize and present an exhibit of a body of their own work to others	Students will participate in the art fair at the end of the year.	Display space Matting supplies	Explain how to prepare work for the art fair.	Displayed work
Standard 5: Critical Response Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	Content / Skills	Resources	Instructional Strategies	Assessments

<p>5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary</p>	<p>Write about contrasts or comparisons between the artists and cultures we studied in this unit. Speak about contrasts or comparisons using appropriate terminology (critique and discussions)</p>	<p>Visuals of the artists and cultures we studied in this unit. Student artwork <u>Art Through the Ages</u></p>	<p>Hang visuals around room so students can discuss similarities or differences they see between the works. Write about these similarities or differences. Do the same with student work so students can compare and contrast their individual styles also.</p>	<p>Write-ups in sketchbooks Discussion participation Look for appropriate vocabulary</p>
<p>5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form</p>	<p>Students will be looking at specific artists and cultures but will not be reporting out on these artists in this unit.</p>			
<p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p>	<p>Students will have critiques using appropriate visual art vocabulary.</p>	<p>Display space Leading questions</p>	<p>Have peer critique at the end of the unit.</p>	<p>Communication rubric</p>
<p>5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor</p>	<p>Students will be studying different cultural patterns/artwork as well as the work of Georgia O'Keeffe. Students will discuss metaphor and symbolism and how society views these works (some cultures may differ on perspectives)</p>	<p>Visuals of said artists/cultures Handouts with information Powerpoints Whiteboard for notes</p>	<p>Have students look at powerpoints, read packets and take notes on various aspects of these artworks. Students will participate in discussions before completing their painting projects.</p>	<p>Write-up in sketchbook Participation in discussion</p>
<p>5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art</p>	<p>Look at patterns in artwork and how different cultures use patterns. How might one society see this artwork differently from the society that created it? How do we view some of these patterns, do they have meanings for us at all in our culture? Does our culture have anything similar?</p>	<p>Visuals Info packets</p>	<p>Look at different patterns found in art in different cultures. Islamic patterns found in architecture, African textile designs, William Morris wallpaper prints, etc. can all be examined for meaning within their culture. Ask questions about our perceptions of these images. Also discuss Georgia O'Keeffe's paintings in historical context to see how time may change people's perceptions of artwork.</p>	<p>Discussions Participation in answering questions Brainstorming where we have patterns in our culture</p>

Standard 6: Connections: Purposes and Meanings in the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	Content / Skills	Resources	Instructional Strategies	Assessments
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Discuss why Georgia O'Keeffe explored certain subject matter based on readings about her life. Discuss how certain patterns may have been created/why they are used in a specific way based on the cultures.	Visuals Handouts containing info on specific artists to this unit.	Class discussion, Q&A sessions about impressions before and after learning about the artists/cultures.	Participation in discussion, answering questions
6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns For example, students listen for similarities and differences in work songs from various cultures	Discuss how and why some cultures use patterns in things like architecture, clothing, and decoration. How are these both practical and aesthetically pleasing?	Visuals of patterns in architecture, clothing, decorative items.	Ask students what they know about these items. Discuss difference between practical functions and aesthetics. Have students say if an item is functional or aesthetic, or both?	Participation in discussions. Using appropriate vocabulary. One on one discussions throughout unit to see if comprehension is there.
6.7 compare examples of works in one arts domain from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	For the pattern lesson students will discuss what meaning these patterns have within the context of the cultures they are found in.	Visuals Info on each culture/handouts	Look at visuals and discuss what each pattern may reflect, where is it found, what does it symbolize, how do we view this similarly or differently from that culture?	Participation in discussions
Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present	Content / Skills	Resources	Instructional Strategies	Assessments
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles,	Students are learning about specific cultures as well as one artist. They will learn about O'Keeffe's achievements for	Handouts Visuals Powerpoint	Discussion on the role that Georgia O'Keeffe had in our society and how her	Discussion

and describe their activities and achievements	her time period. They will also discuss surface designers throughout the time periods and cultures.		achievements have been portrayed. Discuss role of surface designers throughout different cultures and time periods.	
7.8analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Students will learn about women artists being undervalued in the past. They will also discuss differences between designers and artists.	Handouts on Georgia O'Keeffe Handouts on patterns through the ages.	Provide topic for discussion or to introduce thought or reflection	Discussion
Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.	Content / Skills	Resources	Instructional Strategies	Assessments
8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	Students will look at patterns from various cultures and should be able to identify specific characteristics of each pattern and where it originates.	Visuals	Introduce various patterns through powerpoints and visuals hung around the room. Students will use these for inspiration to create their own pattern.	Write-ups in sketchbooks about the student's pattern and if they were inspired by a specific culture. Discussion about various patterns.
8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920	Students will look at patterns from various cultures and will describe how these patterns reflect the traditions of the cultures.	Visuals of patterns Google searches	Students will identify traditional patterns from a variety of cultures after looking at many patterns and discussing how they are created, what they are used for, etc.	Discussion Q&A One to one discussion as project continues
8.8Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Students will know the stylistic features of many cultural patterns. They should know how these relate to the culture or time period.	Visuals Notes	Students discuss features in the patterns and discuss what their patterns may contain to relate to their world.	Use of stylistic features in student work Discussion of works

8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Students see how patterns are used today compared to historical times or in other cultures.	Examples of patterns in art today (surface designers) Examples of historical patterns. <u>A World of Images</u>	Have students brainstorm where they see patterns today. Discuss how these patterns are made vs. how patterns we looked at from the past are made. What is the context of these patterns?	Brainstorm sheet Discussion
Standard 9: Connections: Inventions, Technologies, and the Arts Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	Content / Skills	Resources	Instructional Strategies	Assessments
9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.	Students will briefly discuss how patterns were manufactured historically versus today's methods. Students will also briefly discuss differences between oil paints, acrylic paints, watercolors and tempera paints so they know why tempera paint is different from the others (and why acrylics were not really used popularly until the 1950s)	Powerpoint presentations	Discuss how patterns were created especially for wallpaper or fabric and how new technology has advanced the methods of creating patterns on surfaces.	Discussion
Standard 10: Connections Interdisciplinary Connections Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.	Content / Skills	Resources	Instructional Strategies	Assessments
10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines	Students may carry some of the cultural information over to their social studies class, especially during freshman year.		Ask students what they know about some of the patterns/cultures seen in this unit, if anything at this point in the year.	Discussion Answers to questions

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

Unit: Pen and Ink Drawing (Portraits and Chuck Close)

Essential Questions:

How have portraits changed throughout time?

What materials do you need to start a pen and ink drawing?

How has Chuck Close changed the way portraits are created?

Standard 1: Methods, Materials and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	Content / Skills	Resources	Instructional Strategies	Assessments
Students will 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Students will create a portrait using pen and ink techniques, and will also use a method inspired by the work of artist Chuck Close.	Visuals of pen and ink techniques Finished student works Teacher examples Visuals of various pen and ink drawings	Students will have a class to experiment with various pen and ink techniques after watching a demonstration on how to use the materials properly.	Observation One to one discussions during the practice time.
1.10 Use electronic technology for reference and for creating original work	Students will look up Chuck Close artworks using the internet. Discuss how these compare to other types of portraits seen throughout art history.	Computer Lab www.artcyclopedia.com www.chuckclose.com www.wikipedia.com	Present a powerpoint on Chuck Close and have students look up his work using the computer lab. Students will discuss one artwork with a peer and how his style differs from other portrait artists.	Discussions Observations of classwork
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut, .</i>	Students will only be making one drawing in this lesson. Series will be dealt with in upper level art classes.			
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Demonstrate the appropriate use and care of materials, equipment and the studio		Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in	Observation and one to one instruction during studio production time Assess procedures during

			the studio environment	clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Students must use pen and ink for this introductory unit.			
1.14 Demonstrate a mastery of tools and techniques in one medium	Students may require more time to master this medium but should meet all goals for this project. They should know how to use the tools and a wide array of techniques after completing the project.	Pen and ink materials Portrait picture Test sheet for techniques	Demonstration of how to use pen and ink, various techniques such as cross-hatching, stippling, hatching will be reviewed.	Lesson rubric
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment.	Posted information Signage around storage areas	Communicate about safety in the studio environment. Demonstrate where materials go and how they should be cleaned at the end of each class.	Observation of clean-up procedures.
Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design	Content / Skills	Resources	Instructional Strategies	Assessments
2.12 apply knowledge of color theory to a project	There will not be color theory involved in this project although values will be discussed. How to create differing values with varying marks will be a focus.		Students will make nontraditional value scales using patterns, and various lines to create a grayscale. Scale and space will be used to get lighter and darker tones.	Value scales: should show a gradient from light to dark
2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Students will use the elements of value, line and space in this project.	Element of Art posters Examples of various lines Examples of pen and ink drawings	Students will make a value scale using pen and ink techniques. They will use space and scale to adjust the	Value scale Participation in discussions

		Chuck Close visuals www.chuckclose.com	value of each square in their value scale. Students will look at other pen and ink drawings and discuss the way these elements are used.	
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Students will come up with their own way to apply these techniques so that their portrait mirrors a Chuck Close drawing but with their own style.	Visuals of Chuck Close work Teacher examples www.chuckclose.com www.wikipedia.com	Demonstrate various ways to alter lines and shapes to create interesting designs or patterns in each box but still get the accurate value.	Lesson rubric Critique One to one discussion
Standard 3: Observation, Abstraction, Invention, Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	Content / Skills	Resources	Instructional Strategies	Assessments
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Students will make abstract designs within multiple boxes (like a photomosaic) which when they are viewed from a distance will make up a face. They will play around with abstraction while still attaining a representational image from a distance.	Visuals of other artworks that look more abstract from up close and more representational from a distance (Seurat, Monet, photomosaic artists) www.artcyclopedia.com	Show students how up close artworks may look abstract and then from far away your eye blends values (or colors as seen in the examples). Work up close on a section of an example and then hold far away for students to see the difference.	Critique in progress work One to one discussions Peer checks
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Students will create an original version of a portrait by using their own designs/methods of creating values. These designs could relate to the person they are portraying by being symbolic of aspects of this person.	Pen and ink materials Test sheets Examples for inspiration www.moma.com	Show examples that the teacher has done and how each person has differing symbols within the boxes. Ask students to brainstorm various symbols or designs for each box on their drawing.	Critique Written reflection on the finished piece Lesson rubric
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Students will use abstraction to create a representational image from a distance. They should see how looking at something up close versus from a distance changes how your eye puts an image together.	Images to look at up close and from a distance (idea of abstract versus representational)	Look at various paintings or drawings from different viewpoints in the room to see how your eye reads each artwork differently from different distances.	Discussion Observation of participation

Standard 4: Drafting, Revising, and Exhibiting Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	Content / Skills	Resources	Instructional Strategies	Assessments
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings <ul style="list-style-type: none"> • Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals; • Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately; Complete: prepare work for presentation or exhibition	Students brainstorm, sketch, discuss ideas before starting a project. Students alter and improve their work as they go based off peer and teacher critiques. Students organize their spaces and materials appropriately each class. Students meet deadlines and goals set for each project.	Teacher examples Prior student examples Displays Sketchbooks	Start each class by reviewing what needs to be done and when the deadline is. End class with questions about the progress of the project. Have critiques halfway through the project so students can assess their own progress.	Completion and quality of finished paintings Write-ups by students Sketches
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Discusses and self-assesses their own work and takes constructive criticism from the teacher in a positive manner.	Discussion time	Discussion with each student about their work and what they can improve on. Peer critiques so students can view their work as well as their peers' works to compare and contrast strategies.	Critiques Work being changed as it progresses
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Students will add these drawings to their portfolios so that by the end of the class they see progression in their art-making abilities.	Storage facility-bins or shelving units/cupboards Portfolio folders	Discuss why it is important to save all artwork to reflect on Show some artists portfolios and the progression of their	Ensure students keep artwork. Display at the end of the semester.

			artwork. Chuck Close is a great example for this to see how his work changed over many years.	
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting specific pieces.	Space for art shows Display space	Have students choose work that best represents their art abilities for displays.	Displayed artwork, prepared for display by being matted
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	Students will add one more medium to their portfolios at the end of this project. Since this is an introductory class their portfolio would include even more variety in an upper level art class.			
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Students will communicate about their own style in this project as well as how it relates to the style of Chuck Close or similar artists.	Display space Visuals of Chuck Close's portraits	Bring up the discussion topic of style and have students discuss/critique their work and compare and contrast methods they see their peers using. Tie this back to Chuck Close's style and how his paintings have evolved.	Critique Written assessment of finished work
4.16 Organize and present an exhibit of a body of their own work to others	Students will participate in the art fair at the end of the year.	Display space Matting supplies	Explain how to prepare work for the art fair.	Displayed work
Standard 5: Critical Response Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	Content / Skills	Resources	Instructional Strategies	Assessments
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Students will compare Chuck Close's earlier paintings to his later paintings which represent the style we are using for this lesson.	Visuals of Chuck Close's earlier and later paintings www.chuckclose.com	Show students a slide show of Close's work. Ask questions about the styles they saw and which ones they liked better if they had a preference.	Participation in discussion Write-up in sketchbook about the paintings they saw in the slideshow
5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	Students will not be researching this artist, rather the teacher is presenting his work to the class and they take notes or discuss the work shown. Students will present the ideas shown throughout			

	their artwork.			
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Students will have critiques using appropriate visual art vocabulary.	Display space Leading questions	Have peer critique at the end of the unit.	Communication rubric Lesson rubric
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Students analyze the body of work of Chuck Close. They explain what he is trying to communicate with these large portraits of friends and fellow artists.	Slide show of Chuck Close's work	Ask students questions about the work of Chuck Close and why they think his style changed throughout his life. Share some information about Close's life and how his paralysis may have altered his work to the style it is now.	Participation in discussion One to one discussions
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Students will discuss their own likes and dislikes of Chuck Close's artworks. They will decide why they like or dislike his more realistic paintings versus their feelings toward his more abstract pieces.	Visuals of Close's work. www.chuckclose.com www.moma.org	Show all visuals we have of Close's work. At the end take a poll on who liked his earlier work versus who liked his later works. Did learning about his disability change the way you felt about any of the works?	Written reflection on Chuck Close's work. Participation in discussion
Standard 6: Connections: Purposes and Meanings in the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	Content / Skills	Resources	Instructional Strategies	Assessments
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies	Students will learn about Chuck Close's life and see how that intertwines with the way his work changed	Info packet on Chuck Close Visuals	Have students look at Close's work first, then read about his life in a brief packet, discuss how his paralysis may have affected his style of working	Participation in discussions

Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present	Content / Skills	Resources	Instructional Strategies	Assessments
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Students will learn about Chuck Close and his role as an artist. They will understand what he has achieved and accomplished throughout his life.	Chuck Close visuals Chuck Close info	Students will read about, look at work of, and discuss Chuck Close and his achievements.	Discussion
Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures and genres.	Content / Skills	Resources	Instructional Strategies	Assessments
8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	Students will only focus on one artist for this unit.			
8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920	Students are only focusing on the work of Chuck Close for this unit.			
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or	Students can look at the style of Chuck Close and see how it has evolved. They can discuss how it relates to aesthetic tradition.	Visuals	Show works of Chuck Close and review other artists we have studied. Are there any similarities, what are some	Discussion Write-ups in sketchbook

cultural contexts			differences? Is one more or less aesthetically pleasing to certain individuals?	
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Students can discuss how Close's work has changed from super realistic, to abstract, to now using machinery for tapestry and printmaking techniques. Students can discuss how these innovations have led to new works and how other innovations may also alter the art world.	Visuals of Chuck Close's realistic paintings Visuals of Chuck Close's abstract paintings Visuals of his tapestries and their process Visuals of his printmaking	Discuss and view Close's works and include a piece about how innovations have helped push Close's work to where it is today	Discussion
Standard 9: Connections: Inventions, Technologies, and the Arts Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	Content / Skills	Resources	Instructional Strategies	Assessments
9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.	Students can briefly discuss Close's tapestries and how this historical method/material has made its way into Close's artwork.	Interview with Chuck Close at BU discussing why he decided to look back at history to start using tapestry.	Discuss how his work has changed throughout the years. Why do students think he would use such a historical method to create faces? How does this method change the way you view the faces? How does this tie in with our drawings?	Discussion participation
9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects	Students can briefly discuss Close's tapestries and how this historical method/material has made its way into Close's artwork.			

Art I:

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

unleveled semester course 2 credits

Unit: Watercolor

Essential Questions:**How does watercolor paint differ from tempera paint?****What are some of the ways artists have used watercolors?**

Standard 1: Methods, Materials and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	Content / Skills	Resources	Instructional Strategies	Assessments
Students will 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create a watercolor painting that shows knowledge of the unique characteristics of this medium.	Visuals of watercolor artists Visuals of watercolor techniques Teacher examples Student examples	Demonstration of watercolor techniques, discussion of how to use materials properly, demonstration of process of watercolor painting.	One to one discussion
1.10 Use electronic technology for reference and for creating original work	For one lesson students will find an image and use it for reference. They will also add in an element from their imagination to make the image their own.	Google image search	Discuss images that may be good for watercolor, show examples of watercolors, discuss surrealism and how symbolism plays a role	Print out picture Sketches for combination image
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Demonstrate the appropriate use and care of materials, equipment and the studio		Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment	Observation and one to one instruction during studio production time Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Students must use watercolors in this introductory unit.			
1.14 Demonstrate a mastery of tools and techniques in one medium	Students should reach project goals, but are not expected to master the			

	medium within one unit. Mastery will come with further art courses.			
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment	Posted information Signage around storage areas	Communicate about safety in the studio environment. Demonstrate where materials go and how they should be cleaned at the end of each class.	Observation of clean-up procedures.
Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design	Content / Skills	Resources	Instructional Strategies	Assessments
2.12 apply knowledge of color theory to a project	Students will apply color theory and aerial perspective to lessons within this unit. Students should know how to glaze, create neutrals, create tertiary colors, and use aerial perspective in the landscape paintings.	Visuals of color theory Color chart posters Watercolor technique poster Examples of watercolors www.americanwatercolorssociety.com www.watercolors.org	Show students finished watercolors and discuss how the colors play a large role in the paintings. Ask students how they would make some of these colors. Demonstrate the basic color theory knowledge that is needed for this unit.	One to one discussion Critiques in progress Peer discussion
2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Students will focus on color, texture and space for this unit. They should be able to identify these elements within their own work and the work of others.	Visuals of watercolors Examples of student work Teacher examples Elements of art posters	Review the elements of art. Discuss which ones are being focused on in this lesson. Ask students to look at visuals and use the Feldman method to discuss what they see in the images. During critiques student must speak about these elements.	Participation in discussion. Critique Use of vocabulary.

Standard 3: Observation, Abstraction, Invention, Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	Content / Skills	Resources	Instructional Strategies	Assessments
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Students will create paintings both based on representation and imagination. They may use symbolism in their more imaginative/expressive painting.	Visuals of surrealism Visuals of symbols Visuals of representational paintings www.moma.org www.mfa.org	Students will look at artists who paint in a representational manner and those that paint in a more expressive manner. They will also look at subject matter and complete one representational painting and one that incorporates symbolism.	Completion of painting in the unit. One to one discussion. Writing in sketchbook.
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Students will create a painting based on their own imagination and using references. The images they create will be original to the individual.	Previous student examples Visuals of artworks	Have students discuss the artworks around the room. How do they differ? What is symbolism? What are some symbols that may relate to the individual? What meanings could these have? Students sketch and brainstorm what they can do to alter a representational piece to make it more expressive or symbolic.	Sketchbook Discussion One to one discussion
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Students will explore both representation and symbolism throughout this unit.	Visuals of artworks that are both representational and symbolic. www.moma.org www.mfa.org www.ica.org	Students will brainstorm and sketch in their sketchbooks to come up with ideas after looking at different artists. Critiques of ideas will take place during this process.	Sketchbook One to one discussion

Standard 4: Drafting, Revising, and Exhibiting Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	Content / Skills	Resources	Instructional Strategies	Assessments
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings <ul style="list-style-type: none"> • Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals; • Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately; Complete: prepare work for presentation or exhibition	Students brainstorm, sketch, discuss ideas before starting a project. Students alter and improve their work as they go based off peer and teacher critiques. Students organize their spaces and materials appropriately each class. Students meet deadlines and goals set for each project.	Teacher examples Prior student examples Displays Sketchbooks	Start each class by reviewing what needs to be done and when the deadline is. End class with questions about the progress of the project. Have critiques halfway through the project so students can assess their own progress.	Completion and quality of finished paintings Write-ups by students Sketches
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Discusses and self-assesses their own work and takes constructive criticism from the teacher in a positive manner.	Discussion time	Discussion with each student about their work and what they can improve on. Peer critiques so students can view their work as well as their peers' works to compare and contrast strategies.	Critiques Work being changed as it progresses

4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Students will add these watercolors to their portfolios so that by the end of the class they see progression in their art-making abilities.	Storage facility-bins or shelving units/cupboards Portfolio folders	Discuss why it is important to save all artwork to reflect on. Show some artists portfolios and the progression of their artwork.	Ensure students keep artwork. Display at the end of the semester.
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting specific pieces.	Space for art shows Display space	Have students choose work that best represents their art abilities for displays.	Displayed artwork, prepared for display by being matted
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	Students will add one more medium to their portfolios at the end of this project. Since this is an introductory class their portfolio would include even more variety in an upper level art class.			
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Students will communicate about their own style in this project as well as how it relates to the artists looked at in this unit.	Display space Visuals of watercolors	Bring up the discussion topic of style and have students discuss/critique their work and compare and contrast methods they see their peers using.	Critique Written assessment of finished work
4.16 Organize and present an exhibit of a body of their own work to others	Students will participate in the art fair at the end of the year.	Display space Matting supplies	Explain how to prepare work for the art fair.	Displayed work
Standard 5: Critical Response Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	Content / Skills	Resources	Instructional Strategies	Assessments
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Students will discuss the different watercolor paintings that they completed in this unit. They will compare and contrast the different styles used both orally during a critique and written as an assessment in their sketchbook.	Display space Vocabulary on board Sketchbooks	Review artists that were looked at in this unit and ask basic questions about similarities and differences. Tie this into students' artworks and ask students to compare and contrast their own work.	Discussion Critique Written assessment Rubric

5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	Students will not be researching a specific artist; rather the teacher will show students some artworks to inspire the students.			
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Students will have critiques using appropriate visual art vocabulary.	Display space Leading questions	Have peer critique at the end of the unit.	Communication rubric Lesson rubric
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Students will look at various bodies of work depending on the lesson within this unit. They will explore symbolism and visual metaphor.	Watercolor visuals Visuals of artists who use visual metaphors or symbolism Visual of representational artists www.moma.org	Introduction to symbolism and visual metaphor by showing examples and using the Feldman method of discussing and analyzing artwork.	Discussion Write-ups in sketchbook
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Students can discuss different opinions they have regarding artworks with symbolism. Some students may see different things, and that can be up to the individual, family settings, cultural differences or other factors.	Visuals Discussion time Info on artists' meanings	Discuss why art is made, why artists choose their subjects and how it can be interpreted differently by various people.	Discussion participation One to one discussion
Standard 6: Connections: Purposes and Meanings in the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	Content / Skills	Resources	Instructional Strategies	Assessments
6.7 compare examples of works in one arts domain from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Students will look at artworks that could contain symbolism and discuss how that symbolism can be expressing various issues such as economic conditions, social philosophies, customs, etc.	Visuals Powerpoint Art history text Art Through the Ages	Show images relating to this unit and have students discuss what purpose they think the artwork serves. Why did the artist choose this subject matter?	Discussion

<p>Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present</p>	<p>Content / Skills</p>	<p>Resources</p>	<p>Instructional Strategies</p>	<p>Assessments</p>
<p>7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements</p>	<p>This will be briefly touched upon when students learn the backgrounds of some of the artists in this unit.</p>	<p>Visuals Info packets on artists</p>	<p>Discussion about the artists involved in this unit and how they were either recognized (or not) during their lifetime.</p>	<p>Participation in discussion</p>
<p>Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.</p>	<p>Content / Skills</p>	<p>Resources</p>	<p>Instructional Strategies</p>	<p>Assessments</p>
<p>8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts</p>	<p>Students will know about the stylistic features in the artworks presented in this lesson. They should be able to identify these features and the aesthetic tradition they belong to.</p>	<p>Visuals Posters about artists in this unit</p>	<p>Discuss the difference between styles shown in this unit. What makes them different from one another?</p>	<p>Discussion One to one discussions</p>
<p>8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture</p>	<p>Students will be able to use the variants of style within certain time periods to describe the artworks they view.</p>	<p>Visuals of artworks for different lessons in this unit.</p>	<p>Look and analyze the artworks relating to this lesson. How can you tell which paintings were done around the same time, different times?</p>	<p>Discussion</p>
<p>Standard 10: Connections Interdisciplinary Connections</p>	<p>Content / Skills</p>	<p>Resources</p>	<p>Instructional Strategies</p>	<p>Assessments</p>

<p>Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.</p>				
<p>10.4 Continue the above and integrate knowledge from various disciplines and cultural resources</p>	<p>Students will often bring up symbolism in art relating to symbolism they have learned about in English class.</p>	<p>Time to common plan between disciplines</p>	<p>Discussion about how art and English do have some similar vocabulary.</p>	<p>Discussion</p>