

Art II: Drawing

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

unleveled full year course 4 credits

Unit: Observation Drawing-ribbon drawing**Essential Questions**

Demonstrate how to use light to define the form of an object.

Use value to create the illusion of form on a two dimensional surface.

Make an aesthetic decision about the form by visually cropping the set up which will improve the composition.

Framework Standard 1: Methods, Materials and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual art.	Content / Skills	<i>Resources</i>	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.	Student will create a pencil drawing of a paper sculpture they constructed. Create a drawing of personal items that are individual to the students' personality and character.	Professional Artist Images Previous Student Art Images Book: "Drawing on the Right Side of the Brain" Book: "Keys to Drawing" www.mfa.org www.hmn.harvard.edu/	Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of drawing. Ongoing individual and group critiques. Self-assessment.	Classroom demonstration One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of observational drawing
1.10 Use electronic technology for reference and for creating original work	Technology is used to alter images with Photoshop and brainstorm with imagery.	Website information: design, cultural institutes, art forms, contemporary artists	Pervious Student Images.	Brainstorming critique with class or in small groups.
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>	Explore a variety of drawing materials including pencil, compressed charcoal, vine charcoal and black and white material.	Series of work by one artist progressing from one drawing medium to the next. Example: Degas' drawings and monotypes to his large paintings.	Small activities and review of vocabulary to connect the different media.	Critique using the vocabulary reviewed and self-assessment by displaying work.

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 space.	"The Art Teacher's Book of Lists"	Teacher will review cleaning and safety concerns when dealing with workspace, materials and tools.	Observe clean up time and prevent safety issues by organizing room to work with the movement of students and materials.
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>	Select appropriate drawing materials to create expressive lines, values of color, and texture of objects.	Book: "Keys to Drawing"	Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of drawing.	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Create a drawing using a range of values with different pencil types	Professional Artist Images Previous Student Art Images	Brainstorm, customize images with personality.	View and discuss appropriate use of materials and techniques Group critique Peer critiques
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 Signage Storage areas Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
Framework 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	Color wheel studies and value scale drawings	Visuals Art History	Color matching	One on one critique and class 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	Create a drawing of personal items that are individual to the students' personality and character.	Descriptions and definitions about the elements used and where they are used	Introduce the vocabulary of elements and principles of art.	Review one on one Peer review Class critique
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various groups	Demonstrate connections in drawings, cultures, periods in time or in current art galleries	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
Framework 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 use different viewpoints to abstract their drawings.	Visuals Art History	Gridding exercise and Photoshop filtering Show abstract drawings by changing the view and showing close up composition setups.	One to one Small group instruction
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a drawing of wooden blocks, boxes and paper bags emphasizing the point of view and perspective	Book: "Keys to Drawing"	Sight and measuring demo	Rubric-questioning one to one in assessing review of work in progress
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	Demonstrate the range of texture to express their personal state of mind	Book: "Keys to Drawing"	Use of Photoshop texture filter to brainstorm	Critique using the vocabulary reviewed and self-assessment by displaying work.

Framework 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 projects, alone and in group settings 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 create an array of drawing from their sculpture. Students will share and try to draw each other's set up.	Professional local artist's artwork. Book: Drawing on the right side of the brain.	Conceptualize and idea of what their home town looks like. Brainstorming with sketches in the local area. Experiment with materials to fit appropriately with image. Display mounted artwork for school is public area.	Verbal presentation of work. Explain the location of work. Classroom critique
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Experiment with sample techniques and discuss improvements before applying to a personalized project.	One on one Group Peer critique	Discussion about revision Review Sketches vs. final form Process Self-discipline	Reflection Introspection Writing-WAC Communication
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Demonstrate the ability to maintain work Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship	Storage facility-bins or shelving units/cupboards Work goes home and is returned for exhibits and shows Craftsmanship/growth	Maintenance of storage and display facilities Procuring work once it has gone home Display	Review Progress WAC Reflection Introduction to completion
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	Scheduled events school and outside of school events	Time Schedule Facility	WAC One on one critique

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	Demonstrates the ability to present at school fair and NRAS student invitational exhibit, Congressman Contest and Scholastic Art Contest.	Materials Resources Calendar exhibits	Time Schedule Facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Show students different master artists and their styles within their art work	Visuals Art Historical Perspectives Website information	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
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 Assessment with communication	WAC CFAs CSAs Communication Rubric
Framework 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	Local artist, pencil, charcoal drawings.	North river, Duxbury art complex shows and exhibits	Introduction to examples found in art history or contemporary artists works	Communication Speaking 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	Research pastel drawings to find a connection with the students personal style	Museum websites: www.moma.org , www.mfa.org Gallery websites	Introduction to research and findings	Communication- Speaking rubric CSAs
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	Self-critique Peer-critique Formulate an understanding between professional artists	Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons	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	Class critique of local artist work, discuss approach and style and their differences	Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey	Introduction to examples found in art history or contemporary artists works	Communication Speaking Rubric

5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Students critique and discuss local artists work and how much they sell for galleries	Artist websites Gallery website linked to artist	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Communication Speaking Rubric
Framework 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,	Classroom discussion and critique. Connect home to and what images are based on their biography.	Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey	Introduction to examples found in art history or contemporary artists works	Class discussion and participation.
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 differences techniques of drawing	Visuals: student work and Van Gogh contour drawings. Art History Web research	Visuals	Communication Rubric-speaking, listening, writing and reading
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	Compare Degas drawings to local artists drawings	Pastel drawings displayed from all artists discussed.	Class discussion Vocabulary posted to assist discussion. Describe how to use the vocabulary with visual examples.	Communication Rubric
6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Class discussion of different cultures and ages. Students draw personal items that reflect their time period, aesthetic theories, and function.	Image of Van Gogh's shoe drawing. Previous students work.	Discussion of function and aesthetics of shoes. How they relate to their life and activities.	Class discussion and participation.
Framework Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in	Content / Skills	Resources	Instructional Strategies	Assessments

societies of the past and present				
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Students research different styles in magazines and on television.	Magazines donated to the class. Online style websites	Discuss different influences of style and function	Class discussion and participation. One on one critique
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Local artist, pastel drawings	Artists' websites Gallery website linked to artist	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
Framework 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	Compare local contemporary artists to Western European artists drawing style.	www.metmuseum.org www.moma.org	Students research online art work and create an art history time line.	Art Department Rubric
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Compare local contemporary artists to Western European artists drawing style.	www.metmuseum.org	Students research online art work and create an art history time line.	Art Department Rubric
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	Compare local contemporary artists to Western European artists drawing style.	www.metmuseum.org	Students research online art work and create an art history time line.	Art Department Rubric
Framework 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

9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Students use technology, internet and computer programs to create drawings. Digital camera and Photoshop.	Photoshop guide Posted directions and tools	Demonstration of Photoshop using tools and techniques.	One on one critique
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	Student use tools in Photoshop to simply images to create different styles of drawing	Photoshop guide Posted directions and tools Elements and principles guide posters	Demonstration of Photoshop using tools and techniques.	One on one critique Buddy critiquing
Framework 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 connect styles used with local artists displaying work in galleries	Posted exhibit locations and featured artists	Class discussion	One on one critique

Unit: Observation Drawing-shoe drawing

Essential Questions

Focus on the object more than the drawing.
 Vary the lines to show distance and weight
 Control the medium so the subject is accurately represented.
 Abstract the image by decreasing negative space.
 Use chalk and charcoal to make value variations.
 Integrate charcoal and chalk to increase the weight and the opacity of the objects.

Framework 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
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<p>Students will:</p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p>	<p>Create a drawing of personal items that are individual to the students' personality and character.</p>	<p><i>Professional Artist Images</i> <i>Previous Student Art Images</i> <i>Book: "Drawing on the Right Side of the Brain"</i> <i>Book: "Keys to Drawing"</i> www.mfa.org <i>Cached</i> - <i>Similar</i> www.hmn.harvard.edu/</p>	<p>Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of drawing. Ongoing individual and group critiques. Self-assessment.</p>	<p>Classroom demonstration One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of observational drawing</p>
<p>1.10 Use electronic technology for reference and for creating original work</p>	<p>Technology is used to alter images with Photoshop and brainstorm with imagery.</p>	<p><i>Website information: design, cultural institutes, art forms, contemporary artists</i></p>	<p>Pervious Student Images.</p>	<p>Brainstorming critique with class or in small groups.</p>
<p>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></p>	<p>Explore a variety of drawing materials including chalk pastels, charcoal, marker, oil pastels, and colored pencil.</p>	<p><i>A series of work by one artist progressing from one drawing medium to the next. Example: Degas' drawings and monotypes to his large paintings.</i></p>	<p>Small activities and review of vocabulary to connect the different media.</p>	<p>Critique using the vocabulary reviewed and self-assessment by displaying work.</p>
<p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools</p>	<p>Demonstrate the appropriate use and care of materials, equipment and the studio space.</p>	<p><i>"The Art Teacher's Book of Lists"</i></p>	<p>Teacher will review cleaning and safety concerns when dealing with workspace, materials and tools.</p>	<p>Observe clean up time and prevent safety issues by organizing room to work with the movement of students and materials.</p>
<p>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></p>	<p>Select appropriate drawing materials to create expressive lines, values of color, and texture of objects.</p>	<p><i>Book: "Keys to Drawing"</i></p>	<p>Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of drawing.</p>	<p>View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques</p>
<p>1.14 Demonstrate a mastery of tools and techniques in one medium</p>	<p>Create a drawing using the skill practiced with classroom activities. Draw personal a</p>	<p><i>Professional Artist Images</i> <i>Previous Student Art Images</i></p>	<p>Brainstorm, customize images with personality.</p>	<p>View and discuss appropriate use of materials and</p>

	favorite pair of shoes, someone they idolize, and image of their hometown, and a favorite sea creature.			techniques Group critique Peer critiques
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	<i>Posted information</i> <i>Signage</i> <i>Storage areas</i> <i>Review</i>	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
Framework Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design	Content / Skills	<i>Resources</i>	Instructional Strategies	Assessments
2.12 apply knowledge of color theory to a project	Color wheel studies and value scale drawings	<i>Visuals</i> <i>Art History</i>	Color matching	One on one critique and class 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	Create a drawing of personal items that are individual to the students' personality and character.	<i>Descriptions and definitions about the elements used and where they are used</i>	Introduce the vocabulary of elements and principles of art.	Review one on one Peer review Class critique
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	<i>Visuals</i> <i>Student samples</i> <i>Examples from various groups</i>	Demonstrate connections in drawings, cultures, periods in time or in current art galleries	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress

Framework 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	<i>Resources</i>	Instructional Strategies	Assessments
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Create an abstract drawing by enlarging an object that is personal to the student.	<i>Visuals Art History</i>	Griding exercise and Photoshop filtering	One to one Small group instruction
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a drawing a pair of shoes that are personal to them.	<i>Book: "Keys to Drawing"</i>	Sight and measuring demo	Rubric-questioning one to one in assessing review of work in progress
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	Demonstrate the range of texture to express their personal state of mind	<i>Book: "Keys to Drawing"</i>	Use of Photoshop texture filter to brainstorm	Critique using the vocabulary reviewed and self-assessment by displaying work.
Framework 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	<i>Resources</i>	Instructional Strategies	Assessments
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings projects, alone and in group settings 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	Create a drawing of an image conceptualized by the student symbolizing their personality.	<i>Professional local artist's work.</i>	Conceptualize and idea of what their home town looks like. Brainstorming with sketches in the local area. Experiment with materials to fit appropriately with image. Display mounted artwork for school is public area.	Verbal presentation of work. Explain the location of work. Classroom critique

exhibition				
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Experiment with sample techniques and discuss improvements before applying to a personalized project.	<i>One on one Group Peer critique</i>	Discussion about revision Review Sketches vs. final form Process Self-discipline	Reflection Introspection Writing-WAC Communication
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Demonstrate the ability to maintain work Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship	<i>Storage facility-bins or shelving units/cupboards Work goes home and is returned for exhibits and shows Craftsmanship/growth</i>	Maintenance of storage and display facilities Procuring work once it has gone home Display	Review Progress WAC Reflection Introduction to completion
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	<i>Scheduled events school and outside of school events</i>	Time Schedule Facility	WAC One on one critique
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	Demonstrates the ability to present at school fair and NRAS student invitational exhibit, Congressman Contest and Scholastic Art Contest.	<i>Materials Resources Calendar exhibits</i>	Time Schedule Facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Show students different master artists and their styles within their art work	<i>Visuals Art Historical Perspectives Website information</i>	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
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	<i>End of quarter review End of semester review Self-assessment/critique</i>	One to one critique One to one assessment Assessment with communication	WAC CFAs CSAs Communication Rubric
Framework 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	<i>Resources</i>	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	Local artist, pencil and charcoal drawings	<i>Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey</i>	Introduction to examples found in art history or contemporary artists works	Communication Speaking 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	Research drawings to find a connection with the students personal style	<i>Museum websites Gallery websites</i>	Introduction to research and findings	Communication-Speaking rubric CSAs
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	Self-critique Peer-critique Formulate an understanding between professional artists	<i>Exposure to artists and resources that illustrate differences</i>	Introduction to concepts in identifying and drawing comparisons	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	Class critique of local artist work, discuss approach and style and their differences	<i>Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey</i>	Introduction to examples found in art history or contemporary artists works	Communication Speaking Rubric
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Students critique and discuss local artists work and how much they sell for galleries	<i>Artist websites Gallery website linked to artist</i>	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Communication Speaking Rubric
Framework 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	<i>Resources</i>	Instructional Strategies	Assessments
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Class room discussion and critique. Connect home to and what images are based on their biography.	<i>Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey</i>	Introduction to examples found in art history or contemporary artists works	Class discussion and participation.
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 differences techniques of drawing	<i>Visuals Art History Web research</i>	visuals	Communication Rubric-speaking, listening, writing and reading

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	Compare Degas, Van Gogh and Picasso drawings to local artists drawings	<i>Drawings displayed from all artists discussed.</i>	Class discussion Vocabulary posted to assist discussion. Describe how to use the vocabulary with visual examples.	Communication Rubric
6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Class discussion of different cultures and ages. Students draw personal items that reflect their time period, aesthetic theories, and function.	<i>Image of Picasso's shoe drawing. Previous students work.</i>	Discussion of function and aesthetics of shoes. How they relate to their life and activities.	Class discussion and participation.
Framework 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	<i>Resources</i>	Instructional Strategies	Assessments
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Students research different styles in magazines and on television.	<i>Magazines donated to the class. Online style websites</i>	Discuss different influences of style and function	Class discussion and participation. One on one critique
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Local artist, pastel drawings	<i>Artist websites Gallery website linked to artist</i>	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
Framework 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	<i>Resources</i>	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	Compare local contemporary artists to Western European artists drawing style.	http://www.all-art.org/contents.html	Students research online art work and create an art history time line.	Art Department Rubric
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Compare local contemporary artists to Western European artists drawing style.	http://www.all-art.org/contents.html	Students research online art work and create an art history time line.	Art Department Rubric
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	Compare local contemporary artists to Western European artists drawing style.	http://www.all-art.org/contents.html	Students research online art work and create an art history time line.	Art Department Rubric
Framework 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	<i>Resources</i>	Instructional Strategies	Assessments
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Students use technology, internet and computer programs to create drawings. Digital camera and Photoshop.	<i>Photoshop guide Posted directions and tools</i>	Demonstration of Photoshop using tools and techniques.	One on one critique
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	Student use tools in Photoshop to simply images to create different styles of drawing	<i>Photoshop guide Posted directions and tools Elements and principles guide posters</i>	Demonstration of Photoshop using tools and techniques.	One on one critique Buddy critiquing
Framework 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	<i>Resources</i>	Instructional Strategies	Assessments
10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines	Students connect styles used with local artists displaying work in galleries	<i>Posted exhibit locations and featured artists</i>	Class discussion	One on one critique

*Unit: Observation Drawing-color pastel drawing influenced by Marshfield
Essential Questions*

Make a representation of an object from nature.
Use range of values needed to create the illusion of a three-dimensional object on a two-dimensional surface.
Use a digital camera and lighting to enhance the illusion of form.
Create a strong composition using objects from nature
Take close up pictures to create dramatic point of view of their subject
Use Cray-pas to make value variation, texture and contrast.

Framework 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 drawing of personal items that are individual to the students' personality and character.	Professional Artist Images Previous Student Art Images Book: "Drawing on the Right Side of the Brain" Book: "Keys to Drawing" www.mfa.org www.hmn.harvard.edu/	Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of drawing. Ongoing individual and group critiques. Self-assessment.	Classroom demonstration One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of observational drawing
1.10 Use electronic technology for reference and for creating original work	Technology is used to alter images with Photoshop and brainstorm with imagery.	Website information: design, cultural institutes, art forms, contemporary artists	Previous Student Images.	Brainstorming critique with class or in small groups.
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>	Explore a variety of drawing materials including chalk pastels, charcoal, marker, oil pastels, and colored pencil.	Series of work by one artist progressing from one drawing medium to the next. Example: Degas' drawings and monotypes to his large paintings.	Small activities and review of vocabulary to connect the different media.	Critique using the vocabulary reviewed and self-assessment by displaying work.

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 space.	“The Art Teacher’s Book of Lists”	Teacher will review cleaning and safety concerns when dealing with workspace, materials and tools.	Observe clean up time and prevent safety issues by organizing room to work with the movement of students and materials.
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>	Select appropriate drawing materials to create expressive lines, values of color, and texture of objects.	Book: “Keys to Drawing” Elements and principles of art.	Class demonstration, discussion of professional artists work and former student’s artwork. Simplified activities to practice techniques of drawing.	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Create a drawing using the skill practiced with classroom activities. Draw an image of Marshfield that is personal to the student.	Professional Artist Images Previous Student Art Images	Brainstorm, customize images with personality.	View and discuss appropriate use of materials and techniques Group critique Peer critiques
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 Signage Storage areas Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
Framework 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	Color wheel studies and value scale drawings	Visuals Art History	Color matching	One on one critique and class 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	Student will include different elements in the drawing to make it aesthetically pleasing to the viewer.	Descriptions and definitions about the elements used and where they are used	Introduce the vocabulary of elements and principles of art.	Review one on one Peer review Class critique
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various groups	Demonstrate connections in drawings, cultures, periods in time or in current art galleries	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
Framework 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	Student will practice observational skill by drawing some still life setup in the classroom, focusing on light control and elements.	Visuals Art History	Gridding exercise and Photoshop filtering	One to one Small group instruction
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Student will create a drawing based on the neighborhood they live in.	Book: "Keys to Drawing" Hopper drawings and paintings	Sight and measuring demo	Rubric-questioning one to one in assessing review of work in progress
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	Demonstrate the range of texture to express their personal state of mind	Book: "Keys to Drawing"	Use of Photoshop texture filter to brainstorm	Critique using the vocabulary reviewed and self-assessment by displaying work.

Framework 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 projects, alone and in group settings 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	Create a drawing of an image conceptualized by the student symbolizing what their home town is to them.	Professional local artist's artwork.	Conceptualize and idea of what their home town looks like. Brainstorming with sketches in the local area. Experiment with materials to fit appropriately with image. Display mounted artwork for school is public area.	Verbal presentation of work. Explain the location of work. Classroom critique
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Experiment with sample techniques and discuss improvements before applying to a personalized project.	One on one Group Peer critique	Discussion about revision Review Sketches vs. final form Process Self-discipline	Reflection Introspection Writing-WAC Communication
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Demonstrate the ability to maintain work Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship	Storage facility-bins or shelving units/cupboards Work goes home and is returned for exhibits and shows Craftsmanship/growth	Maintenance of storage and display facilities Procuring work once it has gone home Display	Review Progress WAC Reflection Introduction to completion
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	Scheduled events school and outside of school events	Time Schedule Facility	WAC One on one critique

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	Demonstrates the ability to present at school fair and NRAS student invitational exhibit, Congressman Contest and Scholastic Art Contest.	Materials Resources Calendar exhibits	Time Schedule Facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Show students different master artists and their styles within their art work	Visuals Art Historical Perspectives Website information	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
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 Assessment with communication	WAC CFAs CSAs Communication Rubric
Framework 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	Local artist, pastel drawings	Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey	Introduction to examples found in art history or contemporary artists works	Communication Speaking 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	Research pastel drawings to find a connection with the students personal style	Museum websites Gallery websites	Introduction to research and findings	Communication- Speaking rubric CSAs
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	Self-critique Peer-critique Formulate an understanding between professional artists	Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons	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	Class critique of local artist work, discuss approach and style and their differences	Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey	Introduction to examples found in art history or contemporary artists works	Communication Speaking Rubric

5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Students critique and discuss local artists work and how much they sell for galleries	Artist websites Gallery website linked to artist	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Communication Speaking Rubric
Framework 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,	Class room discussion and critique. Connect home to and what images are based on their biography.	Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey	Introduction to examples found in art history or contemporary artists works	Class discussion and participation.
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 differences techniques of drawing	Visuals Art History Web research	visuals	Communication Rubric-speaking, listening, writing and reading
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	Compare Degas drawings to local artists drawings	Pastel drawings displayed from all artists discussed.	Class discussion Vocabulary posted to assist discussion. Describe how to use the vocabulary with visual examples.	Communication Rubric
6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Class discussion of different cultures and ages. Students draw personal items that reflect their time period, aesthetic theories, and function.	Image of Picasso's shoe drawing. Previous students work.	Discussion of function and aesthetics of shoes. How they relate to their life and activities.	Class discussion and participation.
Framework Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations, and arts	Content / Skills	Resources	Instructional Strategies	Assessments

institutions in societies of the past and present				
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Students research different styles in magazines and on television.	Magazines donated to the class. Online style websites	Discuss different influences of style and function	Class discussion and participation. One on one critique
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Local artist, pastel drawings	Artist websites Gallery website linked to artist	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
Framework 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	Compare local contemporary artists to Western European artists drawing style.	http://www.all-art.org/contents.html	Students research online art work and create an art history time line.	Art Department Rubric
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Compare local contemporary artists to Western European artists drawing style.	http://www.all-art.org/contents.html	Students research online art work and create an art history time line.	Art Department Rubric
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	Compare local contemporary artists to Western European artists drawing style.	http://www.all-art.org/contents.html	Students research online art work and create an art history time line.	Art Department Rubric
Framework 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

9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Students use technology, internet and computer programs to create drawings. Digital camera and Photoshop.	Photoshop guide Posted directions and tools	Demonstration of Photoshop using tools and techniques.	One on one critique
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	Student use tools in Photoshop to simply images to create different styles of drawing	Photoshop guide Posted directions and tools Elements and principles guide posters	Demonstration of Photoshop using tools and techniques.	One on one critique Buddy critiquing
Framework 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 connect styles used with local artists displaying work in galleries	Posted exhibit locations and featured artists	Class discussion	One on one critique

Art II: Painting-Self portrait

unleveled year long course 4 credits

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

Unit: Painting

Essential Questions:

Use the digital camera and correct light to show good expression and tonal variation of their faces.

Use filters in Photoshop to minimize their values and detail of the face.

Use color to show the mood of their artwork.

Recognize Picasso's blue and red periods.

Use Photoshop as a tool in planning out their colors for their portrait.

Mix a wide range of colors using the three primary colors.

Framework 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 painting of personal items that are individual to the students' personality and character.	Professional Artist Images Previous Student Art Images Book: "Drawing on the Right Side of the Brain" Book: "Keys to Drawing" http://www.pablocicasso.org http://www.artyclopedia.com/artists/homer_winslow.html /	Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of painting. Ongoing individual and group critiques.	Classroom demonstration One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of observational painting.
1.10 Use electronic technology for reference and for creating original work	Technology is used to alter images with Photoshop and brainstorm with imagery.	Website information: design, cultural institutes, art forms, contemporary artists	Previous Student Images. Images of Picasso's blue and rose period. Winslow Homer watercolor paintings.	Brainstorming critique with class or in small groups.
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>	Explore a variety of painting material: watercolor, tempera, and acrylic.	Series of work by one artist progressing from a drawing medium to paint. Example: Degas' drawings and monotypes to his large paintings. Picasso sketches and paintings.	Small activities and review of vocabulary to connect the different media.	Critique using the vocabulary reviewed and self-assessment by displaying work.
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 space.	"The Art Teacher's Book of Lists"	Teacher will review cleaning and safety concerns when dealing with workspace, materials and tools.	Observe clean up time and prevent safety issues by organizing room to work with the movement of students and materials.

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 select a master painting they are interested in. Removes half of the painting and replicates the missing area with materials that be suit the art and style.	Book: "Keys to Drawing" http://www.pablocicasso.org http://www.artcyclopedia.com/artists/homer_winslow.html	Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of painting.	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Create a painting using the skills practiced with classroom activities. Paint a personal image: self portrait, and image of their hometown.	Professional Artist Images Previous Student Art Images	Brainstorm, customize images with personality.	View and discuss appropriate use of materials and techniques Group critique Peer critiques
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 Storage areas Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
Framework 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	Create a color wheel and value scale with tempera and watercolor paint	Visuals Art History	Color matching	One on one critique and class 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	Create an altered self portrait by taking a photo and emphasize composition by cropping in Photoshop.	Descriptions and definitions about the elements used and where they are used. http://www.pablocicasso.org http://www.artcyclopedia.com/artists/homer_winslow.html	Introduce the vocabulary of elements and principles of art.	Review one on one Peer review Class critique

2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods.	Visuals Student samples Examples from various groups	Demonstrate connections in drawings, cultures, periods in time or in current art galleries	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
Framework 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	Abstraction is created by decreasing the range of values used to make the painting and to decrease detail.	Visuals Art History	Practicing master painter techniques and Photoshop filtering/editing tools	One to one Small group instruction
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Use colors that evoke emotion connecting with the student's personality and preference.	Book: "Keys to Drawing"	Sight and measuring demo	Rubric-questioning one to one in assessing review of work in progress
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	Demonstrate the range of color to express their personal state of mind	Book: "Keys to Drawing"	Use of Photoshop texture filter to brainstorm	Critique using the vocabulary reviewed and self-assessment by displaying work.
Framework 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 projects. Conceptualize: plan, generate ideas, make	Create a self-portrait painting and connects the color with a mood that the student has chosen. Use technology to sketch and visualize the idea and composition. View color	Picasso's rose and blue periods. Previous student's artwork and professional artwork.	Discussion about what stage Picasso was in at the time of his color periods. Impact of personal experiences and tragedies.	Group and one on one critique and discussion.

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	choices and make aesthetic decisions during the brainstorming process.			
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Responds to criticism and positive reinforcement. Experiment with sample techniques and discuss improvements before applying to a personalized project.	Sample techniques and different artist's styles.	Class and one on one painting demo.	Sequential assignments
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Demonstrate the ability to maintain work within their work space and personal storage area.	Labeled areas of the art room.	Maintenance of storage and display facilities Procuring work once it has gone home Display	Verbal reminders
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	Displayed dates of the schools and local art shows.	Time Schedule Facility	One on one critique
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	Demonstrates the ability to present at school fair and NRAS student invitational exhibit, Congressman Contest and Scholastic Art Contest.	Materials Resources Calendar Exhibits	Time Schedule Facility	Collection of work
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Show students different master artists and their styles within their art work	Visuals Art Historical Perspectives Website information	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
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 Assessment with communication	WAC Communication Rubric
Framework Standard 5: Critical Response Students will describe and analyze their own work and the work of others using appropriate visual arts	Content / Skills	Resources	Instructional Strategies	Assessments

vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.				
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Discussion of Master painters paintings and worksheet to prompt students.	Mary Cassatt, Winslow Homer, and Picasso Examples	Introduction to examples found in art history or contemporary artists works	Communication Speaking Rubric WAC
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	Research paintings and painters to find a connection with the students personal style	Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric CSAs
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	Discussion of Master painters paintings and worksheet to prompt students.	Exposure to artists and resources that illustrate different techniques and styles.	Introduction to research and findings	Communication rubric WAC
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Discuss how color symbolizes mood and how Picasso's life connected with his work.	Exposure to artists and resources that illustrate different techniques and styles.	Class discussion and critique.	Communication rubric WAC
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Students critique and discuss local artists work and how much they sell for galleries	Artist websites Gallery website linked to artist	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	
Framework 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,	Research paintings and painters to find a connection with the students personal style	Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric CSAs

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	Discussion of Master painters paintings and worksheet to prompt students.	Exposure to artists and resources that illustrate different techniques and styles.	Class discussion and critique.	Communication rubric
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	Compare Picasso and Degas drawings to local artists drawings	Visuals	Class discussion	
6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Discuss how the economic conditions connect with the mood and materials used in making art.	Following visuals displayed and discussed Van Gogh: Yellow Wheat and Cypresses Homer: Fishing boats Key West, Fog warning Wyeth: Christina's world	Class discussion and critique.	WAC writing assignment
Framework 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 research different styles of art in magazines.	Magazines donated to the class. Online style websites	Discuss different influences of style and function	Class discussion and participation. One on one critique
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Discuss Picasso's role in the art world and how his work gained respect during his time and today.	http://www.pablocassio.org	Classroom discussion	Compare with student critique.
7.8analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Discussion of Master painters paintings and worksheet to prompt students.	Exposure to artists and resources that illustrate different techniques and styles.	Class discussion and critique.	Communication rubric Wac
Framework Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change Students will demonstrate their understanding of the	Content / Skills	Resources	Instructional Strategies	Assessments

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.				
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	Discussion of Master painters paintings and worksheet to prompt students.	Exposure to artists and resources that illustrate different techniques and styles.	Class discussion and critique.	Communication rubric Wac
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	Watercolor project comparing Wyeth, Homer, and Van Gogh's style of paper and subject matter.	Following visuals displayed and discussed Van Gogh: Yellow Wheat and Cypresses Homer: Fishing boats Key West, Fog warning Wyeth: Christina's world	Class discussion and critique.	WAC writing assignment
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Discussion of Master painters paintings and worksheet to prompt students.	Exposure to artists and resources that illustrate different techniques and styles.	Class discussion and critique.	Communication rubric Wac
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Discussion of subject matter used in Picasso's paintings contrasted with other master painters.	Matisse's work and Picasso and modernism: Matisse's <i>Joy of Life</i> (1906) vs. Picasso's <i>Les Femmes d'Alger</i> (1907)	Comparing paintings displayed in class	Classroom critique
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	Impressionism assignment: Have students compare paintings from a group of impressionistic artists.	Following visuals displayed and discussed: Impressionistic painting of Degas and Renoir.	Class discussion and critique.	Communication rubric Wac
8.11 Identify and analyze examples of artistic and/or literary allusions in works of dance, music, theatre, and visual arts and architecture	Impressionism assignment: Have students compare paintings from a group of impressionistic artists.	Following visuals displayed and discussed: Impressionistic painting of Degas and Renoir.	Class discussion and critique.	Communication rubric Wac

Framework 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
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Students practice Photoshop skill by painting with tools, filters, and layers.	Photoshop tools and techniques posted	Demonstration of tools in Photoshop. Introduce the vocabulary of elements and principles of art.	Review one on one Peer review Class critique
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	Student use tools in Photoshop to simply images to create a new piece of art.	Photoshop guide Posted directions and tools Elements and principles guide posters	Demonstration of Photoshop using tools and techniques.	One on one critique Buddy critiquing

Art II:

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

unleveled year long course 4 credits

Unit: Works on paper
Essential Questions:
How to brainstorm and manipulate imagery by using the Photoshop program.
How to make a series of artwork from one original image for creating a book or illustration.
How to use the primary colors to achieve the necessary colors to match their idea created in Photoshop.
How to use the style of master printmaker to create a scene personal to them.

Framework 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

<p>Students will</p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p>	<p>Create a surrealist collage that tells a story about the student.</p>	<p>Artwork displayed and discussed: Magritte, Daly, Joan Miró, Marcel Duchamp</p>	<p>Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of painting. Ongoing individual and group critiques.</p>	<p>One to one Small group instruction Art department rubric.</p>
<p>1.10 Use electronic technology for reference and for creating original work</p>	<p>Technology is used to alter images with Photoshop and brainstorm with imagery.</p>	<p>Website information: design, cultural institutes, art forms, contemporary artists</p>	<p>Class demonstration</p>	<p>Brainstorming critique with class or in small groups.</p>
<p>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></p>	<p>Explore a variety of collaging techniques. Create a painting from a selection from the original collage.</p>	<p>Previous students work. Artwork displayed and discussed: Magritte, Daly, Joan Miró, Marcel Duchamp</p>	<p>Small activities and review of vocabulary to connect the different media.</p>	<p>Critique using the vocabulary reviewed and self-assessment by displaying work.</p>
<p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools</p>	<p>Demonstrate the appropriate use and care of materials, equipment and the studio space.</p>	<p>"The Art Teacher's Book of Lists"</p>	<p>Teacher will review cleaning and safety concerns when dealing with workspace, materials and tools.</p>	<p>Observe clean up time and prevent safety issues by organizing room to work with the movement of students and materials.</p>
<p>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></p>	<p>Student creates a collage with work from a master artist and any material that works with the art chosen.</p>	<p>Book: "Keys to Drawing" http://www.pablocicasso.org http://www.artcyclopedia.com/artists/homer_winslow.html /</p>	<p>Class demonstration, discussion of professional artists work and former student's artwork.</p>	<p>View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques</p>
<p>1.14 Demonstrate a mastery of tools and techniques in one medium</p>	<p>Create a series of linoleum prints based on illustrations from James Audubon.</p>	<p>Professional Artist Images Book: North American Birds</p>	<p>Brainstorm, customize images with personality.</p>	<p>View and discuss appropriate use of materials and</p>

				techniques Group critique Peer critiques
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 Signage Storage areas Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
Framework 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	Use watercolor and color mixing skills to achieve a variation of linoleum prints.	Visuals Art History	Color matching	One on one critique and class 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	Use carving tools to show different texture on the linoleum print.	Professional artist visuals Previous student artwork	Complete sample print to understand the limitations of materials.	Review one on one Peer review Class critique
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Students create their own style with the use of multiple elements and principles practiced over the course.	Visuals Student samples Examples from various groups	Demonstrate connections with bookmaking, printmaking, and illustration.	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress

Framework 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	Student uses an image of a bird and decreases the values to create an image for the linoleum.	Visuals Art History	Practicing master painter techniques and Photoshop filtering/editing tools	One to one Small group instruction
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Students use a range of colors to give more information about the subject.	John Audubon's work	Activities involving watercolor, inking and printmaking.	Rubric-questioning one to one in assessing review of work in progress
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 to research their image with an out of school field trip to the Audubon	Local Audubon society,	Use of Photoshop texture filter to brainstorm	Critique using the vocabulary reviewed and self-assessment by displaying work.
Framework 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 projects, alone and in group settings 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	Students have an understanding of process by researching an artist, recovering imagery, altering the image, and applying it to the linoleum printing process.	John Audubon's illustrations.	Discussion about illustrations and how printmaking impacted book making with imagery.	Group and one on one critique and discussion.

schedule; review progress of work with others; and revise work appropriately; Complete: prepare work for presentation or exhibition				
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Responds to criticism and positive reinforcement. Experiment with sample techniques and discuss improvements before applying to a personalized project.	Sample techniques and different artist's styles.	Sample linoleum print and process of printmaking.	Sequential assignments
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Students are required to number their series of prints to show progression and consistency.	Artist samples	Appropriate drying area and storage pick up for work.	Repetitive, Verbal reminders
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	Students create a book of prints from each student in their class.	Book binding techniques and options Book: Making Books that fly, fold, wrap, hide, pop up, twist, and turn.	Sample books displayed	One on one critique Class discussion
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 leave with a portfolio of work representing their progression in class	Appropriate storage and creation of protective portfolio	Discuss pick up of art work and storage.	Collection of work
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Students share their prints and discuss styles and approaches	Student examples	Create a list of students and titled work so everyone has a copy	Class room discussion and monitoring students sharing artwork
4.16 Organize and present an exhibit of a body of their own work to others	Display books in art department display in the common area of school.	Discussion with students for displaying work.	One to one critique One to one assessment Assessment with communication	WAC Communication Rubric
Framework 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	Classroom discussion of work comparing student work and John Audubon.	Student work and illustrations from James Audubon.	Classroom discussion	Communication Speaking Rubric Wac

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 research published book: "North American Bird"	Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric CSAs
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	Discuss the impact and history of printmaking and published work.	Exposure to artists and resources that illustrate different techniques and styles.	Introduction to research and findings	Communication rubric Wac
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Discussion of John Audubon and his impact on the Science world	Exposure to artists and resources that illustrate different techniques and styles.	Class discussion and critique.	Communication rubric Wac
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Discussion of how Audubon's work was admired by the English because of his ability to accurately represent wildlife they were unexposed to.	Artist websites Gallery website linked to artist	Classroom discussion and critique images.	Classroom discussion
Framework 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,	Research work and life of John Audubon and how the Audubon Society is an important piece to Marshfield's history.	Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric CSAs
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	Discussion of the history of illustration and bookmaking.	North American Birds	Class discussion and critique.	Communication rubric Wac
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	Compare Audubon's work to contemporary artist's work	Visuals	Class discussion	One on one discussion

6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Create a book with printmaking, documenting the study of birds influenced by John Audubon.	"The birds of America" Marshfield Audubon Society	Discussion of the history of printmaking and the historical impact of John James Audubon.	Art Department Rubric One on one Group work
<i>Framework 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</i>	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 connect the use of imagery in the media. Visual illustrations for scientific study.	"Birds of America" book Audubon's Journal	Discus images created by artist and connect with printmaking.	Art Department rubric
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Students connect the scientific use of artist illustration before affordable photography and printing.	"Birds of America" book Audubon's Journal	Discus images created by artist and connect with printmaking.	Art Department rubric
7.8 analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Classroom discussion of how John Audubon influenced history with his accurately detail illustrations	"Birds of America" book Audubon's Journal	Class discussion and critique.	Communication rubric Wac
Framework 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	Classroom discussion of how John Audubon influenced history with his accurately detail illustrations	"Birds of America" book Audubon's Journal	Class discussion and critique.	Communication rubric Wac

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	John Audubon globally influenced attitudes in the scientific field with his accurate illustrations	"Birds of America" book Audubon's Journal	Class discussion and critique.	Communication rubric Wac
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Discussion of Master painters paintings and worksheet to prompt students.	Exposure to artists and resources that illustrate different techniques and styles.	Class discussion and critique.	Communication rubric Wac
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Comparing lithography and linoleum printmaking and its history.	Birds of America" book Audubon's Journal	Class discussion and critique.	Class critique
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	Comparing lithography and linoleum printmaking and its history. Discuss its advantages with publication.	Birds of America" book Audubon's Journal	Class discussion and critique.	Class critique
8.11 Identify and analyze examples of artistic and/or literary allusions in works of dance, music, theatre, and visual arts and architecture	Students compare illustration and nature observed in their town.	Birds of America" book Audubon's Journal	Class discussion and critique. Photos taken by students at the Bird Sanctuary.	Class critique
Framework 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
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Comparing lithography and linoleum printmaking and its history. Discuss its advantages with publication and advances in technology to make books today.	Birds of America" book Audubon's Journal	Class discussion and critique.	Class critique

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 compare illustrations created by John Audubon and contemporary artists.	Researched images online. Students choose the artists to investigate.	Computer lab discussion	Class critique
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	Compared some artists that use traditional methods of illustrating imagery with new modern technology.	Researched images online. Students choose the artists to investigate.	Computer lab discussion	Class critique
Framework 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 compare illustrations created by John Audubon and contemporary artists.	Researched images online. Students choose the artists to investigate. www.mfa.org	Computer lab discussion	Class critique
10.4 Continue the above and integrate knowledge from various disciplines and cultural resources	Students compare illustrations created by John Audubon and contemporary artists.	Researched images online. Students choose the artists to investigate. www.mfa.org	Computer lab discussion	Class critique

Art II: Drawing

By the end of basic study in grades 9 – 12
By the end of extended study in grades 9 -12

unleveled full year course 4 credits

Unit: Observation Drawing-ribbon drawing**Essential Questions**

Demonstrate how to use light to define the form of an object.

Use value to create the illusion of form on a two dimensional surface.

Make an aesthetic decision about the form by visually cropping the set up which will improve the composition.

Framework Standard 1: Methods, Materials and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual art.	Content / Skills	<i>Resources</i>	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.	Student will create a pencil drawing of a paper sculpture they constructed. Create a drawing of personal items that are individual to the students' personality and character.	Professional Artist Images Previous Student Art Images Book: "Drawing on the Right Side of the Brain" Book: "Keys to Drawing" www.mfa.org www.hmn.harvard.edu/	Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of drawing. Ongoing individual and group critiques. Self-assessment.	Classroom demonstration One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of observational drawing
1.10 Use electronic technology for reference and for creating original work	Technology is used to alter images with Photoshop and brainstorm with imagery.	Website information: design, cultural institutes, art forms, contemporary artists	Previous Student Images.	Brainstorming critique with class or in small groups.
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>	Explore a variety of drawing materials including pencil, compressed charcoal, vine charcoal and black and white material.	Series of work by one artist progressing from one drawing medium to the next. Example: Degas' drawings and monotypes to his large paintings.	Small activities and review of vocabulary to connect the different media.	Critique using the vocabulary reviewed and self-assessment by displaying work.
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 space.	"The Art Teacher's Book of Lists"	Teacher will review cleaning and safety concerns when dealing with workspace, materials and tools.	Observe clean up time and prevent safety issues by organizing room to work with the movement of students

				and materials.
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>	Select appropriate drawing materials to create expressive lines, values of color, and texture of objects.	Book: "Keys to Drawing"	Class demonstration, discussion of professional artists work and former student's artwork. Simplified activities to practice techniques of drawing.	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Create a drawing using a range of values with different pencil types	Professional Artist Images Previous Student Art Images	Brainstorm, customize images with personality.	View and discuss appropriate use of materials and techniques Group critique Peer critiques
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 Signage Storage areas Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
Framework 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	Color wheel studies and value scale drawings	Visuals Art History	Color matching	One on one critique and class 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	Create a drawing of personal items that are individual to the students' personality and character.	Descriptions and definitions about the elements used and where they are used	Introduce the vocabulary of elements and principles of art.	Review one on one Peer review Class critique

2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various groups	Demonstrate connections in drawings, cultures, periods in time or in current art galleries	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
Framework 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 use different viewpoints to abstract their drawings.	Visuals Art History	Gridding exercise and Photoshop filtering Show abstract drawings by changing the view and showing close up composition setups.	One to one Small group instruction
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a drawing of wooden blocks, boxes and paper bags emphasizing the point of view and perspective	Book: "Keys to Drawing"	Sight and measuring demo	Rubric-questioning one to one in assessing review of work in progress
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	Demonstrate the range of texture to express their personal state of mind	Book: "Keys to Drawing"	Use of Photoshop texture filter to brainstorm	Critique using the vocabulary reviewed and self-assessment by displaying work.
Framework 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	Students will create an array of drawing from their sculpture. Students will share and try to draw each other's set up.	Professional local artist's artwork. Book: Drawing on the right side of the brain.	Conceptualize and idea of what their home town looks like.	Verbal presentation of work. Explain the location of work.

<p>settings projects, alone and in group settings</p> <p>Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;</p> <p>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> <p>Complete: prepare work for presentation or exhibition</p>			Brainstorming with sketches in the local area. Experiment with materials to fit appropriately with image. Display mounted artwork for school is public area.	Classroom critique
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Experiment with sample techniques and discuss improvements before applying to a personalized project.	One on one Group Peer critique	Discussion about revision Review Sketches vs. final form Process Self-discipline	Reflection Introspection Writing-WAC Communication
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Demonstrate the ability to maintain work Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship	Storage facility-bins or shelving units/cupboards Work goes home and is returned for exhibits and shows Craftsmanship/growth	Maintenance of storage and display facilities Procuring work once it has gone home Display	Review Progress WAC Reflection Introduction to completion
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	Scheduled events school and outside of school events	Time Schedule Facility	WAC One on one critique
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	Demonstrates the ability to present at school fair and NRAS student invitational exhibit, Congressman Contest and Scholastic Art Contest.	Materials Resources Calendar exhibits	Time Schedule Facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Show students different master artists and their styles within their art work	Visuals Art Historical Perspectives Website information	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication

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 Assessment with communication	WAC CFAs CSAs Communication Rubric
Framework 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	Local artist, pencil, charcoal drawings.	North river, Duxbury art complex shows and exhibits	Introduction to examples found in art history or contemporary artists works	Communication Speaking 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	Research pastel drawings to find a connection with the students personal style	Museum websites: www.moma.org , www.mfa.org Gallery websites	Introduction to research and findings	Communication-Speaking rubric CSAs
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	Self-critique Peer-critique Formulate an understanding between professional artists	Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons	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	Class critique of local artist work, discuss approach and style and their differences	Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey	Introduction to examples found in art history or contemporary artists works	Communication Speaking Rubric
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Students critique and discuss local artists work and how much they sell for galleries	Artist websites Gallery website linked to artist	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Communication Speaking Rubric
Framework Standard 6: Connections:	Content / Skills	Resources	Instructional	Assessments

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			Strategies	
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Classroom discussion and critique. Connect home to and what images are based on their biography.	Examples and websites of Liz Haywood Sullivan and Donna Rossetti Bailey	Introduction to examples found in art history or contemporary artists works	Class discussion and participation.
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 differences techniques of drawing	Visuals: student work and Van Gogh contour drawings. Art History Web research	Visuals	Communication Rubric-speaking, listening, writing and reading
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	Compare Degas drawings to local artists drawings	Pastel drawings displayed from all artists discussed.	Class discussion Vocabulary posted to assist discussion. Describe how to use the vocabulary with visual examples.	Communication Rubric
6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Class discussion of different cultures and ages. Students draw personal items that reflect their time period, aesthetic theories, and function.	Image of Van Gogh's shoe drawing. Previous students work.	Discussion of function and aesthetics of shoes. How they relate to their life and activities.	Class discussion and participation.
Framework 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 research different styles in magazines and on television.	Magazines donated to the class. Online style websites	Discuss different influences of style and function	Class discussion and participation. One on one critique

7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Local artist, pastel drawings	Artists' websites Gallery website linked to artist	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
Framework 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	Compare local contemporary artists to Western European artists drawing style.	www.metmuseum.org www.moma.org	Students research online art work and create an art history time line.	Art Department Rubric
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Compare local contemporary artists to Western European artists drawing style.	www.metmuseum.org	Students research online art work and create an art history time line.	Art Department Rubric
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	Compare local contemporary artists to Western European artists drawing style.	www.metmuseum.org	Students research online art work and create an art history time line.	Art Department Rubric
Framework 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

9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Students use technology, internet and computer programs to create drawings. Digital camera and Photoshop.	Photoshop guide Posted directions and tools	Demonstration of Photoshop using tools and techniques.	One on one critique
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	Student use tools in Photoshop to simply images to create different styles of drawing	Photoshop guide Posted directions and tools Elements and principles guide posters	Demonstration of Photoshop using tools and techniques.	One on one critique Buddy critiquing
Framework 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 connect styles used with local artists displaying work in galleries	Posted exhibit locations and featured artists	Class discussion	One on one critique