

**Black Horse Pike Regional School District  
580 Erial Road, Blackwood, NJ 08012**

# **Art and Design 2**

## **COURSE OF STUDY**

### **Fine Art Department**

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**BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT**  
**Highland - Timber Creek - Triton**  
**Fine Art Department**

# **SYLLABUS**

## **ART and Design 2**

### **Course Expectations and Skills**

- Keep and maintain a sketch notebook.
- Formulate a personal aesthetic and develop a style.
- Become proficient in drawing and painting techniques.
- Formulate a personal aesthetic and develop a style.
- Gaining competence to mastery in applying the Elements and Principles of Design
- Create works to submit to the Annual Art Show and to be included in a personal portfolio
- Maintain Studio (classroom) Equipment organization.
- Participate in class discussions and critiques, and learn how to develop work that communicates to an audience.
- Prepare students to be successful in Art 3 and AP Art.

### **Course Content**

**Unit 1. Still-Life Drawing:** This unit is designed to permit students to become reacquainted with art elements and principles of design through direct instruction and independent practice. Students will complete drawings of a variety of subjects that are designed to sharpen both observational and drawing skills. The Unit will culminate in an in-depth still-life drawing, where students will demonstrate their application of measurement and proportion, as well as utilization of visual elements and principles of design.

- **Visual Elements**

- |         |           |
|---------|-----------|
| ○ Line  | ○ Form    |
| ○ Shape | ○ Color   |
| ○ Space | ○ Texture |
| ○ Value |           |

- **Principles of Design**

- |                        |                       |
|------------------------|-----------------------|
| ○ Pattern              | ○ Harmony             |
| ○ Contrast             | ○ Rhythm and Movement |
| ○ Emphasis             | ○ Unity               |
| ○ Balance              | ○ Variety             |
| ○ Proportion and Scale |                       |

**Unit 2. Pen, Ink and Wash Drawing:** This unit is designed to permit students to use and develop typical drawing skills with the utilization of wet media techniques. The addition of washes will allow students to continue to work in monochrome and gain some experience that will develop skills in painting.

- **Croquill**
- **Brush**
- **Micron**
- **Wash**

**Unit 3. Drawing with Color:** This unit is designed to allow students to create drawings in color where knowledge of color theories and direct observations are employed. Students will utilize traditional drawing techniques where they can manipulate their work with the use of brush and solvent with layering.

- **Colored Pencil**
- **Watercolor Pencil/ Crayon**
- **Chalk Pastel**
- **Soft Pastel**
- **Oil Pastel**

**Unit 4. Collage:** This unit is designed to permit students to use value and shape (and color if executed with colored papers or magazine clippings) to create an image (Suggested subjects are portraiture, landscape and animals).

**Unit 5. Printmaking:** This unit is designed to permit students to utilize printmaking techniques that allow for the production of multiple copies of a single work.

- **Monotype**
- **Linocut/ Woodcut**
- **Relief/ Found Object Printing**
- **Collagraph**
- **Plexiglass Etching**
- **Stencils/ Serigraphy**

**Unit 6. Portraiture:** In this unit, students will acquire skills in portrait drawing, where they will learn about facial anatomy, including the structure of the skull and musculature, as well as proportions. Students will use what they know about the facial structure to produce drawings of individual features with their surrounding anatomy before combining these to produce portraits.

**Unit 7. Painting:** In this unit students will utilize their knowledge of color theories while painting from life (direct observation), as well as from imagination.

- **Watercolor**
- **Acrylic**
- **Tempera/ Gouache**

**Unit 8. Figure Drawing:** In this unit, students will acquire skills in drawing the figure, where they will learn about proportion, anatomical structure, musculature and surface anatomy. Students will utilize this knowledge to produce fast-paced croquis gesture drawings and gradually proceed to finished drawings made during a longer period of time.

- **Croquis/ Gesture Drawing**
- **Timed Poses**
- **Long Duration Figure Drawing**

## Core Skills and Grading Rubric

Art & Design is the process of developing an understanding of the elements and principles of design and applying that knowledge in the following four core skill areas:

- **Art Creation** - Application of art elements and principles of design in the art making process to promote mastery and communicate intent.
- **Art History** - Identify and appreciate the use of the art elements and principles of design through the contributions of artists from different cultures and historical periods.
- **Art Aesthetics** - Understand how personal and cultural aesthetics can influence use of the elements and principles of design in art and affect its intent, interpretation, and value.
- **Art Criticism** - Responding to and making judgments about how art elements and principles of design are applied and interpreted within visual works.

### Visual Arts Grading Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Level 1</b> - Incomplete - No Planning Materials/Equipment used inappropriately. - Poor communication of ideas	<b>Level 2</b> - Partially Complete and Shows Lack of Understanding - Little Planning - Inadequate use of materials/equipment - Not original idea	<b>Level 3</b> - Complete though meeting minimum requirements - Satisfactory Planning - Adequate use of materials/ equipment - Has some unique features	<b>Level 4</b> - Average understanding of elements and principles - Work shows some detail and care. - Original ideas - Appropriate use of materials/ equipment	<b>Level 5</b> - Above average understanding of elements/ principles - Work is neatly executed - Concepts and Originality could be pushed further - Appropriate use of materials/ equipment	<b>Level 6</b> - Advanced understanding of elements/ principles - Work is neatly executed - Advanced understanding of concepts/ originality - Appropriate use of materials/ equipment
<b>Visual Elements &amp; Principles of Design</b> - Careful Planning - Effective use of elements/ principles						
<b>Craftsmanship &amp; Neatness</b> - Work is neat & clean - Project is detailed and carefully made.						
<b>Creativity &amp; Originality</b> - Design is original - Unique application of elements/ principles - Work shows experimentation and risk taking						
<b>Use of Materials</b> Shows respect for materials and the classroom.						

## COURSE DESCRIPTION

### Art and Design 2 - 5 Credits, Grade 10-12

**Prerequisite:** Successful completion of Art and Design 1 with at least an 80% average, or with teacher approval.

Art II is a more in-depth study of materials and techniques. There is a greater opportunity for experimentation and expression, though with a greater emphasis on the finished work of art. Student performance will be measured through projects completed both inside and outside of class, as well as through the ability to make informed observations during critiques at a more complex level. Art II will allow students to explore the four content areas of art production, art history, art criticism, and aesthetics at a more proficient level. Students considering pursuing Art and Design 3, and AP 2D Art and Design may begin college portfolio preparation at this level.

### GRADING SCALE

Homework/ Critique	Classwork/ Participation	Projects
20%	30%	50%
Critiques will be based on the traditional outline of description, analysis, interpretation and judgement, and will consist of a variety of self and group reflections. Homework assignments will be completed regularly in a required sketchbook.	Students will earn weekly participation grades judged on meeting general classroom etiquette and expectations, and will complete a variety of classwork assignments that supplement projects.	Projects are evaluated through a rubric based on art media application and use of the art elements and principles of design. There will be at least three major project assessments per marking period.

# Art & Design 2: Curriculum Pacing Guide

## Marking Period 1

### **Unit 1. Still-Life Drawing** (2-3 weeks)

This unit is designed to permit students to become reacquainted with art elements and principles of design through direct instruction and independent practice. Students will complete drawings of a variety of subjects that are designed to sharpen both observational and drawing skills. The Unit will culminate in an in-depth still-life drawing, where students will demonstrate their application of measurement and proportion, as well as utilization of visual elements and principles of design.

#### Assignments

*Week 1:* Single Period Drawing (possible subjects): polyhedron models, seashell, hands, still-life objects, etc.

*Weeks 2- 3:* Composing and Drawing a Still-life

### **Unit 2. Pen, Ink and Wash Drawing** (4-5 weeks)

This unit is designed to permit students to use and develop typical drawing skills with the utilization of wet media techniques. The addition of washes will allow students to continue to work in monochrome and gain some experience that will develop skills in painting: ○ Croquill ○ Brush ○ Micron ○ Wash

#### Assignments

*Weeks 4- 5:* Animal Drawing with Wash

*Weeks 6- 8:* Nature or Landscape subject with Pen and Ink

This technique requires a lot of planning for light, shadow and consideration of texture where students will need to draw out their subject to guide the more permanent mark-making made with ink.

## Marking Period 2:

### **Unit 3. Drawing with Color** (4-5 weeks)

This unit is designed to allow students to create drawings in color where knowledge of color theories and direct observations are employed. Students will utilize traditional drawing techniques where they can manipulate their work with the use of brush and solvent with layering.

#### Assignments

*Week 9:* Small still-life of colored objects using oil pastel and /or oil pastel

This assignment will serve to allow students to review and apply knowledge of color theories and methods of color mixing. Students will also employ brushes moistened with Turpenoid to physically mix colors with a brush.

*Weeks 10-13:* Nature subject with colored pencil and oil pastel.

Students will draw out their subjects with colored pencil and work on detail areas first before applying color in several layers to indicate local and optical color mixtures made from observation.

### **Unit 4. Collage** (3-4 weeks)

This unit is designed to permit students to use value and shape (and color if executed with colored papers or magazine clippings) to create an image (Suggested subjects are portraiture, landscape and animals).

#### Assignment

*Weeks 14-16:* Students will work on gathering materials to use that will be sorted for value (and color), to have it on hand. Students will lightly indicate the forms of their subject and use layered collage material to build the image that will gradually become more detailed with progress.

### Marking Period 3:

#### **Unit 5. Printmaking (3-4 weeks)**

This unit is designed to permit students to utilize printmaking techniques that allow for the production of multiple copies of a single work. ○ Monotype ○ Linocut/ Woodcut ○ Relief/ Found Object Printing ○ Collagraph ○ Plexiglass Etching ○ Stencils/ Serigraphy

##### Assignments

*Week 17:* Monotypes with wet-erase markers, Trace monotypes with etching ink.

*Weeks 18-21:* Linocut/ Woodcut of a nature subject with an edition of prints.

*Weeks 22- 24:* Plexiglass etching with an edition of prints.

#### **Unit 6. Portraiture (5-6 weeks)**

In this unit, students will acquire skills in portrait drawing, where they will learn about facial anatomy, including the structure of the skull and musculature, as well as proportions. Students will use what they know about the facial structure to produce drawings of individual features with their surrounding anatomy before combining these to produce portraits.

##### Assignments

*Weeks 25- 28:* Facial Feature Drawings

Students will make an enlarged and detailed drawing of each of their facial features using either charcoal or graphite.

*Weeks 29-31:* Self-Portrait in graphite or charcoal

### Marking Period 4:

#### **Unit 7. Painting (5-6 weeks)**

In this unit students will utilize their knowledge of color theories while painting from life (direct observation), as well as from imagination. ○ Watercolor ○ Acrylic ○ Tempera/ Gouache

##### Assignments

*Weeks 32-34:* Painting of a floral or other nature subject.

*Weeks 35-37:* Painting of a still-life subject.

#### **Unit 8. Figure Drawing (3-4 weeks)**

In this unit, students will acquire skills in drawing the figure, where they will learn about proportion, anatomical structure, musculature and surface anatomy. Students will utilize this knowledge to produce fast-paced croquis gesture drawings and gradually proceed to finished drawings made during a longer period of time.

##### Assignments

*Week 38:* Quick figure drawings 1-20 minutes for structure and proportion.

*Week 39:* Longer pose drawings to allow for more in- depth study done as a single class period.

*Week 40:* Drawing made over the course of a week -long pose.

## **Accommodations (ELL, Special Ed, I&RS, 504, Gifted)**

### **1. English Language Learners (ELL)**

- Provide visual instructions with step-by-step images.
- Use translated materials or bilingual glossaries if available.
- Pair with a peer buddy for support.
- Offer sentence stems for critiques and reflections.
- Use demonstrations instead of just verbal instructions.
- Allow extra time for written or verbal assignments.

### **2. Special Education (IEP Students)**

- Break tasks into smaller steps with clear expectations.
- Provide adaptive tools (e.g., larger brushes, modified grips, or digital art options).
- Offer extended time for projects.
- Use verbal and written instructions to reinforce understanding.
- Allow alternative assessments, such as oral critiques instead of written reflections.
- Provide a quiet space if needed for focus.

### **3. Intervention & Referral Services (I&RS)**

- Implement structured check-ins to monitor progress.
- Provide organizational support (e.g., visual schedules, assignment trackers).
- Allow flexible due dates for students who need more time.

- Offer positive reinforcement to encourage engagement.
- Use graphic organizers to help with planning compositions.

### **4. 504 Plan**

- Follow specific accommodations listed in the 504 Plan (e.g., seating preferences, frequent breaks).
- Provide extra time on projects if needed.
- Use technology aids (e.g., speech-to-text for artist statements).
- Offer alternative formats (e.g., digital art if physical limitations exist).
- Allow breaks or movement if required.

### **5. Gifted Students**

- Provide advanced techniques or challenges within the project.
- Offer independent study options or self-directed themes.
- Encourage participation in art contests or portfolio development.
- Allow experimentation with new mediums beyond the class level.
- Offer opportunities for peer mentoring to support others.



VISUAL ARTS							
CREATING	<p><b>Anchor Standard 1:</b> Generating and conceptualizing ideas.</p> <p><b>Enduring Understanding:</b> Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><b>Essential Question(s):</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>						
	<p><b>2nd</b> <b>1.5.2.Cr1</b></p>	<p><b>5th</b> <b>1.5.5.Cr1</b></p>	<p><b>8th</b> <b>1.5.8.Cr1</b></p>	<p><b>HS Proficient</b> <b>1.5.12prof.Cr1</b></p>	<p><b>HS Accomplished</b> <b>1.5.12acc.Cr1</b></p>	<p><b>HS Advanced</b> <b>1.5.12adv.Cr1</b></p>	
Explore	a. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.	a. Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.	a. Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.	a. Use multiple approaches to begin creative endeavors.	a. Individually or collaboratively formulate new creative problems based on student’s existing artwork.	a. Visualize and generate art and design that can affect social change.	Explore
	b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.	b. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.	b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	b. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	

CREATING	<b>Anchor Standard 2:</b> Organizing and developing ideas. <b>Enduring Understanding:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <b>Essential Question(s):</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?																	
	<b>2nd 1.5.2.Cr2</b>		<b>5th 1.5.5.Cr2</b>		<b>8th 1.5.8.Cr2</b>		<b>HS Proficient 1.5.12prof.Cr2</b>		<b>HS Accomplished 1.5.12acc.Cr2</b>		<b>HS Advanced 1.5.12adv.Cr2</b>							
	a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.		a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.		a. Demonstrate persistence and willingness to experiment and take risks during the artistic process.		a. Engage in making a work of art or design without having a preconceived plan.		a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.		a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.							
Investigate	b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.		b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.		b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.		b. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.		b. Demonstrate awareness of ethical implications of making and distributing creative work.		b. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.							
	c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.		c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.		c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.		c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.		c. Redesign an object, system, place, or design in response to contemporary issues.		c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.							
CREATING	<b>Anchor Standard 3:</b> Refining and completing products. <b>Enduring Understanding:</b> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. <b>Essential Question(s):</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?																	
	<b>2nd 1.5.2.Cr3</b>			<b>5th 1.5.5.Cr3</b>			<b>8th 1.5.8.Cr3</b>			<b>HS Proficient 1.5.12prof.Cr3</b>			<b>HS Accomplished 1.5.12acc.Cr3</b>			<b>HS Advanced 1.5.12adv.Cr3</b>		
	a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.			a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.			a. Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.			a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.			a. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.			a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.		
Reflect, Refine, Continue															Reflect, Refine, Continue			

# VISUAL ARTS

PRESENTING	<b>Anchor Standard 4:</b> Selecting, analyzing, and interpreting work. <b>Enduring Understanding:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. <b>Essential Question(s):</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?						
	<b>2nd</b> <b>1.5.2.Pr4</b>	<b>5th</b> <b>1.5.5.Pr4</b>	<b>8th</b> <b>1.5.8.Pr4</b>	<b>HS Proficient</b> <b>1.5.12prof.Pr4</b>	<b>HS Accomplished</b> <b>1.5.12acc.Pr4</b>	<b>HS Advanced</b> <b>1.5.12adv.Pr4</b>	
Analyze	a. Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.	a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.	a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.	a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.	a. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	Analyze
PRESENTING	<b>Anchor Standard 5:</b> Developing and refining techniques and models or steps needed to create products. <b>Enduring Understanding:</b> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. <b>Essential Questions:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?						
	<b>2nd</b> <b>1.5.2.Pr5</b>	<b>5th</b> <b>1.5.5.Pr5</b>	<b>8th</b> <b>1.5.8.Pr5</b>	<b>HS Proficient</b> <b>1.5.12prof.Pr5</b>	<b>HS Accomplished</b> <b>1.5.12acc.Pr5</b>	<b>HS Advanced</b> <b>1.5.12adv.Pr5</b>	
Select	a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.	a. Prepare and present artwork safely and effectively.	a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.	a. Analyze and evaluate the reasons and ways an exhibition is presented.	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	a. Investigate, compare, and contrast methods for preserving and protecting art.	Select
PRESENTING	<b>Anchor Standard 6:</b> Conveying meaning through art. <b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. <b>Essential Questions:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?						
	<b>2nd</b> <b>1.5.2.Pr6</b>	<b>5th</b> <b>1.5.5.Pr6</b>	<b>8th</b> <b>1.5.8.Pr6</b>	<b>HS Proficient</b> <b>1.5.12prof.Pr6</b>	<b>HS Accomplished</b> <b>1.5.12acc.Pr6</b>	<b>HS Advanced</b> <b>1.5.12adv.Pr6</b>	
Share	a. Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.	a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics.	a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.	Share

# VISUAL ARTS

RESPONDING	<b>Anchor Standard 7:</b> Perceiving and analyzing products. <b>Enduring Understanding:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. <b>Essential Question(s):</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?					
	2nd 1.5.2.Re7	5th 1.5.5.Re7	8th 1.5.8.Re7	HS Proficient 1.5.12prof.Re7	HS Accomplished 1.5.12acc.Re7	HS Advanced 1.5.12adv.Re7
Perceive	a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	a. Speculate about artistic processes, interpret, and compare works of art and other responses.	a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.	a. Hypothesize ways in which art influences perception and understanding of human experiences.	a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.
	b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.	b. Analyze visual arts including cultural associations.	b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	b. Analyze how one's understanding of the world is affected by experiencing visual arts.	b. Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.	b. Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
RESPONDING	<b>Anchor Standard 8:</b> Interpreting intent and meaning. <b>Enduring Understanding:</b> People gain insights into meanings of artworks by engaging in the process of art criticism. <b>Essential Question(s):</b> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?					
	2nd 1.5.2.Re8	5th 1.5.5.Re8	8th 1.5.8.Re8	HS Proficient 1.5.12prof.Re8	HS Accomplished 1.5.12acc.Re8	HS Advanced 1.5.12adv.Re8
Interpret	a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
RESPONDING	<b>Anchor Standards 9:</b> Applying criteria to evaluate products. <b>Enduring Understanding:</b> People evaluate art based on various criteria. <b>Essential Questions:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?					
	2nd 1.5.2.Re9	5th 1.5.5.Re9	8th 1.5.8.Re9	HS Proficient 1.5.12prof.Re9	HS Accomplished 1.5.12acc.Re9	HS Advanced 1.5.12adv.Re9
Analyze	a. Use art vocabulary to explain preferences in selecting and classifying artwork.	a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.	a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.	a. Establish relevant criteria in order to evaluate a work of art or collection of works.	a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

VISUAL ARTS						
CONNECTING	<b>Anchor Standard 10:</b> Synthesizing and relating knowledge and personal experiences to create products. <b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. <b>Essential Question(s):</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?					
	<b>2nd</b> <b>1.5.2.Cn10</b>	<b>5th</b> <b>1.5.5.Cn10</b>	<b>8th</b> <b>1.5.8.Cn10</b>	<b>HS Proficient</b> <b>1.5.12prof.Cn10</b>	<b>HS Accomplished</b> <b>1.5.12acc.Cn10</b>	<b>HS Advanced</b> <b>1.5.12adv.Cn10</b>
Synthesize	a. Create art that tells a story or describes life events in home, school and community.	a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.	a. Document the process of developing ideas from early stages to fully elaborated ideas.	a. Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.	a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.  Synthesize
CONNECTING	<b>Anchor Standard 11:</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. <b>Enduring Understanding:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. <b>Essential Questions:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?					
	<b>2nd</b> <b>1.5.2.Cn11</b>	<b>5th</b> <b>1.5.5.Cn11</b>	<b>8th</b> <b>1.5.8.Cn11</b>	<b>HS Proficient</b> <b>1.5.12prof.Cn11</b>	<b>HS Accomplished</b> <b>1.5.12acc.Cn11</b>	<b>HS Advanced</b> <b>1.5.12adv.Cn11</b>
Relate	a. Compare, contrast, and describe why people from different places and times make art.	a. Communicate how art is used to inform the values, beliefs and culture of an individual or society.	a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.	a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.	a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	a. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
	b. Describe why people from different places and times make art about different issues, including climate change.	b. Communicate how art is used to inform others about global issues, including climate changes.	b. Analyze and contrast how art forms are used to reflect global issues, including climate change.	b. Describe how knowledge of global issues, including climate change may influence personal responses to art.	b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.	b. Assess the impact of an artist or group of artists on global issues, including climate change.
						Relate

## TIER 2 & TIER 3 VOCABULARY TERMS – COMMON CORE STATE STANDARDS

### ADD TO:

**combine** If you combine things, you put them together.

**deepen** If you deepen your knowledge of something, you learn more about it or strengthen what you already know.

**improve** If you improve something, you make it better.

**incorporate** If you incorporate something, you add it or include it.

**integrate** If you integrate something, you combine it with other things to form a complete whole.

**introduce** If you introduce something, you present it for the first time.

### ARRANGE:

**arrange** If you arrange items, you place each one in a particular place or location.

**list** If you list things, you write them down or say them one after the other.

**organize** If you organize things, you arrange them in a certain order or plan them in a certain way.

**sort** If you sort items, you put them into different groups based on what they are like.

### COLLABORATE:

**collaborate** If you collaborate, you work together with other people.

**contribute** If you contribute, you give or add something to a situation.

**engage** If you engage in something, you participate in it. If you engage someone in something, you keep him or her interested in it.

**interact** If you interact with someone, your actions affect each other.

**participate** If you participate in something, you take part in it.

**share** If you share information, you let someone else know about it.

### COMPARE/CONTRAST:

**associate** If something is associated with something else, the two are connected or related in some way.

**categorize** If you categorize items, you put them in groups.

**classify** If you classify things, you organize them into groups based on their attributes.

**compare** If you compare things, you identify ways that they are the same.

**connect** If you connect things, you make a link between them.

**contrast** If you contrast things, you find the differences between them.

**differentiate** If you differentiate between two things, you show how they are different.

**discriminate** If you discriminate between things, you see or perceive a difference between them and treat them differently based on the difference.

**distinguish** If you distinguish something, you recognize it for a specific reason.

**link** If you link things together, you connect them. **match** If you match things, you pair up two things that are alike in some way.

**relate** If you relate things, you find connections between them.

### **CREATE:**

**accomplish** If you accomplish something, you do it successfully.

**achieve** If you achieve something, you succeed at it.

**build** If you build something, you join separate items or concepts together to create something new.

**compose** If you compose something, you put it together using several separate parts.

**construct** If you construct something, you build it by putting separate parts together.

**create** If you create something, you make it for the first time.

**develop** If you develop something, you work on it over a period of time, during which it grows or changes.

**draft** If you draft something, you write it down for the first time, with the intention of revising it.

**form** If you form something, you create it.

**generate** If you generate something, you bring it into being or existence.

**initiate** If you initiate something, you make it begin.

**produce** If you produce something, you make it.

**publish** If you publish something, you prepare and distribute it.

**record** If you record something, you create a written, audio or video version of it that can be looked at or listened to in the future.

**stimulate** If you stimulate something, you encourage it to be more active.

### **DECIDE:**

**choose** If you choose something, you pick that thing instead of something else.

**decide** If you decide something, you think about several choices and then choose one of them.

**select** If you select something, you choose it.

### **DEFINE:**

**define** If you define something, you explain what it means very clearly and specifically.

**delineate** If you delineate something, you show where it is or what it is.

**determine** If you determine something, you discover it or decide on it.

**discern** If you discern something, you see or perceive how it is different.

**establish** If you establish something, you create it or show that it is true.

**exemplify** If you exemplify something, you give examples of it.

**identify** If you identify something, you say what it is.

**interpret** If you interpret something, you figure out what you think it means.

**label** If you label something, you assign a name, number, or symbol to it.

**locate** If you locate something, you find it or figure out where it is.



**name** If you name something, you say what it is.

**recall** If you recall something, you remember it.

**recognize** If you recognize something, you know what it is because you have seen it before.

### **ELABORATE:**

**broaden** If you broaden something, you make it bigger.

**derive** If you derive something, you take information from a specific source and use it logically to create something new.

**elaborate** If you elaborate on something, you tell more about it.

**enhance** If you enhance something, you make it better.

**expand** If you expand something, you make it larger.

### **EVALUATE:**

**assess** If you assess something, you estimate its value or quantity.

**check** If you check something, you make sure that it is accurate.

**critique** If you critique something, you look at it carefully to find things that could be improved.

**evaluate** If you evaluate something, you decide if it is good or bad or right or wrong.

**judge** If you judge something, you form an opinion about it.

### **EXECUTE:**

**advance** If you advance something, you move it forward

**calculate** If you calculate something, you think very carefully about all of its details and create a plan to make it happen. If you calculate something in math, you figure out a solution using numbers and mathematical operations.

**compute** when you compute something, you figure out an answer or solution using math.

**conduct** If you conduct something, you plan and do it.

**employ** If you employ something, you use it to accomplish a task.

**execute** If you execute something, you do it.

**navigate** If you navigate something, you find your way through it.

**EXPLAIN:**

**answer** If you answer someone or something, you respond with information you think is correct or true.

**articulate** If you articulate something, you express it clearly.

**clarify** If you clarify something, you explain it in a way that makes it easier to understand.

**communicate** If you communicate, you share information with others, usually by speaking or writing.

**convey** If you convey something, you communicate it.

**describe** If you describe something, you explain what it is like.

**explain** If you explain something, you give information about it or reasons for it that make it easier to understand.

**express** When you express something, you show or tell about it.

**inform** If you inform someone of something, you tell him or her facts or information about it.

**narrate** If you narrate something, you describe a sequence of events.

**present** If you present something, you show or give it to someone.

**recount** If you recount a story or event, you describe what happened.

**report** If you report something, you tell about it.

**respond** If you respond to something, you react to it.

**retell** If you retell something, you tell it again.

**state** If you state something, you say it clearly and definitely.

**summarize** If you summarize something, you tell the most important information from it.

**synthesize** If you synthesize information, you combine it in a logical way.

### **HYPOTHESIZE:**

**anticipate** If you anticipate something, you predict that something will happen and prepare for it.

**approximate** If you approximate something, you make a guess about its size or value.

**conjecture** If you conjecture, you say something that you think is true but aren't completely sure about.

**consider** If you consider something, you think carefully about it.

**estimate** If you estimate something, you guess about its amount or size without trying to be exact.

**experiment** If you experiment, you do a scientific test to find out something specific.

**explore** If you explore something, you try to find out more about what it is like.

**hypothesize** If you hypothesize about something, you say what you think will happen or be proven true.

**pose** If you pose something, you present it.

**predict** If you predict something, you say that you think it will happen.

**test** If you test something, you try it out to see how well it works.

### **INFER:**

**conclude** If you conclude something, you decide whether it is true or correct after considering related information. Conclude also means to end something.

**deduce** If you deduce something, you figure out that it is true because you know other things are true.

**generalize** If you generalize, you take what you know about one situation or thing and apply it to other situations or things.

**infer** If you infer something, you decide that it is true after gathering and considering information about it.

**reason** If you reason, you think about something in an orderly, logical way.

### **MEASURE:**

**gauge** If you gauge something, you measure it.

**measure** If you measure something, you describe its size using units.

**quantify** If you quantify something, you say how much of it there is using numbers.

### **PROBLEM SOLVE:**

**figure out** If you figure out how to do or solve something, you find a way to do it.

**overcome** If you overcome something, you stop it from being an obstacle to your goal.

**problem solve** If you problem solve, you figure out how to overcome obstacles and find a solution.

**resolve** If you resolve a problem, contradiction, or issue, you find a solution for it.

**solve** If you solve something, you find an answer or a solution for it.

**surmount** If you surmount something, you overcome it.

### **PROVE/ARGUE:**

**argue** If you argue for or against something, you try to convince someone who disagrees with you that something is right or wrong using reasons and evidence.

**assert** If you assert something, you say it confidently.

**challenge** If you challenge something, you question it or dispute it.

**claim** If you claim something, you say it is true.

**confirm** If you confirm something, you make sure that it is true.

**defend** If you defend something, you say why you think it is true.

**disagree** If you disagree, you have a different opinion than someone or something.

**justify** If you justify something, you explain why it is reasonable or appropriate.

**persuade** If you persuade someone to do something, you convince him or her to do it.

**promote** If you promote something, you help it succeed.

**prove** If you prove something, you give evidence to show that it is true.

**qualify** If you qualify something, you tell about an exception to it or add some information to it to make it less general.

**specify** If you specify something, you describe or explain it clearly and in detail.

**support** If you support something, you help it succeed.

**verify** If you verify something, you make sure that it is true.

### **PULL APART:**

**analyze** If you analyze something, you look closely at each of its parts and see if they fit together in a way that makes sense.

**decompose** To decompose something means to take it apart.

**decontextualize** To decontextualize something, you think about it apart from its normal surroundings.

**diagnose** If you diagnose something, you figure out what is wrong with it.

**examine** If you examine something, you look at it closely.

**grapple** If you grapple with something, you struggle to figure it out.

**investigate** If you investigate something, you study or examine it closely.

**partition** If you partition something, you divide it into parts.

**probe** If you probe something, you explore or examine it closely.

### **REDO:**

**redo** If you redo something, you do it over again. **repeat** If you repeat something, you do it again.

**reread** If you reread something, you read it again.

**revisit** If you revisit a topic, you think about or talk about it again.

**REFERENCE:** **acknowledge** If you acknowledge something, you show that you agree that it exists.

**cite** If you cite something, you quote, paraphrase, or refer to it.

**consult** If you consult something or someone, you ask for advice or information.

**plagiarize** If you plagiarize something, you copy it without giving credit to the original author.

**refer** If you refer to something, you direct attention to it by specifically mentioning it.

**reference** If you reference something, you mention it in a formal way.

**trace** If you trace something, you follow it closely.

### **SEEK INFORMATION:**

**acquire** If you acquire something, you obtain it or gain it.

**ask** If you ask a question, you are trying to find an answer or get some information.

**capture** If you capture something, you describe it vividly and accurately.

**compile** If you compile something, you collect information and put it together.

**detect** If you detect something, you notice or find it.

**elicit** If you elicit a response or feeling from someone you draw it out of him or her.

**encounter** If you encounter something, you experience it.

**evoke** If you evoke something else, it brings it to mind.

**find out** If you find out about something, you learn about it.

**gather** If you gather things, you collect them together in a group.

**listen** If you listen to someone, you hear and try to understand what he or she is saying.

**note** If you note something, you notice it or write it down.

**notice** If you notice something, you become aware of it.

**observe** If you observe something, you see it happen or you look carefully to find out what will happen.

**question** If you question something, you express doubt or skepticism about it. **request** If you request something, you ask for it.

**research** If you research something, you look for information about it.

**search** If you search for something, you look for it.

**seek** If you seek something, you try to find it or obtain it.

**study** If you study something, you work to learn about it.

### **SEE THE BIG PICTURE:**

**comprehend** If you comprehend something, you understand it completely.

**contextualize** If you contextualize something, you think about its normal surroundings.

**orient** If you orient people to something, you show them where they are relative to what they know.

**understand** If you understand something, you know what it means, how it occurs, why it happens, or why it is important.

### **SYMBOLIZE:**

**act out** When you act out something, you move your body to show what it looks and sounds like.

**chart** When you chart something, you measure it over time and keep track of those measurements on a graph or in a table.

**conceptualize** When you conceptualize something, you form an idea of it in your brain. **demonstrate** If you demonstrate something, you show how to do it.

**depict** If you depict something, you create a picture of it.

**diagram** If you diagram something, you draw a picture of it using mostly lines and simple pictures, words, or numbers.

**graph** If you graph something, you create a picture that represents it using a grid or horizontal and vertical lines.

**illustrate** If you illustrate something, you use images to explain it.

**imagine** If you imagine something, you form a mental image or idea of it.

**map** If you map something, you create a diagram or picture that shows what it looks like.

**model** If you model something, you create a structure or system that illustrate it.

**represent** If you represent something, you create a sign or symbol that reminds people of the original idea or object.

**symbolize** If you symbolize something, you create an image, gesture, or word to represent it.

**visualize** If you visualize something, you create a picture of it in your head.

### **THINK METACOGNITIVELY:**

**appreciate** If you appreciate something, you understand why it is important.

**attend** If you attend to something, you pay attention to it.

**design** If you design something, you create a plan for it.

**monitor** If you monitor something, you check its progress over a period of time.

**persevere** If you persevere with something, you keep doing it even though it is difficult.

**plan** If you plan to do something, you decide in advance what you are going to do.

**prepare** If you prepare for something, you get ready for it.

**reflect** If you reflect on something, you think about it.

**self-correct** If you self-correct, you fix a mistake you made.

### **TRANSFORM:**

**accentuate** When you accentuate something, you make it stand out so it's easier to see or notice.

**adapt** If you adapt something, you change it so that you can use it differently.

**adjust** If you adjust something, you change it a little.

**alter** If you alter something, you change it.

**apply** If you apply something, you use it for a specific purpose.

**conform** If you conform, you make your actions match what something or someone says.



**convert** If you convert something, you change it from one form to another.

**edit** If you edit something, you look for and correct mistakes in it.

**emphasize** If you emphasize something, you draw attention to it because it is important.

**manipulate** If you manipulate something, you control it or move it around for a specific purpose.

**modify** If you modify something, you change it a little, usually to make it better.

**paraphrase** If you paraphrase something, you say it using different words.

**rearrange** If you rearrange items, you change where they are placed or located.

**refine** If you refine something, you make it clearer, better, or more precise.

**replace** If you replace something, you take it away and put something else in its place.

**revise** If you revise something, you change it to make it better or more accurate.

**rewrite** If you rewrite something, you write it differently.

**shape** If you shape something, you make it look a particular way.

**shift** If you shift something, you move it.

**simplify** If you simplify something, you make it smaller or easier to understand.

**strengthen** If you strengthen something, you make it stronger.

**substitute** If you substitute something, you use it in place of something else.

**tailor** If you tailor something, you make it appropriate for a specific reason.

**transform** If you transform something, you change it.

**translate** If you translate something, you express it in a different way.

**update** If you update something, you add information to it or make it more current.

### Unit Overview

This unit is designed to permit students to become reacquainted with the elements of art and principles of design through direct instruction and independent practice. Students will complete drawings of a variety of subjects that are designed to sharpen both observational and drawing skills. The Unit will culminate in an in-depth still-life drawing, where students will demonstrate their application of measurement and proportion, observation skills, as well as utilization of visual elements and principles of design.

### Essential Questions

- How does drawing objects from observation strengthen my art skills?
- What role does persistence play in revising, refining, and developing your work?
- What techniques do artists use to draw accurately?
- How does an artist depict space?
- How do you create a balanced composition?
- What compositional strategies can I utilize to make a pleasing arrangement?
- How does an artist grow and become accomplished in their work?
- How do you demonstrate proportion?
- What shading techniques are best suited for my objects?

### Enduring Understandings

- This unit will permit students to sharpen drawing skills.
- Students will use their understanding of visual elements like line, shape, value, and space, and use shading to create the illusion of form.
- Students will review and utilize drawing strategies like measurement and proportion, as well as intuitive perspective.
- Students will review compositional strategies to determine placement/ arrangement of their subject.

Learning Targets & Standards:

1. Students will utilize compositional strategies when composing works of art.	1.5.12prof.Cr 1a 1.5.12a cc.Cr 1a 1.5.12a dv.Cr 1a
2. Students will create drawings that display utilization of measurement techniques.	1.5.12prof.Cr2a 1.5.12a cc.Cr2a 1.5.12a dv.Cr2a
3. Students will utilize visual elements and principles of design to create drawings.	1.5.12prof.Cr 1b 1.5.12a cc.Cr 1b 1.5.12a dv.Cr 1b
4. Students will use observation to accurately depict space through the use of light and shade.	1.5.12prof.Re 7b 1.5.12a cc.Cn 10a 1.5.12a dv.Re 7a
5. Students will participate in a group discussion/ critique of works produced which will also include written response.	1.5.12prof.Re 9a 1.5.12a cc.Re 9a 1.5.12a dv.Re 9a 1.5.12prof.Cr3a 1.5.12a cc.Cr3a

Assessments & Standards:

1. Study Drawings of Still-Life Objects	1.5.12prof.Cr 1a 1.5.12a cc.Cr 1a 1.5.12a dv.Cr 1a
2. Compositional/ Preparatory Drawing for a still-life drawing that includes a minimum of five objects.	1.5.12prof.Cr2a 1.5.12a cc.Cr2a 1.5.12a dv.Cr2a 1.5.12prof.Pr5a

3. Still-Life Drawing.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b 1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a 1.5.12prof.Pr4a 1.5.12acc.Pr4a 1.5.12adv.Pr4a
4. Group discussion/ critique of works produced which will also include written response.	1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12prof.Pr6a 1.5.12acc.Pr6a

### Instructional Strategies & Unit Resources:

- Teacher will present a variety of approaches to still-life drawing, which will include examples by noteworthy artists, as well as classroom samples. .
- Teacher will present on compositional strategies to help students organize arrangements of objects of their own choice for their independent drawings. Through this they can make considerations like viewpoint and proximity as well as texture, value and visual weight in their compositions.
- Students will draw from varied still-life objects to practice using drawing and measurement strategies.
- Students will compose still-life arrangements to create a balanced composition.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create their drawings.
- Teacher will break the larger assignment into steps, such as layout, contour line, shading, etc. in order to maintain student progress.
- Teacher will monitor student progress daily and provide support in skill acquisition, and demonstrate drawing strategies, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

### Examples of Recommended Publications & Websites to Support Learning:

Art in America  
ArtNews  
School Arts Magazine  
The Artist's Magazine  
Time Magazine  
National Geographic  
Local Newspaper  
The Art Newspaper

2dartistmag.com  
artistsnetwork.com  
barnesfoundation.org  
philamuseum.org  
moma.org  
metmuseum.org  
nga.gov  
nationalgallery.org.uk

### Vocabulary

balance, blending, composition, cast shadow, contour, contrast, depth, elements, emphasis, light source, negative space, object, positive space, perspective, principles, proportion, reflected light, shading, sketch, space, texture, value, viewpoint, visual weight, volume

### Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

### Interdisciplinary Connections & 21st Century Themes & Skills:

#### English:

- **SL.PE.9-10.1A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.PE.9-10.1B:** Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- **SL.PE.9-10.1C:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **SL.PE.9-10.1D:** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.UM.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Mathematics:

- **N-Q.A.2**– Defining appropriate quantities for descriptive modeling
- **N-Q.A.3**– Choosing appropriate levels of accuracy in measurement
- **G-CO.A.5**– Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

- **G-MG.A.1**— Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

**21st Century Life and Careers:**

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/ V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/ visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/ V Technology & Communications Career Pathways.
- **9.3.12.AR.6**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/ V Technology & Communications Career Cluster.

**Life Literacies and Key Skills:**

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2**Identify career pathways that highlight personal talents, skills, and abilities.

# Black Horse Pike Regional School District

## Art and Design 2

## Unit 2: Pen, Ink, and Wash Drawing

August 2023

### Unit Overview

This unit is designed to permit students to use and develop typical drawing skills with drawing pens, as well as the utilization of wet media techniques. The addition of washes will allow students to continue to work in monochrome and gain some experience that will develop skills in painting.

### Essential Questions

- What techniques can be used to create value with a pen?
- How can I create an interesting balance between dry and wet applications?
- How do I create different values with ink wash?
- What role can layering play in creating depth?
- Which technique will allow me to portray the textures of my subject most effectively?

### Enduring Understandings

- The purpose of this unit is to further develop skills in drawing and to learn how to incorporate washes that serve as an alternate way of shading.
- Students will learn how to create washes in different values using a brush.
- Students will use their understanding of visual elements like line, shape, value, and space, and use shading with pen and wash techniques to create the illusion of form.



Learning Targets & Standards:

1. Students will utilize compositional strategies when layout out / composing drawings.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Pr5a
2. Students will create drawings to explore both pen and wash techniques.	1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a 1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b
3. Students will create drawings that combine dry and wet drawing techniques.	1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a 1.5.12prof.Pr5a 1.5.12acc.Pr5a 1.5.12adv.Pr5a
4. Students will utilize visual elements and principles of design to create drawings.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Re7b 1.5.12acc.Re7a 1.5.12adv.Re7a
5. Utilize the techniques of exemplary artists in the creation of original works of art.	1.5.12prof.Cn11a 1.5.12acc.Cn11a 1.5.12adv.Cn11a 1.5.12prof.Re8a 1.5.12acc.Re8a 1.5.12adv.Re8a
6. Students will participate in a group discussion/ critique of works produced which will also include written	1.5.12prof.Re9a

response.	1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12prof.Pr6a 1.5.12acc.Pr6a
<b><u>Assessments &amp; Standards:</u></b>	
1. Pen technique study of an object.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Cr2a
2. Wash technique of an object.	1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a 1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b
3. Compositional/ Preparatory Drawing for a still -life drawing that includes a minimum of five objects.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a
4. Drawing using either pen, wash or both.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b 1.5.12prof.Cr2a 1.5.12acc.Cr2a

	1.5.12adv.Cr2a 1.5.12prof.Pr5a 1.5.12acc.Pr5a 1.5.12adv.Pr5a
5. Group discussion/ critique of works produced which will also include written response.	1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12prof.Pr6a 1.5.12acc.Pr6a

### Instructional Strategies & Unit Resources:

- Teacher will present a variety of approaches to working with pen and ink and wash drawing, which will include examples by noteworthy artists, along with classroom samples.
- Teacher will review and demonstrate pen drawing techniques like hatching, cross hatching, stippling, and scribbling, as well as working with micron pen, dip pen, bamboo reed pens, and pens made from other plants.
- Teacher will demonstrate mixing values of ink created by dilution, and using washes with layering to create darker values.
- Students will produce technical studies using both pen and wash techniques.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create their ink drawings.
- Teacher will break the larger assignment into steps, such as layout, contour line, shading, etc. in order to maintain student progress.
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

### Examples of Recommended Publications & Websites to Support Learning:

Art in America  
ArtNews  
School Arts Magazine  
The Artist's Magazine  
Time Magazine  
National Geographic  
Local Newspaper  
The Art Newspaper

2dartistmag.com  
artistsnetwork.com  
barnesfoundation.org  
philamuseum.org  
moma.org  
metmuseum.org  
nga.gov  
nationalgallery.org.uk

### Vocabulary

balance, blending, composition, contour, contrast, croquill, cross- hatching, depth, dip pen, elements, emphasis, hatching, light source, micron pen, object, perspective, principles, proportion, reed pen, scribbling, shading, sketch, space, stippling, texture, value, visual weight, volume, wash

### Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.

- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

### Interdisciplinary Connections & 21st Century Themes & Skills:

#### English:

- **SL.PE.9-10.1A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.PE.9-10.1B:** Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- **SL.PE.9-10.1C:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **SL.PE.9-10.1D:** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.UM.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Mathematics:

- **N-Q.A.2**—Defining appropriate quantities for descriptive modeling
- **N-Q.A.3**—Choosing appropriate levels of accuracy in measurement
- **G-CO.A.5**—Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **G-MG.A.1**—Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

**21st Century Life and Careers:**

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/ V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

**Life Literacies and Key Skills:**

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2**Identify career pathways that highlight personal talents, skills, and abilities.

### Unit Overview

This unit is designed to allow students to create drawings in color where knowledge of color theories and direct observations are employed. Students will utilize traditional drawing materials and techniques where they can manipulate their work with the use of brush and solvent with layering.

#### **Essential Questions**

- What are some different colored pencil techniques, how is pressure related to the marks made with colored pencil?
- What is the difference between local and optical color?
- How are the key elements of color theory and how can I employ them in my work?
- What is the difference between blending and layering?
- What effect does a solvent have on colored pencil/ oil pastel?
- What are different ways of applying the drawing material?
- What methods allow for the greatest color intensity?

#### **Enduring Understandings**

- Students will use their understanding of visual elements like line, shape, value, and space, and use shading to create the illusion of form.
- Students will use layered applications of color to create the more complex effects of light that are observed in their subject.
- Students are learning additional techniques with colored pencil and oil pastel or watercolor pencils and water soluble crayons. Technically this will serve as a foundation for creating work in painting.

Learning Targets & Standards:

1. Students will utilize compositional strategies when layout out / composing drawings.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Pr5a
2. Students will create drawings that combine dry and wet drawing techniques to create the textures observed in their subject.	1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a 1.5.12prof.Pr5a 1.5.12acc.Pr5a 1.5.12adv.Pr5a
3. Students will utilize visual elements and principles of design to create drawings.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Re7b 1.5.12acc.Re7a 1.5.12adv.Re7a
4. Students will combine their knowledge of color theories with observation of light phenomena (optical color) to create works of art.	1.5.12prof.Cr2b 1.5.12acc.Cr2b 1.5.12adv.Cr2b 1.5.12prof.Cn11a 1.5.12acc.Cn11a 1.5.12adv.Cn11a
5. Utilize the techniques of exemplary artists in the creation of original works of art.	1.5.12prof.Cn11a 1.5.12acc.Cn11a 1.5.12adv.Cn11a 1.5.12prof.Re8a 1.5.12acc.Re8a 1.5.12adv.Re8a
6. Students will participate in a group discussion/ critique of works produced which will also include written	1.5.12prof.Re9a



responses.	1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12prof.Pr6a 1.5.12acc.Pr6a
<b><u>Assessments &amp; Standards:</u></b>	
1. Complete a study of an object from life using color, where knowledge of color theories is applied to create the effects observed in the subject.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Cr2b 1.5.12acc.Cr2b 1.5.12adv.Cr2b 1.5.12prof.Re8a 1.5.12acc.Re8a 1.5.12adv.Re8a
2. Compositional/Preparatory underdrawing.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a
3. Drawing where dry colored art media is utilized to capture the texture and effects of light on a subject.	1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a 1.5.12prof.Pr5a 1.5.12acc.Pr5a 1.5.12adv.Pr5a

<p>4. Drawing where colored art media is manipulated with the use of solvents to capture the texture and effects of light on a subject.</p>	<p>1.5.12prof.Cr2b 1.5.12acc.Cr2b 1.5.12adv.Cr2b 1.5.12prof.Pr5a 1.5.12acc.Pr5a 1.5.12adv.Pr5a</p>
<p>5. Group discussion/ critique of works produced which will also include written response.</p>	<p>1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12prof.Pr6a 1.5.12acc.Pr6a</p>

### Instructional Strategies & Unit Resources:

- Teacher will present a variety of approaches to working with colored drawing media, which will include examples by noteworthy artists, along with classroom samples.
- Teacher will review notes on color theory and key concepts learned previously in art and design 1.
- Teacher will demonstrate the drawing of an object using dry, colored media while reviewing concepts in color theory.
- Students will produce technical studies using dry colored media to apply their knowledge of color concepts.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to drawings in color.
- Teacher will break the larger assignment into steps, such as layout, contour line, local color, complementary colors, optical color, shading, etc. in order to maintain student progress.
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

### Examples of Recommended Publications & Websites to Support Learning:

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School Arts Magazine  
The Artist's Magazine  
Time Magazine  
National Geographic  
Local Newspaper  
The Art Newspaper

2dartistmag.com  
artistsnetwork.com  
barnesfoundation.org  
philamuseum.org  
moma.org  
metmuseum.org  
nga.gov  
nationalgallery.org.uk

### Vocabulary

atmospheric perspective, balance, blending, color, color theory, cool color, complementary color, composition, contour, contrast, depth, elements, emphasis, hue, layer, light source, local color, monochromatic, neutral, object, optical color, perspective, principles, prismatic, proportion, shade, shading, sketch, space, texture, tint, tone, value, visual weight, volume, warm color

### Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.

- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia / audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
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- **SL.PE.9-10.1D:** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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#### Mathematics:

- **N-Q.A.2** – Defining appropriate quantities for descriptive modeling
- **N-Q.A.3** – Choosing appropriate levels of accuracy in measurement
- **G-CO.A.5** – Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **G-MG.A.1** – Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

**21st Century Life and Careers:**

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/ V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6**:Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

**Life Literacies and Key Skills:**

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2**:Identify career pathways that highlight personal talents, skills, and abilities.

### Unit Overview

This unit is designed to permit students to use value and shape (and color if executed with colored papers or magazine clippings) to create an image (suggested subjects are portraiture, landscape and animals).

### Essential Questions

- What are the different kinds of shapes found in art?
- What is the difference between geometric and organic shapes?
- How does shape create form?
- How can I create a representational image from two-dimensional shapes?
- Does collage allow me to create the appearance of volume?
- In what ways can collage create depth?

### Enduring Understandings

- The purpose of this unit is to allow students to use the value and color of recycled material as an alternative to traditional drawing and shading done with pencil or charcoal.
- Students will learn to break form into shapes that have a distinct value or color as a way to deconstruct what they observe, and reconstruct it in a different way.
- Students will use their understanding of visual elements like line, shape, value, color (if used), and space to create the illusion of form.

Learning Targets & Standards:

1. Students will classify varied papers and magazine clippings by color, color temperature and value that will be used to construct a collage.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Cr2a 1.5.12acc.Cr2a
2. Students will create a work that displays utilization of drawing techniques, such as measurement and proportion.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b 1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a
3. Students will utilize visual elements and principles of design to create an original work.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b 1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a
4. Students will utilize knowledge of compositional strategies when laying out/ composing their image.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a
5. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Cr3a 1.5.12acc.Cr3a

	1.5.12prof.Pr6a 1.5.12acc.Pr6a
<b><u>Assessments &amp; Standards:</u></b>	
1. Accumulation and classification/ sorting of raw material (varied papers) for collage creation.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Cr2a 1.5.12acc.Cr2a
2. Completion of a collage study of an object to utilize collage -making skills.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b 1.5.12prof.Cr2a 1.5.12acc.Cr2a
3. Compositional/Preparatory guide drawing.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a
4. Completed collage.	1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12adv.Cr3a 1.5.12prof.Pr5a 1.5.12acc.Pr5a 1.5.12prof.Cn10a
5. Group discussion/ critique of works produced which will also include written response.	1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Pr6a 1.5.12acc.Pr6a 1.5.12prof.Cn11a



### Instructional Strategies & Unit Resources:

- Teacher will present on artists who create works of art in collage, along with classroom samples.
- Teacher will discuss the relationship between shape and form, as well as the relationship between value and form.
- Teacher will demonstrate collage methods and discuss strategies used by collage artists.
- Students will produce a technical study of a small object to apply their knowledge of using shape and color to create form.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create a representational artwork
- Teacher will break the larger assignment into steps, such as layout, dividing subject matter into shapes and values, refining forms, adding details, etc. in order to maintain student progress.
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

### Examples of Recommended Publications & Websites to Support Learning:

Art in America ArtNews School Arts Magazine The Artist's Magazine Time Magazine National Geographic Local Newspaper The Art Newspaper	2dartistmag.com artistsnetwork.com barnesfoundation.org philamuseum.org moma.org metmuseum.org nga.gov nationalgallery.org.uk
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### Vocabulary

balance, color, cool color, composition, contour, contrast, depth, elements, emphasis, form, hue, layer, light source, local color, monochromatic, object, optical color, principles, proportion, sketch, space, texture, value, visual weight, volume, warm color

### Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.

- Review, repeat, and clarify directions.
- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
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- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

### Interdisciplinary Connections & 21st Century Themes & Skills:

#### English:

- **SL.PE.9-10.1A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.PE.9-10.1B:** Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
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- **SL.PE.9-10.1D:** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
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#### Mathematics:

- **N-Q.A.2**– Defining appropriate quantities for descriptive modeling
- **N-Q.A.3**– Choosing appropriate levels of accuracy in measurement
- **G-CO.A.5**– Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **G-MG.A.1**– Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

#### 21st Century Life and Careers:

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/ V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.   **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6**:Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

**Life Literacies and Key Skills:**

- **9.4.12.Cl.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.Cl.2**:Identify career pathways that highlight personal talents, skills, and abilities.

### Unit Overview

This unit is designed to permit students to utilize printmaking techniques that allow for the production of multiple copies of a single work. Possible techniques that could be addressed are linocut, woodcut, relief printing, collagraphy, and stenciling/ serigraphy.

### Essential Questions

- How do prints differ from other types of artwork?
- What is an edition?
- Which technique will allow me to best portray the textures of my subject?
- What steps are necessary to ensure a good quality print?

### Enduring Understandings

- Printmaking is an often underrated art form, especially compared to painting, that can become a lucrative enterprise, since images can be sold at a lower cost, where a larger amount will be earned when the entire edition (total number of prints made) of prints is sold.
- Students will learn how to create and utilize textural effects that are unique to each printmaking process.
- Students will use their understanding of visual elements like line, shape, value, and space, to create the illusion of form.

Learning Targets & Standards:

1. The student will utilize techniques and tools required for safely carving a relief block, incising (intaglio), or creating a plate for printing.	1.5.12prof.Cr2b 1.5.12acc.Cr2b 1.5.12adv.Cr2b 1.5.12prof.Pr5a 1.5.12acc.Pr5a
2. The student will create an edition of one color, signed prints.	1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12adv.Cr3a 1.5.12prof.Pr4a 1.5.12acc.Pr4a
3. Students will use contrast and variations in texture to represent the character or appearance of their subject.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b 1.5.12prof.Re7b 1.5.12acc.Re7b
4. Students will utilize compositional strategies when layout out / composing images.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Pr4a 1.5.12acc.Pr4a
5. Students will utilize visual elements and principles of design to create images.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b 1.5.12prof.Pr5a 1.5.12acc.Pr5a
6. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Pr6a

	1.5.12acc.Pr6a 1.5.12prof.Cn11a
<b><u>Assessments &amp; Standards:</u></b>	
1. Compositional/ Preparatory drawing for a print.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Pr4a 1.5.12acc.Pr4a
2. Carved or incised matrix (block, plate).	1.5.12prof.Cr2b 1.5.12acc.Cr2b 1.5.12adv.Cr2b 1.5.12prof.Pr5a 1.5.12acc.Pr5a
3. Edition of three to five (3-5) uniform quality prints.	1.5.12prof.Pr5a 1.5.12acc.Pr5a 1.5.12adv.Pr5a 1.5.12prof.Pr6a 1.5.12acc.Pr6a
4. Group discussion/ critique of works produced which will also include written response.	1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Pr6a 1.5.12acc.Pr6a 1.5.12prof.Cn11a

### Instructional Strategies & Unit Resources:

- Teacher will present on artists who create works of art using the relevant printmaking process, along with classroom samples of matrices and prints.
- Teacher will discuss the mirrored relationship between the matrix and the resulting prints.
- Teacher will discuss and demonstrate techniques of the relevant printmaking process, such as linocut, woodcut, collagraph, etc., for students to observe.
- Teacher will demonstrate the inking of a block or plate, with brayer, tarlatan, and transferring the image with a wooden spoon or baren for students to observe the steps and considerations for pulling a print.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create an interesting image for printmaking.
- Teacher will break the larger assignment into steps to maintain student progress, from sketch, to transfer of image, carving/ incising, inking and printing.
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

### Examples of Recommended Publications & Websites to Support Learning:

Art in America ArtNews School Arts Magazine The Artist's Magazine Time Magazine National Geographic Local Newspaper The Art Newspaper	2dartistmag.com artistsnetwork.com barnesfoundation.org philamuseum.org moma.org metmuseum.org nga.gov nationalgallery.org.uk
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### Vocabulary

balance, baren, bench hook, brayer, collagraph, composition, contour, contrast, drypoint, elements, edition, emphasis, etching, form, incise, ink, intaglio, gouge, monotype, plate, principles, print, proof, proportion, pull, sketch, space, tarlatan, texture, value, visual weight, wipe

### Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.

- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia / audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

### Interdisciplinary Connections & 21st Century Themes & Skills:

#### English:

- **SL.PE.9-10.1A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well -reasoned exchange of ideas.
- **SL.PE.9-10.1B:** Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- **SL.PE.9-10.1C:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **SL.PE.9-10.1D:** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.UM.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Mathematics:

- **N-Q.A.2** – Defining appropriate quantities for descriptive modeling
- **N-Q.A.3** – Choosing appropriate levels of accuracy in measurement
- **G-CO.A.5** – Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **G-MG.A.1** – Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).



**21st Century Life and Careers:**

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/ V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

**Life Literacies and Key Skills:**

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2**Identify career pathways that highlight personal talents, skills, and abilities.

### Unit Overview

In this unit, students will acquire skills in portrait drawing, where they will learn about facial anatomy, including the structure of the skull and musculature, as well as proportions. Students will use what they know about the facial structure to produce drawings of individual features with their surrounding anatomy before combining these to produce portraits.

### Essential Questions

- What are the goals of making a portrait?
- Why is it important to know about the structure of the head and facial features in order to draw a portrait?
- What are the geometric proportions of a face?

### Enduring Understandings

- This unit will permit students to further develop and refine their observational skills.
- Students will acquire an understanding of the relationship between anatomical structure and exterior appearance.
- Students will utilize drawing strategies like measurement and proportion to maintain accuracy.
- Students will use their understanding of visual elements like line, shape, value and space, and use shading to create the illusion of form.

Learning Targets & Standards

1. Students will identify important landmark features of the skull, musculature, and anatomy of facial features.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b 1.5.12prof.Re7b
2. Students will utilize measurement and their understanding about facial and skull structure to accurately draw the forms they observe.	1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a 1.5.12prof.Pr4a 1.5.12acc.Pr4a
3. Students will utilize visual elements and principles of design to create portrait drawings.	1.5.12prof.Cr2b 1.5.12acc.Cr2b 1.5.12adv.Cr2b 1.5.12prof.Pr5a 1.5.12acc.Pr5a
4. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Pr6a 1.5.12acc.Pr6a

Assessments & Standards:

1. Sketches of individual facial features.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12prof.Cr2a 1.5.12acc.Cr2a
2. Finished, detailed drawings of individual facial features (major assessment)..	1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12adv.Cr3a 1.5.12prof.Pr5a

	1.5.12a cc.Pr5a
3. Portrait sketches (to become familiar with facial structure).	1.5.12prof.Cr2a 1.5.12a cc.Cr2a 1.5.12prof.Cr1b 1.5.12a cc.Cr1b
4. Completed portrait drawing.	1.5.12prof.Cr3b 1.5.12a cc.Cr3b 1.5.12a dv.Cr3b 1.5.12prof.Pr4a 1.5.12a cc.Pr4a
5. Group discussion/ critique of works produced which will also include written response.	1.5.12prof.Re9a 1.5.12a cc.Re9a 1.5.12a dv.Re9a 1.5.12prof.Pr6a 1.5.12a cc.Pr6a

### Instructional Strategies & Unit Resources:

- Teacher will present on the anatomical structure, along with relevant vocabulary related to individual facial features (eye, mouth, nose, and ear).
- Teacher will present examples of portrait drawings, along with classroom sample drawings of facial features and portraits.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create portrait drawings..
- Teacher will break assignments into steps to maintain student progress, from layout, structure and measurement, to consideration of light source and values (shading), to the completed drawings..
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

### Examples of Recommended Publications & Websites to Support Learning:

Art in America

ArtNews

School Arts Magazine

The Artist's Magazine

Time Magazine

National Geographic

Local Newspaper

The Art Newspaper

2dartistmag.com

artistsnetwork.com

barnesfoundation.org

philamuseum.org

moma.org

metmuseum.org

nga.gov

nationalgallery.org.uk

### Vocabulary

alar, anatomy, antihelix, antitragus, apex (ball of nose), balance, bridge, caruncula, columella, composition, contour, contrast, cupid's bow, elements, emphasis, form, glabella, helix, iris, landmark, light source, lobe, mentolabial furrow, musculature, nasolabial furrow, orbicularis oris, philtrum, plane, principles, proportion, pupil, sclera, septum, shade, shadow, sketch, space, structure, surface anatomy, texture, tragus, tubercle, value, visual weight

### Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.

- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

### Interdisciplinary Connections & 21st Century Themes & Skills:

#### English:

- **SL.PE.9-10.1A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.PE.9-10.1B:** Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- **SL.PE.9-10.1C:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **SL.PE.9-10.1D:** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.UM.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Mathematics:

- **N-Q.A.2**— Defining appropriate quantities for descriptive modeling
- **N-Q.A.3**— Choosing appropriate levels of accuracy in measurement
- **G-CO.A.5**— Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **G-MG.A.1**— Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

#### 21st Century Life and Careers:

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/ V Technology &

Communications Career Cluster.

- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/ visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/ V Technology & Communications Career Pathways.
- **9.3.12.AR.6**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/ V Technology & Communications Career Cluster.

**Life Literacies and Key Skills:**

- **9.4.12.Cl.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.Cl.2**Identify career pathways that highlight personal talents, skills, and abilities.

### Unit Overview

In this unit students will utilize their knowledge of color theories while painting from life (direct observation), as well as from imagination. Media could include any of the following:: watercolor, gouache, tempera, and acrylic. Students will explore varied techniques in watercolor, such as the indirect English method of layering and lifting, dry-brush, wet-into-wet, spatter, sponging, and blotting, etc.

### Essential Questions:

- What is the difference between local and optical color?
- How can I employ different color theories in my work?
- Where are transparent and opaque areas of color best utilized?
- What are the characteristics of direct and indirect painting?
- What factors prevent or encourage people to take creative risks?
- How do artists & designers determine whether a particular direction in their work is effective?

### Enduring Understandings:

- Students will use their understanding of visual elements like shape, value, space, and color to create the illusion of form.
- Students will use layered applications of color to create the more complex effects of light that are observed on their subject.
- Students will learn how to mix watercolor using an indirect method of layering with separate washes of color, rather than through using single layers of mixed color (direct).
- Students will also explore variation in paint films from transparent to opaque and the application of these with regard to space and the illusion of depth.



Learning Targets & Standards:

1. Students will utilize compositional strategies when layout out / composing paintings.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12prof.Cr2a 1.5.12acc.Cr2a
2. Students will combine observation of light and color on their subject, in order to effectively apply color theories to create works of art.	1.5.12prof.Cr2b 1.5.12acc.Cr2b 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12prof.Cn10a
3. Students will utilize visual elements and principles of design to create paintings.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1a 1.5.12prof.Cr2a 1.5.12acc.Cr2a
4. Utilize the techniques of exemplary artists in the creation of original works of art.	1.5.12adv.Cr1b 1.5.12prof.Re9a 1.5.12acc.Re9a
5. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Pr6a 1.5.12acc.Pr6a

Assessments & Standards:

1. Students will produce value studies of still -life subjects.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a
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<p>2. Students will use a limited palette of color (primary, earth primary, etc.) to paint their subject (still-life, landscape, etc.)</p>	<p>1.5.12prof.Cr2b 1.5.12acc.Cr2b 1.5.12adv.Cr2b 1.5.12prof.Cn10a 1.5.12acc.Cn10a</p>
<p>3. Students will produce a non-objective painting where visual elements and principles are emphasized.</p>	<p>1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1a 1.5.12prof.Cr2a 1.5.12adv.Cr2a</p>
<p>4. Group discussion/ critique of works produced which will also include written response.</p>	<p>1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Pr6a 1.5.12acc.Pr6a</p>

### Instructional Strategies & Unit Resources:

- Teacher will demonstrate watercolor techniques, focusing on the English method of layering.
- Students will practice skills through studies of simple solids like cubes made from bright colors to arrange, so that students may observe reflected colors, as well as the variations one can observe on the same object.
- Teacher will present examples of watercolors by abstract / non-objective artists such as Kandinsky, etc.
- Teacher will present examples of work by artists who produced significant watercolors such as Winslow Homer (called the father of American watercolor), John Singer Sargent, Edward Hopper, etc.
- Teacher will present examples of paintings (in oil, acrylic, gouache, tempera) done by exemplary artists, depending on the techniques or historic styles discussed.
- Students will create paintings that incorporate varied techniques and which display utilization of color theories as observed in their subject.

### Examples of Recommended Publications & Websites to Support Learning:

Art in America ArtNews School Arts Magazine The Artist's Magazine Time Magazine National Geographic Local Newspaper The Art Newspaper	2dartistmag.com artistsnetwork.com barnesfoundation.org philamuseum.org moma.org metmuseum.org nga.gov nationalgallery.org.uk
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### Vocabulary

atmospheric perspective, balance, blending, color, color theory, cool color, complementary color, composition, contour, contrast, depth, elements, emphasis, glaze, hue, impasto, layer, light source, local color, modeling, monochromatic, neutral, object, optical color, palette, perspective, principles, prismatic, proportion, shade, shading, sketch, space, texture, tint, tone, value, visual weight, volume, warm color

### Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.

- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
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- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

### Interdisciplinary Connections & 21st Century Themes & Skills:

#### English:

- **SL.PE.9-10.1A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.PE.9-10.1B:** Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
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- **SL.PE.9-10.1D:** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.UM.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Mathematics:

- **N-Q.A.2**– Defining appropriate quantities for descriptive modeling
- **N-Q.A.3**– Choosing appropriate levels of accuracy in measurement
- **G-CO.A.5**– Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
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#### 21st Century Life and Careers:

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/ V Technology &

Communications Career Cluster.

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**Life Literacies and Key Skills:**

- **9.4.12.Cl.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.Cl.2**Identify career pathways that highlight personal talents, skills, and abilities.

### Unit Overview

In this unit, students will acquire skills in drawing the figure, where they will learn about proportion, anatomical structure, musculature and surface anatomy. Students will utilize this knowledge to produce fast-paced croquis gesture drawings and gradually proceed to finished drawings made during a longer period of time.

### Essential Questions:

- What strategies do artists use to portray a human figure?
- How can I capture the movement of the human figure in simple, quick drawings?
- What is the goal of a *croquis* (gesture) drawing?
- How can I revise my work to show the correct proportion?
- How does drawing objects from observation strengthen my art skills?

### Enduring Understandings:

- This unit will permit students to further develop and refine their observational skills.
- Students will acquire an understanding of the proportions of the human figure and learn about the relationship between skeletal structure and muscles and the exterior appearance.
- Students will utilize drawing strategies like measurement and proportion to maintain accuracy.
- Students will use their understanding of visual elements like line, shape, value and space, and use shading to create the illusion of form.

Learning Targets & Standards:

1. Students will acquire knowledge about the skeletal structure of the human body as well as major muscle groups that contribute to/ affect the outward appearance.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a 1.5.12prof.Cn10a
2. Students will utilize measurement and their knowledge of anatomical structure to produce drawings of the human figure [from quick gesture drawings (croquis) to developed and fully realized drawings.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b 1.5.12prof.Cr2a
3. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12prof.Re9a 1.5.12acc.Re9a 1.5.12adv.Re9a 1.5.12prof.Pr6a 1.5.12acc.Pr6a

Assessments & Standards:

1. Students will produce croquis (gesture drawings) to capture the pose and structure of the body.	1.5.12prof.Cr1b 1.5.12acc.Cr1b 1.5.12adv.Cr1b
2. Students will produce contour line drawings of a posed figure.	1.5.12prof.Cr1a 1.5.12acc.Cr1a 1.5.12adv.Cr1a
3. Students will produce detailed drawings of figural poses made within specific amounts of time.	1.5.12prof.Cr2a 1.5.12acc.Cr2a 1.5.12adv.Cr2a
4. Students will produce a detailed drawing of a figural pose with shading, made during a number of drawing sessions.	1.5.12prof.Cr2b 1.5.12acc.Cr2b 1.5.12adv.Cr2b
5. Group discussion/ critique of works produced which will also include written response.	1.5.12prof.Re9a

1.5.12acc.Re9a  
1.5.12adv.Re9a  
1.5.12prof.Pr6a  
1.5.12acc.Pr6a

### Instructional Strategies & Unit Resources:

- Teacher will present historical figure drawings for discussion which will include quickly-produced gesture drawings and finished drawings.
- Teacher will discuss the skeletal and muscular structure of the body and proportions.
- Teacher will model the execution of gesture drawings for students to observe.
- Students will formulate measuring units to draw the complex forms of the body.
- Students will produce gesture drawings of varied poses modeled by the teacher and student volunteers.
- Students will produce life drawings from direct observation of varied time intervals.

Art in America  
ArtNews  
School Arts Magazine  
The Artist's Magazine  
Time Magazine  
National Geographic  
Local Newspaper  
The Art Newspaper

2dartistmag.com  
artistsnetwork.com  
barnesfoundation.org  
philamuseum.org  
moma.org  
metmuseum.org  
nga.gov  
nationalgallery.org.uk

### Vocabulary

anatomy, balance, composition, contour, contrapposto, contrast, elements, emphasis, foreshortening, form, landmark, light musculature, negative space, pelvis, plane, positive space, principles, proportion, rib cage, shade, shadow, sketch, space, s source, structure, surface anatomy, texture, value, visual weight ternum,

### Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.



- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
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### Interdisciplinary Connections & 21st Century Themes & Skills:

#### English:

- **SL.PE.9-10.1A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.PE.9-10.1B:** Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- **SL.PE.9-10.1C:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **SL.PE.9-10.1D:** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.UM.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Mathematics:

- **N-Q.A.2**—Defining appropriate quantities for descriptive modeling
- **N-Q.A.3**—Choosing appropriate levels of accuracy in measurement
- **G-CO.A.5**—Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **G-MG.A.1**—Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

**21st Century Life and Careers:**

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/ V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

**Life Literacies and Key Skills:**

- **9.4.12.Cl.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.Cl.2**Identify career pathways that highlight personal talents, skills, and abilities.

## *From the Institute for Arts Integration and Steam*

### **Creating**

1. What conditions, attitudes, & behaviors support creativity & innovative thinking?
2. What factors prevent or encourage people to take creative risks?
3. How does collaboration expand the creative process?
4. How does knowing the contexts, histories, & traditions of art forms help us create works of art & design?
5. Why do artists follow or break from established traditions?
6. How do artists determine what resources & criteria are needed to formulate artistic investigations?
7. How do artists work?
8. How do artists & designers determine whether a particular direction in their work is effective?
9. How do artists & designers learn from trial & error?
10. How do artists & designers care for & maintain materials, tools, & equipment?
11. Why is it important for safety & health to understand the follow correct procedures in handling materials, tools, & equipment?
12. What responsibilities come with the freedom to create?
13. How do objects, places, & design shape lives & communities?

14. How do artists & designers determine goals for designing or redesigning objects, places, or systems?
15. How do artists & designers create works of art or design that effectively communicate?
16. What role does persistence play in revising, refining, & developing work?
17. How do artists grow & become accomplished in art forms?
18. How does collaboratively reflecting on a work help us experience it more completely?

## **Presenting**

19. How are artworks cared for & by whom?
20. What criteria, methods, & processes are used to select work for preservation or presentation?
21. Why do people value objects, artifacts, & artworks, & select them for presentation?
22. What methods & processes are considered when preparing artwork for presentation or preservation?
23. How does refining artwork affect its meaning to the viewer?
24. What criteria are considered when selecting work for presentation, a portfolio, or a collection?
25. What is an art museum?
26. How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences?

27. How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

## **Responding**

28. How do life experiences influence the way you relate to art?

29. How does learning about art impact how we perceive the world?

30. What can we learn from our responses to art?

31. What is an image?

32. Where & how do we encounter images in our world?

33. How do images influence our views of the world?

34. What is the value of engaging in the process of art criticism?

35. How can the viewer “read” a work of art as text?

36. How does knowing and using visual art vocabularies help us understand and interpret works of art?

37. How does one determine criteria to evaluate a work of art?

38. How and why might criteria vary?

39. How is a personal preference different from an evaluation?

## **Connecting**

40. How does engaging in creating art enrich people’s lives?

41. How does making art attune people to their surroundings?

42. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

43. How does art help us understand the lives of people of different times, places, and cultures?

44. How is art used to impact the views of a society?

45. How does art preserve aspects of life?

# Visual Arts Grading Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Level 1</b> - Incomplete - No Planning Materials/Equipment used inappropriately. - Poor communication of ideas	<b>Level 2</b> - Partially Complete and Shows Lack of Understanding - Little Planning - Inadequate use of materials/equipment - Not original idea	<b>Level 3</b> - Complete though meeting minimum requirements - Satisfactory Planning - Adequate use of materials/ equipment - Has some unique features	<b>Level 4</b> - Average understanding of elements and principles - Work shows some detail and care. - Original ideas - Appropriate use of materials/ equipment	<b>Level 5</b> - Above average understanding of elements/ principles - Work is neatly executed - Concepts and Originality could be pushed further - Appropriate use of materials/ equipment	<b>Level 6</b> - Advanced understanding of elements/ principles - Work is neatly executed - Advanced understanding of concepts/ originality - Appropriate use of materials/ equipment
<b>Visual Elements &amp; Principles of Design</b> - Careful Planning - Effective use of elements/ principles						
<b>Craftsmanship &amp; Neatness</b> - Work is neat & clean - Project is detailed and carefully made.						
<b>Creativity &amp; Originality</b> - Design is original - Unique application of elements/ principles - Work shows experimentation and risk taking						
<b>Use of Materials</b> Shows respect for materials and the classroom.						