

Studio Art

Teacher: Dan Monett

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Course Description This class will teach beginning concepts in art and design. During the class, students will focus on the initial questions of “What is Art?” and “How do artists get their ideas?” Students will understand how to work critically through analysis and interpretation while completing projects. Students will not only work in various mediums such as clay, printmaking, Photoshop, and drawing but will also write, study historical perspectives and gain an appreciation for art.</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>What is Art?</p> <ul style="list-style-type: none"> ● Elements and Principles of Design ● How do we look at Art? 	<p>A.What is Art?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Demonstrates an understanding of the broad definition of art.</p>	<p>A.What is Art?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT1. I can distinguish the difference between various art forms.</p> <p>LT2. I will understand how media use affects the intent of art.</p> <p>LT3. I will understand how culture and history impacts the creation of art.</p>	<p>A.What is Art?</p> <p>Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>CFA = Discussion</p> <p>CFA = Written Response</p>	<p>A.What is Art?</p> <p>Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>The Visual Experience Discovering Art History Scholastic Arts Online Videos</p>

<ul style="list-style-type: none">● What organizes Art?● How do artists get their ideas?● How many types of media?● Are there careers in Art?● STMA Critique Process● What is the history of Western Art?● What is the history of Non-Western art?● Do other cultures create Art in a different, recognizable way? <p><i>UEQ</i></p> <p>A.What is Art?</p> <p>A1.The variety of art</p>				
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<p>B.How do we look at Art?</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>The philosophy of Art</p> <p>Criticism and critics</p> <p>Critical method</p>	<p>B.How do we look at Art?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Explain how art philosophy can help in the study of art</p> <p>Describe some of the criteria; define aesthetic experience; describe the role of art critic.</p> <p>Use description, analysis, interpretation and evaluation to critique artworks</p>	<p>B.How do we look at Art?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT 1. I can describe the facts of an artwork.</p> <p>LT 2 I can analyze how the elements create the principles.</p> <p>LT 3 I can interpret the intent of the artist.</p> <p>LT4 I can evaluate the success of an artwork.</p>	<p>B.How do we look at Art?</p> <p>Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create</p> <p>CFA = Compare and Contrast</p>	<p>B.How do we look at Art?</p> <p>Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>The Visual Experience Discovering Art History Scholastic Arts Online Videos MN Original</p>
<p>C.What organizes Art?</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>Elements of art-Line, shape, value, space, form, texture, color</p>	<p>C.What organizes Art?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Identify and analyze the principles of design</p> <p>Describe how artists create unity</p>	<p>C.What organizes Art?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT 1 I can identify the elements of art and design.</p>	<p>C.What organizes Art?</p> <p>Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create</p>	<p>C.What organizes Art?</p> <p>Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>The Visual Experience Discovering Art History Elements and Principles Art History & Criticism Online Videos</p>

<p>Variety, emphasis, rhythm and movement, balance, pattern, proportion</p>	<p>Identify and describe variety and focal points(center of interest)</p> <p>Explain how to create emphasis, movement and rhythm in visual art</p> <p>Describe how artworks can suggest movement and create said movement</p> <p>Identify and use all the types of balance</p>	<p>LT 2 I can identify the principles of art and design.</p> <p>LT 3 I understand that the elements and principles are interrelated.</p>	<p>CFA = Discussion</p> <p>CFA = Written Response</p>	<p>Scholastic Arts</p>
<p>D. Observational Drawing</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>· Shape vs. Form · Space – Foreground, Middle ground, background</p>	<p>D. Observational Drawing</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Identify and draw a identify and explains implied lines - Identify and explain implied lines</p> <p>Perceive and discuss expressive qualities of line</p> <p>Use a variety of lines in their artworks</p>	<p>D. Observational Drawing</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT1. I know the different types of pencils used in drawing. LT2. I know the difference between contour and blind-contour drawing.</p>	<p>D. Observational Drawing</p> <p>Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>Visual Arts HS Respond 5.9.4.8.1</p> <p>Visual Arts HS Respond 5.9.4.8.2</p> <p>Visual Arts HS Respond 5.9.4.8.1</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p>	<p>D. Observational Drawing</p> <p>Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1</p> <p>Visual Arts HS Respond 5.9.4.8.2</p> <p>·</p> <p>C1-5. Davis Drawing Text. pg. 69-87 C2-5. Cezanne/ Flemish/ O'keeffe/ Audry Flack</p>

<ul style="list-style-type: none"> · Blind Contour and Contour Drawings · 5 Drawings emphasizing Line, Values, Graphite, and Ink <p>UEQ:</p> <ul style="list-style-type: none"> ● What is observational drawing? ● Why create observational drawings? 	<p>Perceive and understand positive and negative shapes</p> <p>Use foreshortening to suggest 3d form</p> <p>Explain how geometric and organic shapes can be expressive</p> <p>Demonstrate an understanding of the processes and techniques used in drawing</p>	<p>LT3. I know and understand the importance of observation while drawing an object.</p> <p>LT4. I know how to use graphite and ink in art.</p> <p>LT5. I know how to add values with graphite and ink.</p>	<p>CSA= Observational Drawing Rubric</p> <p>CSA=Critique</p> <p>CFA = Classroom observation of proper equipment handling</p>	<p>The Visual Experience Discovering Art History Scholastic Arts</p> <ul style="list-style-type: none"> · Online Videos · · Vocabulary · · line · line weight <p>contour</p> <ul style="list-style-type: none"> · blind contour · negative space · Gesture Sketch · Framal <p>Reference.</p> <ul style="list-style-type: none"> · perspective. · Value · form · hatching and cross-hatching.
<p>E. Artist Inspired Teapot</p> <ul style="list-style-type: none"> · Artist Research · Parts of a teapot: Parts · Hand-building 	<p>E. Artist Inspired Teapot</p> <p>Able to use and explain the techniques and materials used in the creation of sculptures create artworks in 3d with a variety of materials</p>	<p>E. Artist Inspired Teapot</p> <p>LT1. I know what clay is, where it comes from and the stages of clay.</p> <p>LT2. I know vocabulary associated with pottery and I know the difference between</p>	<p>E. Artist Inspired Teapot</p> <p>Visual Arts HS Present 5.9.3.5.1</p> <p>Visual Arts HS Present 5.9.3.6.1</p> <p>Visual Arts HS Respond 5.9.4.7.1</p>	<p>E. Artist Inspired Teapot</p> <p>Visual Arts HS Respond 5.9.4.7.1</p> <p>Visual Arts HS Respond 5.9.4.8.1</p> <p>Visual Arts HS Respond 5.9.4.8.2</p> <p>The Visual Experience</p>

<p>Techniques: 3 methods</p> <ul style="list-style-type: none"> · Clay Tools & Mold a small model of teapot form <p><i>UEQ</i></p> <ul style="list-style-type: none"> · “How do Artists get their ideas?” · “What is Clay?” · “What is the best method for your teapot design?” 	<p>Go through art history books and find 5 artists that you like and select 2 pieces of their art per artist.</p> <p>Write a brief summary of why you chose the artist and the artwork. Please include a short biography of the artist. Sketch out ideas for your teapot in sketchbook.</p> <p>Construct teapot</p>	<p>decorative and functional pottery.</p> <p>LT3. I know the 4 main parts of a teapot.</p> <p>LT4. I know how artists get their ideas for their artwork and I can find inspiration by researching different artists and their artwork.</p> <p>LT5. I can use drawing to plan design concepts for my teapot.</p> <p>LT6. I know the 3 construction methods of hand building and I can determine the best method(s) for my teapot based on my sketches.</p> <p>LT7. I can build a sculptural teapot that is aesthetically pleasing and structurally strong.</p> <p>LT8. I can use problem-solving skills when issues arise while constructing my teapot</p>	<p>Visual Arts HS Respond 5.9.4.8.1</p> <p>Visual Arts HS Respond 5.9.4.8.2</p> <p>Visual Arts HS Create 5.9.2.3.2</p> <p>Visual Arts HS Create 5.9.2.4.1</p> <p>CSA= Artist Inspired Teapot Rubric</p> <p>CSA=Critique</p> <p>CFA = Classroom observation of proper equipment handling</p>	<p>Discovering Art History</p> <p>Scholastic Arts</p> <p>Online Videos</p> <ul style="list-style-type: none"> · pinch, coil, slab. · firing. process · kiln · leather hard · greenware · bisque firing · bisqueware · glaze · Teapot anatomy · Glazing techniques
<p>F. Color Pencil Drawing</p> <p>Visual Arts HS Create 5.9.2.3.2</p> <p>Visual Arts HS Present 5.9.3.5.1</p> <p>Visual Arts HS Present 5.9.3.6.1</p>	<p>F. Color Pencil Drawing</p> <p>Visual Arts HS Create 5.9.2.2.1</p> <p>Visual Arts HS Create 5.9.2.2.2</p> <p>Visual Arts HS Create 5.9.2.3.1</p>	<p>F. Color Pencil Drawing</p> <p>Visual Arts HS Create 5.9.2.2.1</p> <p>Visual Arts HS Create 5.9.2.2.2</p> <p>Visual Arts HS Create 5.9.2.3.1</p>	<p>F. Color Pencil Drawing</p> <p>Visual Arts HS Present 5.9.3.5.1</p> <p>Visual Arts HS Present 5.9.3.6.1</p>	<p>F. Color Pencil Drawing</p> <p>Visual Arts HS Respond 5.9.4.7.1</p> <p>Visual Arts HS</p>

<p>Visual Arts HS Respond 5.9.4.7.1</p> <p>Compare and analyze color pencil drawings from history</p> <p>Develop studies that contain variations of line, stroke and tone</p> <p>Develop studies that contain forms developed by value</p> <p>Develop studies that contain forms in space i.e. foreshortening objects</p> <p>Develop a Final Color Pencil drawing</p> <p><i>UEQ:</i></p> <p>How do you create three-dimensional space on a two-dimensional surface?</p> <p>How do you successfully use color theory?</p>	<p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Understand that color is a property of light</p> <p>Describe the relationships among colors on the color wheel</p> <p>Identify primary, secondary intermediate colors</p> <p>Know color harmony</p> <p>Perceive and explain how artist use value and color to suggest emotion or mood</p> <p>Create artworks that incorporate simulated and real texture</p> <p>Demonstrate an understanding of the processes and techniques used in drawing</p>	<p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT1. I can create a composition that utilizes multiple images to create 4 thumbnail sketches of a permitted species of your choice.</p> <p>LT2. I can select one design from my 4 thumbnail sketches to create my 9” x 12” contour line drawing.</p> <p>LT3.I can use colored pencils to render values, detail, and texture to my drawing.</p> <p>LT4. I know how to use and respect materials in art.</p>	<p>Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>CSA= Color Pencil Drawing Rubric</p> <p>CSA=Critique</p> <p>CFA = Classroom observation of proper equipment handling</p>	<p>Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>The Visual Experience Discovering Art History Scholastic Arts Online Videos</p> <p>Vocabulary Layering Glazing Pressure Blending Paper tooth Texture</p>
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<p>G. Water Color Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present</p>	<p>G. Water Color Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create</p>	<p>G. Water Color Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create</p>	<p>G. Water Color Visual Arts HS Present 5.9.3.5.1</p>	<p>G. Water Color Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond</p>
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<p>5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>Value in Color</p> <p>Color Basics theories and harmonies</p> <p>Color application</p> <p><i>UEQ</i></p> <ul style="list-style-type: none"> · Why use Water Color? · What is Water Color? 	<p>5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Demonstrate an understanding of the processes and techniques used in painting</p> <p>Show understanding of paints, pigments and vehicles.</p> <p>Demonstrates knowledge of color and it's value</p> <p>Create monochromatic/ complementary/ Analogous Color studies</p> <p>Create a painting demonstrating color harmonies</p>	<p>5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT1. I know how to create a monochromatic watercolor study.</p> <p>LT2. I know what materials I need for watercolor painting.</p> <p>LT3. I know vocabulary associated with watercolor painting.</p> <p>LT4. I know how to represent space in my composition.</p> <p>LT5. I know where the horizon line, foreground, middle ground and background are located in a landscape.</p> <p>LT6. I can utilize technology to reference step-by-step instructions for this assignment.</p> <p>LT7. I know how to use different watercolor painting techniques to create values and textures.</p> <p>LT8. I can use problem solving skills when issues arise while painting with watercolor.</p>	<p>Visual Arts HS Present 5.9.3.6.1</p> <p>Visual Arts HS Respond 5.9.4.7.1</p> <p>Visual Arts HS Respond 5.9.4.8.1</p> <p>Visual Arts HS Respond 5.9.4.8.2</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>CSA= Water Color Rubric</p>	<p>5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>Davis "<i>Exploring Painting</i>" Pgs 39-51</p> <p>Powerpoint Color Harmonies</p> <p>Powerpoint Watercolor</p> <p>Historical information on Color/ Pigment and Paint</p> <p>Vocabulary</p> <p>Analogous colors</p> <p>Complimentary colors</p> <p>Dry brush</p> <p>Flat wash</p> <p>Glazing</p> <p>Gradated wash</p> <p>Hue</p> <p>intensity</p> <p>Layering</p> <p>Masking</p> <p>Staining</p> <p>Tint</p> <p>Wet on wet</p>
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<p>H. Tempera Painting Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <ul style="list-style-type: none"> · Gesture line verse contour line. · Mixing temperas – Color Theory. · Observational drawing. · Demonstrations – paint along. · Begin final painting · Critique <p>UEQ</p> <ul style="list-style-type: none"> · Who was Georgia O’Keeffe? · Why use Tempera Paint · What is a Tempera Paint 	<p>H. Tempera Painting Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Demonstrate an understanding of the processes and techniques used in painting</p> <p>Show understanding of paints, pigments and vehicles.</p> <p>Demonstrates knowledge of color and it's value</p> <p>Create monochromatic/ complementary/ Analogous Color studies Create a painting demonstrating color harmonies</p>	<p>H. Tempera Painting Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT1. I know and understand the influence of Georgia O’Keeffe. LT2. I know the differences between contour line and gesture line. LT3. I can create five gesture drawings LT4. I know how to mix a color palette that is cohesive and represents my image. LT5. I can create a drawing and painting inspired by artist Georgia O’Keeffe. LT6. I know color theory and the arrangement of the colors on the color wheel. Using the primary colors and white, I can mix my color palette along with the various tints and shades. LT7. I know how to use a variety of techniques to create a successful painting. LT8. I know how to use and respect materials in art.</p>	<p>H. Tempera Painting Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>CSA=Tempera Painting Rubric</p> <p>CSA=Critique</p> <p>CFA = Classroom observation of proper equipment handling</p>	<p>H. Tempera Painting Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>Davis <i>"Exploring Painting"</i> Pgs 39-51</p> <p>Powerpoint Color Harmonies</p> <p>Powerpoint Temperas</p> <p>Historical information on Color/ Pigment and Paint</p> <p>Vocabulary Analogous colors Complimentary colors Dry brush Flat wash Glazing Gradated wash Hue Intensity Layering Masking Staining Tint Wet on wet</p>
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<p>I. Perspective</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>1 Point Perspective vs. 2 Point Perspective</p> <p>UEQ:</p> <ul style="list-style-type: none"> How do you create three-dimensional space on a two-dimensional surface? 	<p>I. Perspective</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Identify and use a variety of ways to show depth and space on a flat surface.</p> <p>Analyze artworks drawn with and utilizing various perspective techniques.</p> <p>Create artworks that effectively utilize space</p> <p>Perceive and describe textures in the environment and in artworks</p>	<p>I. Perspective</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT1. I know and understand the Elements and Principles of Design. LT2. I know and understand how to create imagery using 2-point perspective. LT3. I know how to represent space by incorporating depth of field in drawing. LT4. I know the different types of pencils used in drawing. LT5. I understand why we use value in a drawing. LT6. I can render shading in drawing. LT7. I understand the importance of a clean art room. I can clean up after myself and help others. LT8. I can revise my artwork based on feedback and reflect</p>	<p>I. Perspective</p> <p>Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>CSA= Perspective Rubric</p> <p>CSA=Critique</p> <p>CFA = Classroom observation of proper equipment handling</p>	<p>I. Perspective</p> <p>Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>Davis Drawing Text. pgs. 111-131</p> <p>M.C. Escher</p> <p>Vocabulary</p> <p>One point Two point Three point Atmospheric Vanishing point Orthogonal line Horizon line Eye level</p>

		<p>on my artwork. LT9. I know and understand what a critique is and the process of critiquing art work.</p>		
<p>J. Printmaking Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>Positive and negative space, 50/50</p> <p>Historical elements</p> <p>Series work Mount the best 3 prints and sign edition</p> <p><i>UEQ</i></p> <p>How has the history of printmaking shaped contemporary life?</p> <p>What are the benefits of traditional techniques versus digital techniques?</p> <p>Why make a series of prints?</p>	<p>J. Printmaking Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Identify and use a variety of ways to show depth and space on a flat surface.</p> <p>Create artworks that effectively utilize space</p> <p>Perceive and describe textures in the environment and in artworks</p>	<p>J. Printmaking Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT1. I know how to implement a variety of contrasting elements in the positive and negative space to create a successful composition. LT2. I know how to use and respect art materials in printmaking. LT3. I can create a series of prints that demonstrates successful printmaking techniques.</p>	<p>J. Printmaking Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>CSA= Printmaking Rubric</p> <p>CSA=Critique</p> <p>CFA = Classroom observation of proper equipment handling</p>	<p>J. Printmaking Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>The Visual Experience Discovering Art History Scholastic Arts Online Videos</p> <p>Vocabulary</p> <p>Engraving Etching Relief Woodcut Linocut Monoprint</p>

<p>K. Careers in Art?</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>Environmental design Communications Product and fashion design Entertainment Cultural enrichment</p>	<p>K. Careers in Art?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Become familiar with the wide range of careers in art</p> <p>Able to create and maintain a portfolio of work</p> <p>Consider careers in graphic design, illustration and photography</p> <p>Know what skills are specific to careers</p>	<p>K. Careers in Art?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT 1. I can identify the use of various lines in 3-d form.</p> <p>LT 2. I can identify the use of value in 3-d form.</p> <p>LT 3. I will create a 3-d form using a variety of shapes.</p> <p>LT 4. I will incorporate textures into a 3-d sculpture.</p> <p>LT 5. I will identify the two types of spaces in 3-d form</p> <p>LT 6 I will show the use of form in a sculpture.</p> <p>LT 7 I can identify a variety of careers in art.</p>	<p>K. Careers in Art?</p> <p>Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>CFA = Discussion</p> <p>CFA = Written Response</p>	<p>K. Careers in Art?</p> <p>Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>The Visual Experience Discovering Art History Elements and Principles Art History & Criticism Online Videos Scholastic Arts</p>
<p>L.Art history</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p>	<p>L.Art history</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p>	<p>L.Art history</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2</p>	<p>L.Art history</p> <p>Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1</p>	<p>L.Art history</p> <p>Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts</p>

<p>The Ice Age Ancient Egypt Classical Greece First and Second Century Rome The Medieval Era Gothic France. Renaissance and High Renaissance Baroque Rococo,Neoclassicism Romanticism to Post-Impressionism Art of the 20th century Postmodernism and the 21st century</p> <p>dance, writing/poetry</p>	<p>Able to trace the development of artistic styles across periods from prehistory to modern times</p> <p>Express that art is an integral part of the human experience</p> <p>Comprehend the interdependence of art and religious beliefs</p> <p>Explain how the art experience is sequential and influenced by advances in science</p>	<p>5.9.2.4.1</p> <p>LT1. I can identify artwork from prehistory. LT 2. I can identify artwork from art history. LT3. I will be able to identify artwork of Ojibwe art from history.</p>	<p>Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1 CFA = Discussion</p> <p>CFA = Written Response</p>	<p>HS Respond 5.9.4.8.2</p> <p>The Visual Experience Discovering Art History Elements and Principles Art History & Criticism Online Videos Scholastic Arts</p>
<p>M.Do other cultures create Art in a different, recognizable way?</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>Characteristics of Asian cultures visual arts, music,</p>	<p>M.Do other cultures create Art in a different, recognizable way?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p>	<p>M.Do other cultures create Art in a different, recognizable way?</p> <p>Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>LT1. I will be able to discuss how different cultures interpret the world around them</p>	<p>M.Do other cultures create Art in a different, recognizable way?</p> <p>Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1</p>	<p>M.Do other cultures create Art in a different, recognizable way?</p> <p>Visual Arts HS</p> <p>The Visual Experience Discovering Art History Elements and Principles Art History & Criticism Online Videos</p>

<p>theater, dance, writing/poetry</p> <p>Characteristics of African cultures visual arts, music, theater, dance, writing/poetry</p> <p>Characteristics of American, South American cultures-visual arts, music, theater, dance, writing/poetry</p>	<p>Recognize structures and functions of art as a means of communication</p> <p>Know a range of subject matter and symbols in non-western art</p> <p>Explore art as a record of history and culture</p> <p>Appreciate the merits and characteristics of non-Western artwork</p>		<p>Visual Arts HS Respond 5.9.4.8.2</p> <p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>CFA = Discussion</p> <p>CFA = Written Response</p>	<p>Scholastic Arts</p>