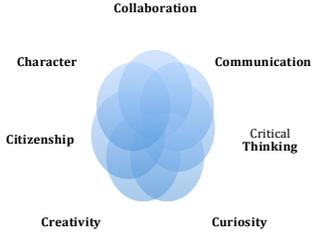


Content Area: Art	Course: Foundation Art	Grade Level: 9-12
 		<p>R14 The Seven Cs of Learning</p> 
Unit Titles		Length of Unit
<ul style="list-style-type: none"> ● Introduction to Art: What is Art? 		<ul style="list-style-type: none"> ● 2 Weeks
<ul style="list-style-type: none"> ● Drawing 		<ul style="list-style-type: none"> ● 6-8 weeks
<ul style="list-style-type: none"> ● Painting 		<ul style="list-style-type: none"> ● 6-8 weeks
<ul style="list-style-type: none"> ● Art History 		<ul style="list-style-type: none"> ● Ongoing
<ul style="list-style-type: none"> ● The Etiquette of Art 		<ul style="list-style-type: none"> ● Ongoing



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • 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 artmaking goals. • 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. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • 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. • 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
Respond	<ul style="list-style-type: none"> • 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 imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Title	Introduction: What is art?	Length of Unit	2 weeks
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Inquiry Questions (Engaging & Debatable)	What responsibilities come with the freedom to create? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? What is the impact of art on one's own life and the relationship of art to western and non-western cultures? What are the basic components of art? How does knowledge of basic components of art impact an artist's choices?
Standards*	Create: <i>Investigate: VA: Cr2.2.IIa</i> Respond: <i>Perceive: VA:Re7.2.IIa</i>
Unit Strands & Concepts	<ul style="list-style-type: none"> ● define lifestyle and/or career in the arts ● appropriate identification and responding to visual art ● elements of art & principles of design ● art criticism
Key Vocabulary	art influence, creative problem solving, perception, art world, relationships, elements of art, principles of design, four steps of art criticism: description, analysis, interpretation, judgment

*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

Unit Title	Introduction: What is Art?	Length of Unit	2 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • What is art? • Art careers • various careers to understand possibilities of how art applies to the world at large • the impact of art on his/her life and the relationship of art to western and non-western cultures • the basic components of art and apply that knowledge to produce original works of art 	<ul style="list-style-type: none"> • define art as it applies to their life • illustrate basic proportion and how to create a strong composition • describe and analyze works of art in terms of subject, medium, and content using appropriate concepts and terminology, including the elements of art and principles of design • discuss and question the nature, meaning and value of art • respond to the formal sensory qualities in a work of art and define their personal preferences

Assessments:	classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing
Teacher Resources:	Teacher generated resources

Unit Title	Drawing	Length of Unit	6-8 Weeks
Inquiry Questions (Engaging & Debatable)	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>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?</p> <p>What role does persistence play in revisiting, 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?</p>		
Standards*	<p>Create: <i>Investigate- Plan- Make: VA:Cr1.1.IIa,</i> <i>Investigate: VA: Cr2.1.IIa</i> <i>Reflect- Refine- Continue: VA:Cr3.1.IIa</i></p> <p>Perform: <i>Select: VA:Pr4.1.IIa</i> <i>Analyze: VA:Pr5.1.IIa</i> <i>Share: VA: Pr6.1.IIa</i></p> <p>Respond: <i>Perceive: VA:Re7.1.IIa</i></p>		
Unit Strands & Concepts	<p>four basic shapes of life - Relates to all object understanding scale and perspective Importance of shading</p>		
Key Vocabulary	<p>Contour, blind-contour, check-back contour, negative and positive space, pencil classification, kneadable eraser, ruler, graphite dust, stumps, tortillon, thumbnail sketches, observational perspective, shading, elements of art, principles of design, foreground, middleground, background</p>		

Unit Title	Drawing	Length of Unit	6-8 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Blind Contour ● Check- Back Contour ● Gesture ● Negative Space ● 4 Basics Shapes of Life ● Thumbnail Sketches ● Observational Perspective ● Contour ● Type of Pencil and application 	<ul style="list-style-type: none"> ● draw simple forms and place them in believable 3-dimensional space ● create self portraits at different times in the year and reflect on their growth ● demonstrate knowledge of shading, modeling, and value ● create basic proportion and strong compositions ● respond to the formal and sensory qualities in a work of art and define their personal preferences ● produce original works of art

Assessments:	classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing
Teacher Resources:	Teacher generated resources

Unit Title	Painting	Length of Unit	6-8 Weeks
Inquiry Questions (Engaging & Debatable)	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designer learn from trial and error?</p> <p>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?</p>		
Standards*	<p>Create: <i>Investigate: VA: Cr2.1.IIa</i> <i>Reflect- Refine- Continue: VA:Cr3.1.IIa</i></p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • color classification and mixing • color perception • color temperature 		
Key Vocabulary	<p>color isolation, color differentiation, primary colors, second color, tertiary color, analogous color, complementary color, opaque, transparent</p>		

Unit Title	Painting	Length of Unit	6-8 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> primary, secondary, tertiary, analogous, and complementary colors on the color wheel 	<ul style="list-style-type: none"> create a full color wheel using primary, secondary and tertiary colors, as well as tints and shades mix and paint a full scale value chart create a composted composition through investigation of color

Assessments:	classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing
Teacher Resources:	Teacher generated resources

Unit Title	The Etiquette of Art	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>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? 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? 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?</p>		
Standards*	<p>Create: Investigate: VA:Cr2.2.IIa Reflect- Refine- Continue: VA: Cr3.1.IIa Present: Select: VA:Pr4.1.IIa Analyze: VA:PR5.1.IIa Share: VA:Pr6.1.IIa Respond: Perceive:VA:Re7.2.IIa Analyze: VA:Re8.1.IIa Interpret: VA:Re9.1.IIa</p>		
Unit Strands & Concepts	<p>Art Critique (peer, self, and teacher) Art Show (preparation, set up, striking) Art Room Etiquette</p>		
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgment</p>		

Unit Title	The Etiquette of Art	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one’s creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium, Former student work

Unit Title	Art History	Length of Unit	ongoing
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Inquiry Questions (Engaging & Debatable)	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p>
Standards*	<p>Present: Share: VA:Pr6.1.IIa</p> <p>Connect: Relate: VA:Cn11.1.IIa</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance

Unit Title	Art History	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● art history is the study and appreciation of art and artists within the context of past and present cultures ● artists and the periods in which they worked ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language ● artists synthesize the ideas of their own and other cultures to create their work ● artists have communicated ideas in different ways 	<ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● recognize common elements in different artists' work that represent a movement ● make connections between their understanding of their heritage, social experience, and environment as it allows them to understand themselves and the similarities and diversities of mankind ● make connections between art and culture ● develop an appreciation for cross-cultural influences in art ● recognize that art and the artist connecting links between cultures ● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise, Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources Artists website - based on medium, Former student work