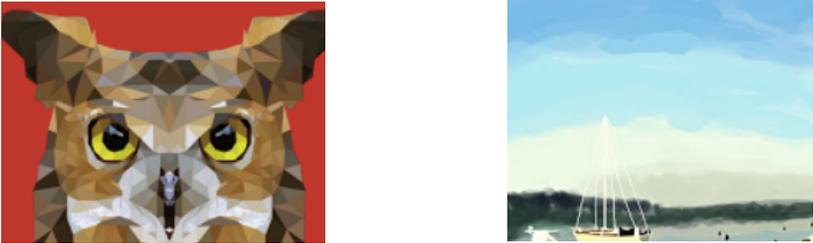
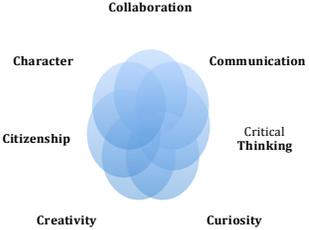


Content Area: Art	Course: Applied Art	Grade Level: 11-12
	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> Drawing Pencil, Pen and Ink, Colored Pencil, China-marker, Scratchboard 	<ul style="list-style-type: none"> 22 weeks 	
<ul style="list-style-type: none"> Painting Acrylic Painting, Acrylic Palette Knife Painting 	<ul style="list-style-type: none"> 6 weeks 	
<ul style="list-style-type: none"> Printmaking Reduction Lino Cut 	<ul style="list-style-type: none"> 4 weeks 	
<ul style="list-style-type: none"> Collage Cut painted paper or Found Objects 	<ul style="list-style-type: none"> 4 weeks 	
<ul style="list-style-type: none"> The Etiquette of Art 	<ul style="list-style-type: none"> Ongoing 	
<ul style="list-style-type: none"> Art History 	<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	Drawing	Length of Unit	22 weeks
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Inquiry Questions (Engaging & Debatable)	What is observational perspective? What are the qualities of composition? What are the characteristics of drawing media? Why is a well planned and dynamic composition important? What is the significance of high contrast in value in representational drawing? What is the role of color theory in drawing? What is the difference between actual and implied texture?
Standards*	Create: Investigate- Plan-Make: VA:Cr1.1.IIa Investigate-Plan-Make: VA:Cr1.2.IIa Investigate: VA:Cr2.1.IIa Investigate: VA:Cr2.3.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> • Pencil • Pen and Ink • Colored Pencil • China-marker • Scratchboard
Key Vocabulary	Mylar Film, Composition, Still life, Pencils (HB, 2B, 4B, 6B, 7B, 8B, 9B), Sandpaper block, Highlights, Tone, Erasing, Mid-tone, Engraving, Scratch-Art Knives, Scratch-Etch Stylus, brush, Elements of Art, Principles of Design, Four steps of art criticism: description, analysis, interpretation, judgement, Pen holder, nibs (crowquill, bowl, and school) Black India ink, Micro Pen/Rapidograph, 7 techniques (stipple, hatching, cross-hatching, parallel lines, wavy lines, scribble, contour lines), mark making, Burnish, Mixing Colors, Constructing Dark Values

*Standards based on *National Core Arts Standards*

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

Unit Title	Drawing	Length of Unit	22 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"> ● observational perspective ● drawing is the foundation for every media ● the qualities of composition ● the characteristics of drawing media ● why a well planned and dynamic composition is important ● the significance of high contrast in value in representational drawing ● the role of color theory in drawing ● actual and implied texture 	<ul style="list-style-type: none"> ● draw observationally and expressively ● apply elements of art and principles of design ● exhibit expressive and evocative qualities in their artwork that engage the viewer and suggest confidence ● demonstrate a strong understanding of analog drawing issues ● compose a still life to use for projects ● illustrate proportion to create a strong composition ● apply value and texture to organic, everyday, and more complex forms ● explore complex subject matter including reflective surface and/or cloth ● apply multiple layers of color and techniques to create a full range of value and visual palette on advanced surfaces ● achieve various advanced techniques in drawing ● display value in a realistic form using given media ● illustrate different ways of interpreting texture

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 Artist websites - based on medium Former student work

Unit Title	Painting	Length of Unit	6 weeks
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Inquiry Questions (Engaging & Debatable)	<p>What are the characteristics of acrylic paint?</p> <p>What are the qualities of composition?</p> <p>Why is a well-planned and dynamic composition important?</p> <p>What is the role of color theory in painting?</p> <p>What is the significance of value in representational painting?</p>
Standards*	<p>Create:</p> <p>Investigate- Plan-Make: VA:Cr1.1.IIa</p> <p>Investigate-Plan-Make: VA:Cr1.2.IIa</p> <p>Investigate: VA:Cr2.1.IIa</p>
Unit Strands & Concepts	<p>Acrylic Painting</p> <p>Acrylic Palette Knife Painting</p>
Key Vocabulary	<p>Wet-on-Wet, Wet-on-Dry, Lifting Out, Building up, Flat Wash, Graded Wash, Gradations, Underpainting, Palette, Blending, Palette Knife, Knife Painting</p>

Unit Title	Painting	Length of Unit	6 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"> ● the characteristics of acrylic paint ● the qualities of composition ● why a well planned and dynamic composition is important ● the role of color theory in painting ● the significance of value in representational painting ● actual and implied texture 	<ul style="list-style-type: none"> ● apply elements of art and principles of design ● compose a still life to use for project ● apply value and texture to organic and/or more complex forms ● explore complex subject matter including reflective surface and/or cloth ● display their knowledge of color, texture, shading, modeling, and value ● lay down multiple layers of colors by using given techniques to create a full range of value ● illustrate different ways of interpreting texture

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	Printmaking	Length of Unit	4 weeks
Inquiry Questions (Engaging & Debatable)	What are the characteristics of printmaking? Why is a well planned and dynamic composition important? What is the role of color theory in painting? What is the significance of registration marks in printmaking?		
Standards*	Create: Investigate-Plan-Make: VA:Cr1.2.IIa Investigate: VA:Cr2.1.IIa		
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Reduction Lino Print ● Multi-color block print 		
Key Vocabulary	Linoleum, Printmaking paper, Printing Press, Palette knife, Bench Hook, Brayer, Relief Print, Baren, Registration Marks, Multi-color block print		

Unit Title	Printmaking	Length of Unit	4 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"> ● the characteristics of printmaking ● the qualities of composition ● why a well planned and dynamic composition is important ● the role of color theory in painting ● actual and implied texture ● the significance of registration marks in printmaking 	<ul style="list-style-type: none"> ● apply elements of art and principles of design ● apply value and texture to organic and/or more complex forms ● explore complex subject matter including reflective surface and/or cloth ● display their knowledge of color, texture, shading, modeling, and value ● make multiple prints of the same image ● apply multiple layers of color and techniques to create an image ● achieve various techniques in printmaking ● use photo references to aid in creating and completing projects ● illustrate proportion to create a strong realistic composition

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	Collage	Length of Unit	4 weeks
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Inquiry Questions (Engaging & Debatable)	What are the characteristics of collage? What are the qualities of composition? Why is a well planned and dynamic composition important? What is the significance of images and placement to convey a message in collage? What is the role of color theory in collage?
Standards*	Create: Investigate-Plan-Make: VA:Cr1.2.IIa Investigate: VA:Cr2.1.IIa Investigate: VA:Cr2.3.IIa
Unit Strands & Concepts	Cut painted paper Found Objects
Key Vocabulary	Collage, Overlapping, Assemblage, Value, Adhesive

Unit Title	Collage	Length of Unit	4 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"> ● the characteristics of collage ● the qualities of composition ● why a well planned and dynamic composition is important ● the significance of images and placement to convey a message in collage ● actual and implied texture ● the role of color theory in collage 	<ul style="list-style-type: none"> ● apply elements of art and principles of design ● create works of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface ● create texture, value and layering ● interpret value with limited resources ● collage other media such as painting and drawing, and contain three-dimensional elements ● create an assemblage of different forms, thus creating a new whole ● view areas of the photograph in terms of shapes, forms and planes rather than line and color

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	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, judgement.</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 chape deas, beliefs, and experiences? How do objects, artifact, and artworks collected, preserved, or presented, cultivate appreciate 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