
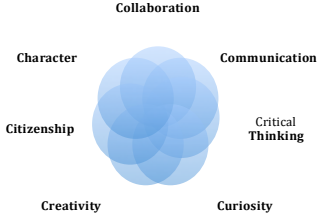


Content Area: Art	Course: Foundation Art II Grade Level: 9-12
	<p>R14 The Seven Cs of Learning</p> 
Unit Titles	Length of Unit
<ul style="list-style-type: none"> ● 3D Design/ Sculpture (Ceramics) 	<ul style="list-style-type: none"> ● 6-8 weeks
<ul style="list-style-type: none"> ● Printmaking 	<ul style="list-style-type: none"> ● 4 weeks
<ul style="list-style-type: none"> ● Digital Design 	<ul style="list-style-type: none"> ● 2 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	3D Design/ Sculpture	Length of Unit	6-8 Weeks
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Inquiry Questions (Engaging & Debatable)	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 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?
Standards*	Create: Investigate- Plan- Make: VA: Cr1.1.IIa Investigate: VA: Cr2.1.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> ● thinking and creating in the round ● 3D
Key Vocabulary	Pinch, coil, slab, ceramic, glaze, grog, recycle, slip, scoring, kiln, plastic, leather hard, bone dry, greenware, bisque, bisque fire, bisqueware, glaze ware, glaze firing, fire, in the round, wire toggle, loop tool, fettling knife, wooden trimming tool, metal or rubber kidney, needle tool, wooden ribs, elephant ear sponge, slab roller, canvas, form, free standing, asymmetric and symmetric balance

*Standards based on *National Core Arts Standards*

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

Unit Title	3D Design/ Sculpture	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"> • Clay body classification 	<ul style="list-style-type: none"> • recycle, wedge, roll, cut, and form clay • construct a free-standing sculpture out of clay • investigate tools for appropriate application

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	Printmaking	Length of Unit	4 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • 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 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? 		
Standards*	<p>Create: Investigate: VA Cr.2.1.IIa Investigate: VA:Cr2.3.IIa</p> <p>Respond: Analyze: VA:Re8.1.IIa Interpret: VA:9.1.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • reverse imagery • mark making & transfer 		
Key Vocabulary	Monoprint, paper, pressure, ink, palette, palette knife, breyer, registration, opacity, negative space, layer		

Unit Title	Printmaking	Length of Unit	
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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"> additive, subtractive, and reverse image process 	<ul style="list-style-type: none"> experiment with various monoprinting techniques ink, roll, and transfer image onto paper demonstrate varied techniques to create texture, value, and layering

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	Digital Design	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What are the various types of digital software available to an artist/ designer? 		
Standards*	<p>Create: Investigate: VA:Cr2.1.IIa Investigate: VA:Cr2.3.IIa</p> <p>Respond: Perceive: VA:Re7.2.IIa Analyze: VA:Re8.1.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • introducing language and definitions of digital artwork • digital application to work 		
Key Vocabulary	jpeg, png, eps, pdf, file size, resolution, digital application, software, server, platforms, vector, raster, email, drive		

Unit Title	Digital Design	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"> • classify file type, size and usage • types of digital software 	<ul style="list-style-type: none"> • demonstrate understanding of files types and appropriate application • manipulate a digital file using software • photographically document work with correct lighting and camera angle • catalog portfolio of digitals on drive

Assessments:	formative assessment; summative assessment
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	<ul style="list-style-type: none"> • Art Critique (peer, self, and teacher) • Art Show (preparation, set up, striking) • Art Room Etiquette 		
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 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