
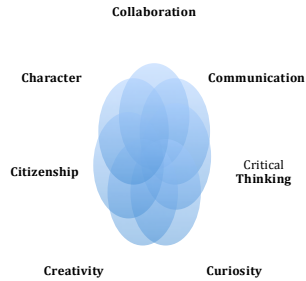


Content Area: Art		Course: Advanced Art	Grade Level: 10-12
		<b>R14 The Seven Cs of Learning</b> 	
Unit Titles		Length of Unit	
● Drawing (Pencil, Pen and Ink, Colored Pencil, Charcoal, Pastel)		● 22 weeks	
● Painting (Watercolor, Acrylic)		● 6 weeks	
● Printmaking (Lino Cut)		● 3 weeks	
● Collage		● 4 weeks	
● Art History		● Ongoing	
● The Etiquette of Art		● Ongoing	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</li> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li>• Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>• People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> </ul>
Present	<ul style="list-style-type: none"> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation</li> <li>• 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.</li> <li>• 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</li> </ul>
Respond	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Visual imagery influences understanding of and responses to the world.</li> <li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• People evaluate art based on various criteria.</li> </ul>
Connect	<ul style="list-style-type: none"> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> </ul>

<b>Unit Title</b>	<b>Drawing</b>	<b>Length of Unit</b>	2 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<p>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?</p> <p>What do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? 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? What is observational perspective? What are the qualities of composition? What are the various characteristics of the drawing media used in class? What role does value play in representational drawing?</p>		
<b>Standards*</b>	<p><b>Create:</b>  Investigate-Plan-Make: VA:Cr1.1.IIa  Investigate-Plan-Make: VA:Cr1.2.IIa  Investigate: VA:Cr2.1.IIa</p> <p><b>Respond:</b>  Interpret:VA:Re9.1.IIa</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Pencil</li> <li>• Pen and Ink</li> <li>• Colored Pencil</li> <li>• Charcoal</li> <li>• Pastel</li> </ul>		
<b>Key Vocabulary</b>	<p>Triptych, Composition, Still life, Pencils (HB, 2B, 4B, 6B, 7B, 8B, 9B), Sandpaper block, "Live grid", Highlights, Tone, Erasing, Line quality, Value (shading), Negative Space, Texture, Contrast, Color Theory - 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, Compressed charcoal, Charcoal pencil, Smudging, Chamois, Stump/tortillion, Pastel (hard, soft, pencils), Foreground, Middleground, Background, Smudging, Blending, Scumbling, Feathering, Broken Color, Building up color, Lifting Out</p>		

\*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](http://www.nationalstandardsforart.org)

<b>Unit Title</b>	<b>Drawing</b>	<b>Length of Unit</b>	22 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• observational perspective</li> <li>• drawing is the foundation for every media</li> <li>• the qualities of composition</li> <li>• the characteristics of drawing media</li> <li>• why a well planned and dynamic composition is important</li> <li>• the significance of value in representational drawing</li> <li>• the role of color theory in drawing</li> <li>• actual and implied texture</li> </ul>	<ul style="list-style-type: none"> <li>• apply elements of art and principles of design</li> <li>• compose a still life</li> <li>• photograph a seasonal landscape to use for projects</li> <li>• illustrate proportion to create a good composition</li> <li>• apply value and texture to organic and everyday forms</li> <li>• explore different subject matter including reflective surface and/or cloth</li> <li>• draw forms and place them in a believable 3-dimensional space</li> <li>• demonstrate knowledge of color, texture, shading, modeling, and value</li> <li>• apply multiple layers of color and techniques to create a full range of value and visual palette</li> <li>• illustrate different ways of interpreting texture</li> <li>• demonstrate various drawing techniques including layering and burnishing through student created compositions</li> <li>• display value in a realistic form using given media</li> </ul>

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

<b>Unit Title</b>	<b>Painting</b>	<b>Length of Unit</b>	6 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	What are the characteristic of watercolor? What are the characteristics of acrylic paint? What are the qualities of composition? What role does color theory play in painting? What is the role of value in representational painting?
<b>Standards*</b>	<p><b>Create:</b> Investigate-Plan-Make: VA:Cr1.1.IIa Investigate-Plan-Make: VA:Cr1.2.IIa Investigate: VA:Cr2.1.IIa</p> <p><b>Respond:</b> Interpret:VA:Re9.1.IIa</p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● Watercolor</li> <li>● Acrylic Paint</li> </ul>
<b>Key Vocabulary</b>	Wet-on-Wet, Wet-on-Dry, Blot-Lifting/Lifting Out, Building up, Flat Wash, Graded Wash, Glazing, Gradations, Masking out, Frisket, Underpainting, Palette, Blending

<b>Unit Title</b>	<b>Painting</b>	<b>Length of Unit</b>	6 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● the characteristics of watercolor and acrylic paint</li> <li>● the qualities of composition</li> <li>● why a well planned and dynamic composition is important</li> <li>● the role of color theory in painting</li> <li>● the significance of value in representational painting</li> <li>● actual and implied texture</li> </ul>	<ul style="list-style-type: none"> <li>● apply elements of art and principles of design</li> <li>● compose an original still life to use for project</li> <li>● apply value and texture to organic and everyday forms</li> <li>● explore subject matter including reflective surface</li> <li>● display their knowledge of color, texture, shading, modeling, and value</li> <li>● lay down multiple layers of colors by using given techniques to create a full range of value</li> <li>● illustrate different ways of interpreting texture</li> <li>● display value in a realistic form using given media</li> <li>● expose the white of the paper to create the white areas in a watercolor painting</li> </ul>

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

<b>Unit Title</b>	<b>Collage</b>	<b>Length of Unit</b>	4 Weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<p>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>What are the characteristics of collage? What are the qualities of composition? What is the importance of a well planned and dynamic composition? What role does value play in collage? What is the difference between actual and implied texture?</p>		
<b>Standards*</b>	<p><b>Create:</b> Investigate-Plan-Make: VA:Cr1.2.IIa Investigate: VA:Cr2.1.IIa</p> <p><b>Respond:</b> Interpret:VA:Re9.1.IIa</p>		
<b>Unit Strands &amp; Concepts</b>	<p>Create a self-portrait using only black construction paper, newspaper and the white of the board Take a photo of your own still life that you created - recreate the image using only newspaper.</p>		
<b>Key Vocabulary</b>	Collage, Overlapping, Assemblage, Value		

<b>Unit Title</b>	<b>Collage</b>	<b>Length of Unit</b>	4 Weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● the characteristics of collage</li> <li>● the qualities of composition</li> <li>● why a well planned and dynamic composition is important</li> <li>● the significance of value in collage</li> <li>● actual and implied texture</li> </ul>	<ul style="list-style-type: none"> <li>● apply elements of art and principles of design</li> <li>● create texture, value and layering</li> <li>● interpret value with a limited black and white palette, such as newspaper and construction paper</li> <li>● look for grayscale values in a photograph then select matching values from a limited palette</li> </ul>

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



<b>Unit Title</b>	<b>The Etiquette of Art</b>	<b>Length of Unit</b>	ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<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>		
<b>Standards*</b>	<p><b>Create:</b>  Investigate: VA:Cr2.2.IIa  Reflect- Refine- Continue: VA: Cr3.1.IIa  <b>Present:</b>  Select: VA:Pr4.1.IIa  Analyze: VA:PR5.1.IIa  Share: VA:Pr6.1.IIa  <b>Respond:</b>  Perceive:VA:Re7.2.IIa  Analyze: VA:Re8.1.IIa  Interpret: VA:Re9.1.IIa</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Art Critique (peer, self, and teacher)</li> <li>• Art Show (preparation, set up, striking)</li> <li>• Art Room Etiquette</li> </ul>		
<b>Key Vocabulary</b>	<p>Elements of art, principles of design  Four steps of art criticism: description, analysis, interpretation, judgment</p>		

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

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

<b>Unit Title</b>	<b>Art History</b>	<b>Length of Unit</b>	ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<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>		
<b>Standards*</b>	<p><b>Present:</b> Share: VA:Pr6.1.IIa</p> <p><b>Connect:</b> Relate: VA:Cn11.1.IIa</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Technique</li> <li>• Cultural Concepts</li> <li>• The evolution of art</li> </ul>		
<b>Key Vocabulary</b>	movement, the elements of art and principles of design, critique, appreciation, relevance		

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

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