

Groton Public Schools

Curriculum Map

INTRODUCTION

Course Title: Advanced Art

Curriculum Area and Grade:

BOE approved 9/27/2021

Course Purpose:

Students will continue their exploratory experience in the visual arts curriculum as they synthesize prior art knowledge with a more advanced understanding of the art elements and principles. Students will experience additional art media as they give voice to their creativity through their artistic compositions. Art history, art appreciation, and critical thinking are integrated into the course.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

- Establish self-esteem and self-confidence.
- Use a variety of media and materials
- State preferences for works of art based on detailed analysis.
- Expand aesthetic awareness and develop aesthetic judgement.
- Discuss elements of art and principles of design while identifying aspects that contribute to the effectiveness of art.
- Describe how a society or culture influences the arts.
- Increase exposure to art history and evaluate works others
- Explore areas of artistic interest in greater depth as they develop their own critical and problem solving skills.

Units and Concepts

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1. Painting <ul style="list-style-type: none">● Value and color theory● Personal painting	2. Drawing <ul style="list-style-type: none">● Observational Drawing● 2D Design
3. Sculpture	4. Personal Project
5. Critique continuing concept throughout all units	6. Personal Portfolio continuing concept throughout all units

<p>7. Art History continuing concept throughout all units</p> <p>Introduce artists from varied cultures and backgrounds as it relates to projects and techniques</p>	<p>8. Art terms and vocabulary continuing concept throughout all units</p> <p>Project appropriate vocabulary related to materials and techniques</p>
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Part 1 - Unit/Theme/Concept			
Painting			
Grade:	Subject:	Course:	Length of Unit:
8	Art	Advanced Art	2

<p>Common Core State Standards</p> <p>Common Core State Standards</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p>
<p>Supporting Standards</p> <p>Supporting Standards/MYP</p> <p>Communication</p> <ul style="list-style-type: none"> ● Use intercultural understanding to interpret communication ● Negotiate ideas and knowledge with peers and teachers

Social

- Take responsibility for one's own actions
- Make fair and equitable decisions
- Advocate for your own rights and needs

Self Management

- Plan short and long term assignments; meet deadlines
- Practice Positive Thinking
- Practice 'bouncing back' after adversity, mistakes and failures
- Try new approaches to learning and evaluate their effectiveness

Research

- Make informed choices about personal viewing experiences
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

- Recognize unstated assumptions and bias
- Formulate factual, topical, conceptual and debatable questions
- Create original works and ideas
- Practice flexible thinking – arguing both sides of an argument

Connecticut State Standards

Part 2 – Standards

Painting Standards

<p>The students will know:</p> <ol style="list-style-type: none">1. The historical importance of painting throughout the world.2. How meaning can be communicated through color, value, and line. .3. Students will know how to properly conduct themselves in a group critique.	<p>The students will be able to:</p> <ol style="list-style-type: none">1. Appropriately use color schemes that benefit the ideas of their work.2. Appropriately use tints, shades, and tones of colors.3. Properly handle and care for paint and supplies.4. Conceptualize and execute a work of art using painting techniques and materials.5. Analyze and evaluate their own work, and the work of others.	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>
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Big Idea and Essential Questions

- **Big Ideas: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.**
- **Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?**

Part 3 – Common Unit Assessments

Painting Assessment

MYP

- What are my present skills in this area and what evidence do I have of my development?
 - What skills can I improve?
 - What new skills can I learn?
-
- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
 - Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
 - Practitioner/ using – students employ the skill confidently and effectively (demonstration)
 - Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Formative Assessments

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

Summative Assessment

1. Create and present components for a summative portfolio of work.
2. Components for this unit include
 - a. Appropriate color mixing techniques
 - b. Use of color schemes that benefit the individual work of art
 - c. Paint supply care.
 - d. Create an original painting that demonstrates an understanding of the relationship among various forms, materials, techniques, and subject matters.

Part 4 –

Painting Common Learning Experiences

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

Part 5-

Painting: Teacher Resources

Color Wheel Information

<https://drawpaintacademy.com/color-schemes/>

<https://drawpaintacademy.com/artists-color-wheel/>

Value

<https://drawpaintacademy.com/what-is-value-in-art/>

Brush Care

<https://theartyteacher.com/how-to-clean-a-paint-brush/>

<https://www.teachkidsart.net/how-to-care-for-your-art-room-brushes/>

General Art Resources

https://www.getty.edu/education/teachers/classroom_resources/index.html

Part 1 - Unit/Theme/Concept

Drawing

Grade:	Subject:	Course:	Length of Unit:
8	Art	Advanced Art	2

Common Core State Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Supporting Standards

Supporting Standards/MYP

Communication

- Use intercultural understanding to interpret communication
- Negotiate ideas and knowledge with peers and teachers

Social

- Take responsibility for one's own actions
- Make fair and equitable decisions
- Advocate for your own rights and needs

Self Management

- Plan short and long term assignments; meet deadlines
- Practice Positive Thinking
- Practice 'bouncing back' after adversity, mistakes and failures
- Try new approaches to learning and evaluate their effectiveness

Research

- Make informed choices about personal viewing experiences
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

- Recognize unstated assumptions and bias
- Formulate factual, topical, conceptual and debatable questions
- Create original works and ideas
- Practice flexible thinking – arguing both sides of an argument

<p>Part 2 – Standards</p> <p>Drawing Standards</p>		
<p>The students will know:</p> <ol style="list-style-type: none"> 1. Students will know the elements of art. 2. Students will know the principles of Design. 3. Students will know how to break down images into shapes, value, and line. 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Students will develop observational skills by closely observing works of art and drawing objects from life 2. Students will be able to produce a range of values with various drawing materials. 3. Convey meaning through the presentation of artistic work using the Principles of Design. 4. Apply criteria to evaluate artistic work. 	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

Big Idea and Essential Questions

- **Big Ideas: Visual imagery influences understanding of and responses to the world.**
- **Essential Questions: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?**

Part 3 – Common Unit Assessments

Drawing Assessment

MYP

- What are my present skills in this area and what evidence do I have of my development?
 - What skills can I improve?
 - What new skills can I learn?
-
- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
 - Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
 - Practitioner/ using – students employ the skill confidently and effectively (demonstration)
 - Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Formative Assessments

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

Summative Assessment

1. Create and present components for a summative portfolio of work.
2. Components for this unit include
 - a. Value
 - b. Observational Drawing
 - c. Principles of Design

Part 4 –

Drawing Common Learning Experiences

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

Part 5-

Drawing: Teacher Resources

Value

<https://www.creativebloq.com/features/everything-you-need-to-know-about-tonal-values>

<https://theartofeducation.edu/2018/01/11/4-different-ways-to-teach-value/>

<https://theartofeducation.edu/2019/11/08/3-charcoal-activities-to-teach-value-and-line-variety/>

Analyzing paintings through the Elements of Art

https://www.getty.edu/education/teachers/building_lessons/formal_analysis.html

Getty Museum Tips for Teaching

https://www.getty.edu/education/teachers/classroom_resources/tips_tools/index.html

General Art Resources

https://www.getty.edu/education/teachers/classroom_resources/index.html

Part 1 - Unit/Theme/Concept

Sculpture

Grade:	Subject:	Course: Advanced Art	Length of Unit: (# of weeks)
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Common Core State Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Supporting Standards

Supporting Standards/MYP

Communication

- Use intercultural understanding to interpret communication
- Negotiate ideas and knowledge with peers and teachers

Social

- Take responsibility for one's own actions
- Make fair and equitable decisions
- Advocate for your own rights and needs

Self Management

- Plan short and long term assignments; meet deadlines
- Practice Positive Thinking
- Practice 'bouncing back' after adversity, mistakes and failures
- Try new approaches to learning and evaluate their effectiveness

Research

- Make informed choices about personal viewing experiences
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

- Recognize unstated assumptions and bias
- Formulate factual, topical, conceptual and debatable questions
- Create original works and ideas
- Practice flexible thinking – arguing both sides of an argument

<p>Part 2 – Standards</p> <p>Sculpture Standards</p>		
<p>The students will know:</p> <ol style="list-style-type: none"> 1. Students will know the historical importance of sculpture throughout the world 2. Students will know how to identify and create negative and positive space within 3 dimensional objects. 3. Students will know how to properly conduct themselves in a group critique. 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Conceptualize and execute a work of art using sculptural techniques and materials. 2. Analyze and evaluate their own work, and the work of others. 	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

Big Idea and Essential Questions

- **Big Ideas: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.**
- **Essential Questions: 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?**

Part 3 – Common Unit Assessments

Sculpture Assessment

MYP

- What are my present skills in this area and what evidence do I have of my development?
 - What skills can I improve?
 - What new skills can I learn?
- :
- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
 - Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
 - Practitioner/ using – students employ the skill confidently and effectively (demonstration)
 - Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Formative Assessments

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

Summative Assessment

1. Create and present components for a summative portfolio of work.
2. Create a three dimensional work using project appropriate sculptural techniques and presentation.

Part 4 –

Sculpture Common Learning Experiences

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

Part 5-

Sculpture: Teacher Resources

Ceramic Hand Building Techniques

<https://www.thesprucecrafts.com/basic-hand-building-techniques-2745928>

<http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm>

<https://www.artsy.net/article/artsy-editorial-5-ceramic-techniques-you-need-to-know>

Loading and Firing the Kiln

[https://bigceramicstore.com/pages/info-ceramics-tips-tip49_load_fire_kilns_part2#:~:text=THE RE%20ARE%20THREE%20COMMON%20WAYS.kiln%20when%20it%20reaches%20temperature.](https://bigceramicstore.com/pages/info-ceramics-tips-tip49_load_fire_kilns_part2#:~:text=THE%20RE%20ARE%20THREE%20COMMON%20WAYS.kiln%20when%20it%20reaches%20temperature.)

<https://skutt.com/>

General Art Resources

https://www.getty.edu/education/teachers/classroom_resources/index.html

Part 1 - Unit/Theme/Concept

Personal Project

Grade:	Subject:	Course:	Length of Unit:
8	Art	8th Grade Art	2

Common Core State Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Supporting Standards

Supporting Standards/MYP

Communication

- Use intercultural understanding to interpret communication
- Negotiate ideas and knowledge with peers and teachers

Social

- Take responsibility for one's own actions
- Make fair and equitable decisions
- Advocate for your own rights and needs

Self Management

- Plan short and long term assignments; meet deadlines
- Practice Positive Thinking
- Practice 'bouncing back' after adversity, mistakes and failures
- Try new approaches to learning and evaluate their effectiveness

Research

- Make informed choices about personal viewing experiences
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

- Recognize unstated assumptions and bias
- Formulate factual, topical, conceptual and debatable questions
- Create original works and ideas
- Practice flexible thinking – arguing both sides of an argument

Part 2 – Standards		
Personal Project		
The students will know:	The students will be able to: 1. Students will be able to conceptualize and realize a work of art using their choice of materials and subject matter.	Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

Big Idea and Essential Questions
<ul style="list-style-type: none"> ● Big Ideas: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. ● Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Part 3 – Common Unit Assessments

Personal Project Assessment

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can learn?

:

- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
- Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/ using – students employ the skill confidently and effectively (demonstration)
- Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Formative Assessments

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

Summative Assessment

1. Create and present components for a summative portfolio of work.
2. Create an expressive artwork that demonstrates a sense of purpose and understanding of the relationship among various forms, materials, techniques, and subject matters.
3. Show evidence of original ideation, execution and presentation. .

Part 4 –

Personal Project Common Learning Experiences

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

Part 5-

Personal Project: Teacher Resources

Ceramic Hand Building Techniques

<https://www.thesprucecrafts.com/basic-hand-building-techniques-2745928>

<http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm>

<https://www.artsy.net/article/artsy-editorial-5-ceramic-techniques-you-need-to-know>

Loading and Firing the Kiln

https://bigceramicstore.com/pages/info-ceramics-tips-tip49_load_fire_kilns_part2#:~:text=THREE%20COMMON%20WAYS,kiln%20when%20it%20reaches%20temperature.

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