

| First Nine Weeks | | |
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| Week(s) | Topics & Objectives | Standards |
| 1 | Classroom rules and procedures/ Project: Art as communication - Self Communication drawing | <p>“Design”</p> <p>Lesson One: What will students do?</p> <p>The first few days we will spend reviewing rules and procedures. A brief introduction to the class will be presented. Some discussion of why people make art and what is art will also take place.</p> <p>Students will create a Zentangle which will be turned into a collaborative artwork. Students will learn about the art elements and create a handout for them.</p> <p>What will students learn?</p> <p>Students will learn expectations of teacher. Students will create an artwork based on line and rhythm.</p> <p>Essential Standards Addressed</p> <p>B.V.1.2 Apply the Elements of Art and Principles of Design to create art.</p> <p>B.V.1.4 Recognize how Elements of Art and Principles of Design are used in art.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> |
| 2 | Learning the basics of drawing | <p>Lesson Two: What will students do?</p> <p>Students will create contour line drawings of objects placed on desks. This will help me assess skill levels of this Art One class. We also use these drawings as a reference for growth at the end of the semester. Students will rotate around the room for this exercise. An introduction to the element of line will be first. Students will also create right brain drawings by looking at a picture upside down. They will create these first and then another right side up. We will compare the drawings and assess which one is more accurate.</p> <p>What will students learn?</p> <p>Students will learn about line. Students will learn vocabulary related to line. Students will learn some techniques for drawing from life.</p> |

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| | | <p>g skills to artistic expression. B.V.1 Use the language of visual arts to communicate effectively. B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>Lesson Three: What will students do? We will view different types of art:Realistic, Abstract, and Nonrepresentational. We will also look at how viewing this art influences historical perspectives. What will students learn? Students will learn about the artistic expressions of early man. Students will learn how, why, and where some of the most famous cave paintings exist.</p> <p>Essential Standards Addressed B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts. B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. B.CX.1.2 Explain how art influences historical perspectives on society. B.CX.1.3 Understand how art is used to document human experience. B.CX.1.4 Interpret art in terms of cultural and ethnic context. B.CX.1.5 Explain the effect of the geographic location and physical environment on the media and subject matter of art.</p> |
| <p>3</p> | <p>Types of art: What am I looking at when I see art? : Abstract, Realism, onal Art. Projects on each.</p> | <p>Lesson Three: What will students do? We will view different types of art:Realistic, Abstract, and Nonrepresentational. We will also look at how viewing this art influences historical perspectives. What will students learn? Students will learn about the artistic expressions of early man. Students will learn how, why, and where some of the most famous cave paintings exist.</p> <p>Essential Standards Addressed B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts. B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. B.CX.1.2 Explain how art influences historical perspectives on</p> |

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| | | <p>society.</p> <p>B.CX.1.3 Understand how art is used to document human experience.</p> <p>B.CX.1.4 Interpret art in terms of cultural and ethnic context.</p> <p>B.CX.1.5 Explain the effect of the geographic location and physical environment on the media and subject matter of art.</p> |
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| 4 | <p>Element of Art : Color: Color theory</p> | <p>Lesson Four: What will students do?</p> <p>Students will begin learning about the Element of art color. We will study the color wheel and understand the color mixing properties as well as different color schemes. The students will create several different fine art pieces using a wide range of gained knowledge of color by pairing certain color schemes together to create different effects.(tints, shades, and hues). Students will learn how to use paint responsibly.</p> <p>What will students learn?</p> <p>Students will learn about the unique properties of color and the impact that can have on their art in all aspects, through a wide range of mediums. the students will use color and learn to manipulate color to enhance their art. Essential Standards Addressed</p> <p>B.V.1 Use the language of visual arts to communicate effectively.</p> <p>B.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.</p> |
| 5 | <p>Realistic Portraits</p> | <p>Lesson Five: What will students do?</p> <p>Students will learn how to draw a realistic portrait. The teacher will demonstrate by showing the class techniques that will make drawing the facial features understandable. Students will be introduced to the principle of balance and utilize symmetrical balance in a work of art.</p> <p>What will students learn?</p> <p>Students will learn easy techniques to help with the learning process. Students will learn some techniques on using line and space effectively in a drawing. Student will choose</p> |

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| | | <p>subject matter for their portrait. Students will learn the importance of detail.</p> <p>Essential Standards Addressed</p> <p>B.V.1 Use the language of visual arts to communicate effectively.</p> <p>B.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>B.CX.1.3 Understand how art is used to document human experience.</p> <p>B.CX.1.4 Interpret art in terms of cultural and ethnic context.</p> <p>B.CR.1.2 Use teacher-generated criteria to evaluate personal art.</p> |
| 6 | Zentangle Designs / using repetitive patterns | <p>Lesson Six: What will students do?</p> <p>Students will Design a Zentangle using 12 different patterns. The students will look at several different designs to gain inspiration and then, they will compose patterns. They will then design a composition using all 12 repetitive patterns. What will students learn?</p> <p>Students will learn about Zentangle and the calming effects it can have. Students will learn how to organize their patterns. Students will learn to create and brainstorm ideas for a Zentangle that must accommodate 12 repetitive patterns</p> <p>Essential Standards Addressed</p> <p>B.V.1 Use the language of visual arts to communicate effectively.</p> <p>B.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.</p> |
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| 7 | Symmetry: Mandalas | <p>Lesson Seven: What will students do?</p> <p>After viewing a history of Mandalas, students will plan for the creation of their own Mandala. The element of texture will be discussed as well as the principles of design. Students will use a scratching technique to reveal their</p> |

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| | | <p>Mandala. Students will be introduced to color palettes.</p> <p>What will students learn?</p> <p>Students will learn about mandalas throughout history. Students will learn about the element of texture and how to implement it in drawings. Students will learn about a new media technique. Students will learn about color schemes and how to use color effectively.</p> <p>Essential Standards Addressed</p> <p>B.V.1 Use the language of visual arts to communicate effectively.</p> <p>B.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately</p> <p>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</p> <p>B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.</p> |
| 8 | Self-Expression Art: Self Portraits inspired by Mexican Artists | <p>Lesson Eight: What will students do?</p> <p>Students will study the works of the Mexican Artists Frida Kahlo and Diego Rivera. We will look at Frida’s many paintings and discuss her tumultuous life as seen in her paintings.</p> <p>B.V. 1 Understand the language of visual arts to communicate effectively.</p> <p>B.V.2 Apply creative and critical king skills to artistic expression.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</p> |
| 9 | Value Studies: Monochromatic ribbons | <p>What will students do?</p> <p>Students will create chiaroscuro spheres and ribbons as a means to learn about value.</p> <p>A large work depicting three dimensional forms will test students’ knowledge and ability to render form. (page 470 in World History Book)</p> <p>What will students learn?</p> <p>Students will learn about artists of the Renaissance period who excelled in the use of chiaroscuro as a means to create</p> |

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| | | <p>three dimensions on two dimensional services. They will increase their drawing skills and use of value.</p> <p>Essential Standards Addressed B.V.2 Apply creative and critical thinking skills to artistic expression. B.V.1 Use the language of visual arts to communicate effectively. B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately. B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts. B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. B.CX.1.2 Explain how art influences historical perspectives on society. B.CX.1.3 Understand how art is used to document human experience. B.CX.1.4 Interpret art in terms of cultural and ethnic context.</p> |
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Second Nine Weeks

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| 10 | <p>Still life drawings : Manipulating through Abstraction</p> | <p>What will students do? Students will apply knowledge of line and value learned in previous two lessons to a charcoal still life drawing. Students will survey still life over the centuries.</p> <p>What will students learn? Students will learn to incorporate this technique in order to better communicate their ideas in a drawing. Students will learn how to use value to further manipulate depth in a drawing.</p> <p>Essential Standards Addressed B.V.2 Apply creative and critical thinking skills to artistic expression. B.V.1 Use the language of visual arts to communicate effectively. B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately. B.CX.1.2 Explain how art influences historical perspectives on</p> |

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| | | society. |
| 11 | | <p>: What will students do?</p> <p>Students will be introduced to master artists who used the element of value effectively. Using the sign language alphabet as inspiration, students will draw their own hands. They will choose a word to illustrate. What will students learn?</p> <p>Students will learn about value, shading techniques, chiaroscuro, and how to plan and organize a composition.</p> <p>Essential Standards Addressed</p> <p>B.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>B.V.1 Use the language of visual arts to communicate effectively.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> |
| 12 | Perspective drawings: cities in one point perspective | <p>: What will students do?</p> <p>Students will survey historical context of one-point perspective. They will create a drawings using one-point perspective with a choice of three problems for subject matter. The art of the Renaissance will be a focus.</p> <p>What will students learn?</p> <p>Students will learn technique of one-point perspective. Students will understand how perspective in drawing evolved.</p> <p>Essential Standards Addressed</p> <p>B.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>B.V.1 Use the language of visual arts to communicate effectively.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</p> <p>B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.</p> <p>B.CX.1.2 Explain how art influences historical perspectives on society.</p> <p>B.CX.1.3 Understand how art is used to document human</p> |

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| | | <p>experience.</p> <p>B.CX.1.4 Interpret art in terms of cultural and ethnic context.</p> |
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| 13 | <p>Realistic/ Abstract Self Portraits</p> | <p>What will students do?</p> <p>Students will increase their use of value in a realistic self-portrait using a grid. A brief survey of portraits through history will be introduced. Students will learn be exposed to the Baroque style and look at Rembrandt’s portraits. A look at some Baroque artists who master light such as Vermeer. (330-360 Art history book.) Students will see how contemporary artist Chuck Close uses a grid to create his portraits. Some math will be introduced to help students learn to grid and use ruler.</p> <p>What will students learn?</p> <p>Students will learn how to shade. Students will learn proportions of face. Students will learn how to enlarge using a grid. Students will learn about Baroque artists such as Rembrandt and contemporary artist Chuck Close.</p> <p>Essential Standards Addressed</p> <p>B.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>B.V.1 Use the language of visual arts to communicate effectively.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</p> <p>B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.</p> <p>B.CX.1.2 Explain how art influences historical perspectives on society.</p> <p>B.CX.1.3 Understand how art is used to document human experience.</p> <p>B.CX.1.4 Interpret art in terms of cultural and ethnic context.</p> |
| 14 | <p>Impressionist Paintings</p> | <p>Lesson Fourteen : What will students do?</p> <p>Students will discover Impressionist art and the Impressionist painting process will be introduced.</p> <p>What will students learn?</p> <p>Students will learn about the style of the Impressionist painters and how it reflects the culture of the time. Students will be asked to describe, analyze, interpret, and</p> |

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| | | <p>judge a painting/artwork, as well as recreate two Impressionist style paintings.</p> <p>Essential Standards Addressed B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. B.CX.1.2 Explain how art influences historical perspectives on society. B.CX.1.3 Understand how art is used to document human experience. B.CX.1.4 Interpret art in terms of cultural and ethnic context. B.CR.1.1 Understand the art criticism process.</p> |
| 15 | | <p>: What will students do? Students will look at the works of French Impressionist painters. Students will be introduced to the style and concepts of the Impressionists and learn painting techniques based on this style.</p> <p>What will students learn? Students will learn about the life and works of French painters in the mid to late 18. Students will learn how to create a paper sculpture based on the idea of stabiles. Students will learn about shape and how to use materials responsibly.</p> <p>Essential Standards Addressed B.V.2 Apply creative and critical thinking skills to artistic expression. B.V.1 Use the language of visual arts to communicate effectively. B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately. B.CX.2.1 Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.</p> |
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| 16 | Optical Illusion Art | <p>What will students do and learn? Students will learn about Optical Illusion Art. Students will create a create a piece of Op art.</p> <p>What will students learn? Students will learn about the life and works of Mc Escher.</p> |

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| | | <p>We will look at many Op art pieces and discuss them. Students will learn how to create an Optical illusion art piece effectively.</p> <p>Essential Standards Addressed</p> <p>B.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>B.V.1 Use the language of visual arts to communicate effectively.</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> |
| 17 | Post-Impressionism | <p>Lesson Seventeen: What will students do?</p> <p>Students will Study Post -Impressionism. Then, ehy will create a mock post-Impressionist art piece.</p> <p>What will students learn?</p> <p>Students will learn about Post-Impressionist art They will analyze how art contributes to Modern art we see today.</p> <p>Essential Standards Addressed</p> <p>B.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.</p> <p>B.CX.2.1 Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.</p> <p>B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.</p> <p>B.CX.2.3 Analyze the collaborative process in the creation of art.</p> <p>B.CX.2.4 Analyze the role of art in creating digital images, technological products, and design</p> |
| 18 | | Review and Test |
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