

First Nine Weeks		
Wee k(s)	Topics & Objectives	Standards
1	Classroom rules and procedures Review: What do I remember about art? Project: Who am I as an artist?	<p><b>“Design”</b></p> <p><b>Lesson One: What will students do?</b></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 self expression through art and they will review art terminology.</p> <p><b>What will students learn?</b></p> <p>Students will learn expectations of teacher. Students will create an artwork based on line and rhythm.</p> <p><b>Essential Standards Addressed</b></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>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p>
2	Reviewing drawing: Contour/Gesture/ Value/Form	<p><b>Lesson Two: What will students do?</b></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><b>What will students learn?</b></p> <p>Students will review line: Contour, Gesture, Form, and Value. Students will learn vocabulary related to line. Students will learn some techniques for drawing from a still</p>

		<p>life that they create. Art 3 students set up for art 2 students.</p> <p><b>g skills to artistic expression.</b></p> <p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p>
3	Ceramic: Intro to the clay body.	<p><b>What will students do and learn?</b></p> <p>Students will learn about hand building techniques in clay. Students will learn slab, pinch, and coil. Students will create a utilitarian vessel out of clay.</p> <p><b>Essential Standards Addressed</b></p> <p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p> <p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p>
4	Color theory and Symmetry	<p><b>Lesson Four: What will students do?</b></p> <p>Students will Review Color and Color Theory. they will create a large mandala using the color wheel and symmetry.</p> <p><b>What will students learn?</b></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 Mandala. Students will be introduced to color palettes.</p> <p><b>What will students learn?</b></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><b>Essential Standards Addressed</b></p> <p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p>

		<p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately</b></p> <p><b>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</b></p> <p>B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.</p>
5	Abstract Portraits	<p><b>Lesson Five: What will students do?</b></p> <p>Students will learn how to draw an Abstract 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><b>What will students learn?</b></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 subject matter for their portrait. Students will learn the importance of detail.</p> <p><b>Essential Standards Addressed</b></p> <p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p> <p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></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	Ceramics: Ceramic Fish	<p><b>Lesson Six: What will students do?</b></p> <p>Students will learn about hand building techniques in clay. Students will learn slab, pinch, and coil. Students will create a utilitarian vessel out of clay.</p>

		<p><b>Essential Standards Addressed</b>  <b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b>  <b>B.V.1 Use the language of visual arts to communicate effectively.</b>  <b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p> <p><b>Essential Standards Addressed</b>  <b>B.V.1 Use the language of visual arts to communicate effectively.</b>  <b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b>  <b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b>  B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.</p>
<p>7</p>	<p>Symmetry: Mandalas</p>	<p><b>Lesson Seven: What will students do?</b>  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 Mandala. Students will be introduced to color palettes.</p> <p><b>What will students learn?</b>  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><b>Essential Standards Addressed</b>  <b>B.V.1 Use the language of visual arts to communicate effectively.</b>  <b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b>  <b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately</b></p>

		<p><b>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</b></p> <p>B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.</p>
8	Self-Expression Art: How have artist expressed themselves through history?	<p><b>Lesson Eight: What will students do?</b></p> <p>Students will study the works of Modern Artist Picasso, Matisse, Van Gogh, Close, Pollock. etc. Discuss how they express themselves in their paintings, then we will create a piece to express ourselves through art.</p> <p><b>.B.V. 1 Understand the language of visual arts to communicate effectively.</b></p> <p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p> <p><b>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</b></p>
9	Surrealism	<p><b>What will students do?</b></p> <p>Students will Discuss Surrealism and its hidden meanings. We will explore the meanings behind some the surreal paintings and possible meanings. class discussion and feedback. Then a drawing will be created inspired by the surreal movement.</p> <p><b>What will students learn?</b></p> <p>Students will learn about artists of the Surreal movement who excelled in the use of dreams and fantasy in art as a means to create surreal landscapes. They will increase their drawing skills and use of value.</p> <p><b>Essential Standards Addressed</b></p> <p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p> <p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p> <p><b>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</b></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</p>

		<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>Second Nine Weeks</p>		
Wee k(s)	Topics & Objectives	Standards
10	<p>ceramics: Wheel thrown vessels/ handbuilding vessels/vases</p>	<p><b>What will students do?</b></p> <p>Students will apply knowledge of handbuilding to throw on the potter’s wheel and attach handbuilt items to a thrown piece, learned in previous two lessons</p> <p><b>What will students learn?</b></p> <p>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><b>Essential Standards Addressed</b></p> <p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p> <p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p> <p>B.CX.1.2 Explain how art influences historical perspectives on society.</p>
11		<p><b>: What will students do?</b></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. <b>What will students learn?</b></p> <p>Students will learn about value, shading techniques, chiaroscuro, and how to plan and organize a composition.</p> <p><b>Essential Standards Addressed</b></p> <p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p>

		<p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p>
12	drawings: cities in two point perspective	<p><b>: What will students do?</b></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><b>What will students learn?</b></p> <p>Students will learn technique of one-point perspective. Students will understand how perspective in drawing evolved.</p> <p><b>Essential Standards Addressed</b></p> <p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p> <p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p> <p><b>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</b></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>
13	ceramics: face pots	<p><b>What will students do?</b></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><b>What will students learn?</b></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><b>Essential Standards Addressed</b></p> <p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p> <p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></p> <p><b>B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.</b></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	large scale Impressionist Paintings	<p><b>Lesson Twelve: What will students do?</b></p> <p>Students will discover Impressionist art and the Impressionist painting process will be introduced.</p> <p><b>What will students learn?</b></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 judge a painting/artwork, as well as recreate two Impressionist style paintings.</p> <p><b>Essential Standards Addressed</b></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> <p>B.CR.1.1 Understand the art criticism process.</p>
15		<p><b>: What will students do?</b></p> <p>Students will look at the works of French Impressionist</p>



		<p>painters. Students will be introduced to the style and concepts of the Impressionists and learn painting techniques based on this style.</p> <p><b>What will students learn?</b></p> <p>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><b>Essential Standards Addressed</b></p> <p><b>B.V.2 Apply creative and critical thinking skills to artistic expression.</b></p> <p><b>B.V.1 Use the language of visual arts to communicate effectively.</b></p> <p><b>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</b></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>
18		review and test