

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: Visual Art I	Grade: 9-12
Benchmark Assessment 1		
Instructional Timeline: 1 st 9 weeks		
Topic(s): Drawing fundamentals and the elements of Art		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<ul style="list-style-type: none"> AH-HS-SA-S-VA1: use appropriate terminology to analyze and evaluate the use of elements of art and principles of design in a variety of visual artworks AH-HS-SA-S-VA2: expressively use the elements of art, principles of design and a variety of processes in creating artworks H-HS-SA-S-VA4: analyze and evaluate the use of elements of art and principles of design in a variety of two and three dimensional artworks AH-HS-SA-S-VA5: identify and use a variety of subject matter in viewing and creating visual artworks AH-HS-PCA-S-VA1: compare, interpret and explain purposes for which visual art is created AH-HS-PCA-S-VA2: create new, choose and experience artworks created to fulfill a variety of specific purposes AH-HS-PA-S-VA1: be actively involved in selecting media, techniques, subject matter and processes for creating artworks 	<p>I can use appropriate terminology to analyze and evaluate the use of the elements of art in a variety of visual artworks.</p> <p>I can expressively use the elements of art and a variety of processes in creating artworks.</p> <p>I can analyze and evaluate the use of elements of art in a variety of two-dimensional artworks.</p> <p>I can identify and use a variety of subject matter in viewing and creating visual artworks</p> <p>I can compare, interpret and explain purposes for which visual art is created.</p> <p>I can create a work of art designed for the purpose of artistic expression</p> <p>I can create a work of art designed for the purpose of showing a narrative.</p> <p>I can select my own subject matter and process for creating artwork.</p> <p>I can create an expressive work of art.</p> <p>I can draw a still life</p> <p>I can draw my own self-portrait.</p>	<p>Elements of art:</p> <ul style="list-style-type: none"> Line Shape Form Texture Space (perspective: aerial or atmospheric, two-point linear perspective) Value (lightness and darkness, tints and shades) Color <p>Media Process</p> <p>Subject matter: Representational- portrait, still life</p> <p>Purposes of Visual Art:</p> <ul style="list-style-type: none"> Artistic expression Narrative <p>Drawing media Vocabulary</p>

<p>for specific purposes, applying the elements of art and principles of design</p> <ul style="list-style-type: none"> • AH-HS-PA-S-VA2: use knowledge of the elements and principles of art and art terminology to: • AH-HS-PA-S-VA2.a: create expressive artworks 		
CUMBERLAND COUNTY SCHOOL DISTRICT BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE		
School: CCHS	Subject: Visual Art I	Grade: 9-12
<i>Benchmark Assessment 2</i>		
Instructional Timeline: 2 nd 9 weeks		
Topic(s): Color Theory and the Principles of design		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<ul style="list-style-type: none"> • AH-HS-SA-S-VA1: use appropriate terminology to analyze and evaluate the use of elements of art and principles of design in a variety of visual artworks • AH-HS-SA-S-VA2: expressively use the elements of art, principles of design and a variety of processes in creating artworks • H-HS-SA-S-VA4: analyze and evaluate the use of elements of art and principles of design in a variety of two and three dimensional artworks • AH-HS-SA-S-VA5: identify and use a variety of subject matter in viewing and creating visual artworks 	<p>I can use appropriate terminology to analyze and evaluate the use of the principles of design in a variety of visual artworks.</p> <p>I can expressively use the elements of art principles of design and a variety of processes in creating artworks.</p> <p>I can analyze and evaluate the use of principles of design in a variety of two-dimensional artworks.</p> <p>I can paint a landscape.</p> <p>I can compare, interpret and explain purposes for which visual art is created.</p> <p>I can create a work of art designed for the purpose of ceremonial use.</p> <p>I can select my own subject matter and process for creating artwork.</p> <p>I can create an expressive work of art.</p>	<p>Color theory - primary, secondary, intermediate hues, intensity - brightness and dullness, color schemes/groups - triadic, complementary, analogous)</p> <p>Principles of design:</p> <ul style="list-style-type: none"> • Repetition • Pattern • Rhythm • Movement • Contrast • Proportion • Balance (symmetrical, asymmetrical, radial)

<ul style="list-style-type: none"> • AH-HS-HA-S-VA2: observe, classify and create visual art according to styles and processes used in a variety of world cultures and historical/style periods • AH-HS-PCA-S-VA1: compare, interpret and explain purposes for which visual art is created (ceremonial, artistic expression, narrative, functional, persuasive) • AH-HS-PCA-S-VA2: create new, choose and experience artworks created to fulfill a variety of specific purposes • AH-HS-PA-S-VA1: be actively involved in selecting media, techniques, subject matter and processes for creating artworks for specific purposes, applying the elements of art and principles of design • AH-HS-PA-S-VA2: use knowledge of the elements and principles of art and art terminology to: • AH-HS-PA-S-VA2.a: create expressive artworks 	<p>I can create a color wheel</p> <p>I can create value with my paint</p> <p>I can create a painting using a specific color scheme.</p> <p>I can create a painting using atmospheric perspective.</p>	<ul style="list-style-type: none"> • Emphasis (focal point) • Variety • Unity <p>Subject matter: Representational – landscape</p> <p>Purposes of Visual Art:</p> <ul style="list-style-type: none"> • Ceremonial <p>Painting Vocabulary</p>
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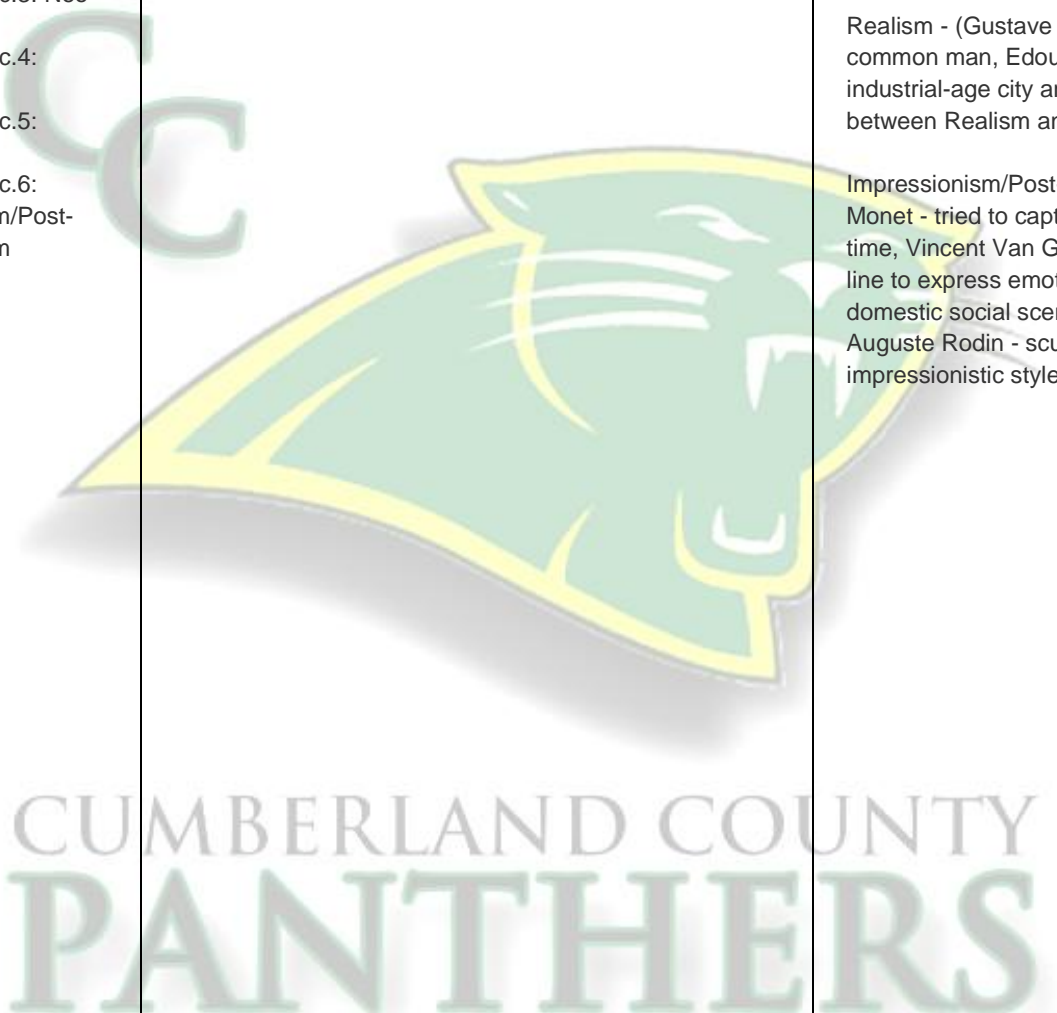
**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: Visual Art I	Grade: 9-12
Benchmark Assessment 3		
Instructional Timeline: 3 rd 9 weeks		
Topic(s): Mixed Media and Art Criticism		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<ul style="list-style-type: none"> • AH-HS-1.4.2.a: Media • AH-HS-1.4.2.b: Art processes • AH-HS-SA-S-VA5: identify and use a variety of subject matter in viewing and creating visual artworks • AH-HS-SA-S-VA2: expressively use the elements of art, principles of design and a variety of processes in creating artworks • AH-HS-HA-S-VA1: describe, analyze and evaluate distinguishing characteristics of visual art representing a variety of world cultures. • AH-HS-HA-S-VA2: observe, classify and create visual art according to styles and processes used in a variety of world cultures and historical/style periods. • AH-HS-HA-S-VA3: examine visual artworks from various world cultures and explain how artworks reflect the culture, cultural beliefs or blending of cultures; use examples to illustrate how artworks have directly influenced society or culture • AH-HS-PCA-S-VA2: create new, choose and experience artworks created to fulfill a variety of specific purposes • AH-HS-PA-S-VA1: be actively involved in selecting media, techniques, subject matter and processes for creating artworks for specific purposes, applying 	<p>I can create an original work of art using a variety of media.</p> <p>I can create an abstract work of art.</p> <p>I can create a persuasive work of art.</p> <p>I can describe, analyze and evaluate distinguishing characteristics of visual art representing a variety of world cultures.</p> <p>I can observe, classify and create visual art according to styles and processes used in a variety of world cultures.</p> <p>I can explain how a variety of artwork reflects the culture it comes from.</p> <p>I can select my own subject matter and process for creating artwork.</p> <p>I can describe and critique my own work and the creations of others.</p> <p>I can identify and apply criteria for evaluating visual arts.</p> <p>I can demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed</p>	<p>Media an processes with specific Vocabulary:</p> <ul style="list-style-type: none"> • Water Color • Zentangles/sharpie art • Print Making • Calligraphy • Collage • Fiber Arts • Pastels (oil and chalk) • Photography • Graphic Design • Animation <p>Subject matter: Nonrepresentational –abstract, non-objective</p> <p>Purposes of Visual Art:</p> <ul style="list-style-type: none"> • Persuasive <p>Criteria for evaluating visual arts:</p> <ul style="list-style-type: none"> • skill of artist • originality

<p>the elements of art and principles of design</p> <ul style="list-style-type: none"> • AH-HS-PA-S-VA2: use knowledge of the elements and principles of art and art terminology to: • AH-HS-PA-S-VA2.a: create expressive artworks • AH-HS-PA-S-VA2.b: describe and critique their own work creations and the creations of others (e.g., how the communication of ideas relates to media, techniques, or processes used) • AH-HS-PA-S-VA3: identify and apply criteria for evaluating visual arts (e.g., skill of artist, originality, emotional impact, variety, interest, technical quality) • AH-HS-PA-S-VA4: demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way • AH-HS-PA-S-VA5: describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message) • AH-HS-PA-S-VA6: explore skills and training necessary for a variety of careers in visual arts 	<p>I can discuss opinions with peers in a supportive and constructive way.</p> <p>I can describe my personal responses to artwork</p> <p>I can explain why there might be different responses to specific art works.</p> <p>I can explore skills and training necessary for a variety of careers in visual arts.</p>	<ul style="list-style-type: none"> • emotional impact • variety • interest • technical quality <p>Responses to specific works of art:</p> <ul style="list-style-type: none"> • personal experience • interest • medium used • effectiveness of message <p>World cultures:</p> <p>Middle Eastern and Asian temple architecture: characteristics of temples:</p> <ul style="list-style-type: none"> • Islamic – e.g., Dome of the Rock - geometric patterns for decoration such as arabesques, minaret tower to call Muslims to prayer • Hindu – e.g., Pampapati Temple– temple city complex with towers • Buddhist – e.g., Liurong Temple/pagoda or called a stupa in India, part of a temple city complex <p>Unique visual arts in Asian cultures:</p> <ul style="list-style-type: none"> • Japanese printmaking • Chinese and Japanese ink and brush paintings • calligraphy
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**CUMBERLAND COUNTY SCHOOL DISTRICT
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School: CCHS	Subject: Visual Art I	Grade: 9-12
Benchmark Assessment 4		
Instructional Timeline: 4 th 9 weeks		
Topic(s): Ceramics and Art History		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<ul style="list-style-type: none"> • AH-HS-HA-S-VA4: examine visual artworks from various time periods and explain the influence of time and place are reflected in them • AH-HS-PCA-S-VA2: create new, choose and experience artworks created to fulfill a variety of specific purposes • AH-HS-PA-S-VA1: be actively involved in selecting media, techniques, subject matter and processes for creating artworks for specific purposes, applying the elements of art and principles of design • AH-HS-PA-S-VA2: use knowledge of the elements and principles of art and art terminology to: • AH-HS-PA-S-VA2.a: create expressive artworks <ul style="list-style-type: none"> • AH-HS-2.4.1.c: Historical Periods and Styles: Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard <ul style="list-style-type: none"> ○ AH-HS-2.4.1.c.1: 	<p>I can use a variety of media to create a three dimensional work of art.</p> <p>I can create a functional work of art.</p> <p>I can examine visual artworks from various time periods and explain how the influence of time and place are reflected in them</p> <p>I can create an expressive 3d work of art</p>	<p>Sculpture Vocabulary</p> <p>Ceramics Vocabulary</p> <p>Purposes of Visual Art:</p> <ul style="list-style-type: none"> • Functional <p>Historical Periods</p> <p>Renaissance (Leonardo Da Vinci - painting, Michelangelo - sculpture, painting, architecture - build on the innovative architectural techniques of Ancient Greece and Rome ([e.g., the arch, vault, dome, principles of stress and counter stress, atrium-style houses, etc.]])</p> <p>Baroque (Rembrandt - Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio - Italian Baroque painter, captured realistic depictions using chiaroscuro)</p> <p>Neo-Classical (Jacques-Louis David - distinctive Neo-Classical style associated with French revolution, Jefferson - Neo- Classical architecture with Ancient Greek and Roman architectural influences, reflects ideas of newly independent United States)</p> <p>Romantic (John Constable - British landscapes,</p>

<p>Renaissance</p> <ul style="list-style-type: none"> ○ AH-HS-2.4.1.c.2: Baroque ○ AH-HS-2.4.1.c.3: Neo-Classical ○ AH-HS-2.4.1.c.4: Romantic ○ AH-HS-2.4.1.c.5: Realism – ○ AH-HS-2.4.1.c.6: Impressionism/Post-Impressionism 	 <p>CUMBERLAND COUNTY PANTHERS</p>	<p>Francisco Goya - Spanish Court painter examined violence, greed and foolishness of society)</p> <p>Realism - (Gustave Courbet - attention on the common man, Edouard Manet - focused on industrial-age city and people, bridged the gap between Realism and Impressionism)</p> <p>Impressionism/Post-Impressionism (Claude Monet - tried to capture light as a moment of time, Vincent Van Gogh - used bright colors and line to express emotion, Mary Cassatt - domestic social scenes of women and children, Auguste Rodin - sculptor who used impressionistic style in his work)</p>
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