Course Name:	**Art 1**					
Course Description	Art 1 is a foundational art class that is the prerequisite for all subsequent drawing or painting classes or Art 2. It is intended to be a survey of art concepts, media and techniques.					
Pre-Requisite	None	**To be introduced first semester**	**To be addressed all year**	**To be introduced second semester**		
CREATING	**Semester One**			**Semester Two**		
Overarching Concepts	**Concepts**	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**
Composition	Elements of Art		Thinking like an artist: ideation, brainstorming, research, documentation of the process, revising, presenting and critique			Thinking like an artist: ideation, brainstorming, research, documentation of the process, revising, presenting and critique
	Value: Pencil shading, gradation, hatching, cross-hatching, stippling, value scale	Identify and apply shading and gradation techniques				
				Texture: Implied and real such as; Hatching, cross-hatching, stippling	Identify and apply texture techniques such as hatching, cross-hatching, stipple, etc.	
	Shape: Organic, Geometric Line: Contour, Line quality	Recognize different types of lines and create different qualities of lines in their artwork				
				Color Theory, harmony, color schemes, analogous, triad, complimentary, color mixing, hue, tints, tones, shades, value scale monochromatic, split compliment, color wheel	Recognize and identify colors on the color wheel. Mix colors to create secondary and tertiary colors Identify and apply color scheme to artwork	
	Space: 2D space: Illusion of space or form (implied) 3D space or form: real or actual space	Create the illusion of space or form on a picture plane				
	Linear 1 - 2 point perspective Atmospheric perspective Negative and positive space	Create the illusion of space using perspective techniques				
				Form Sculpture techniques: Amature, additive, substractive, origami	Create a 3-Dimensional form using the additive and/or subtractive process	
				Paper Mache Technique: 3D space or form real or actual space		
	Introduce Ideas of Principles of Balance: Symmetrical, asymmetrical, radial	Apply symmetrical, asymmetrical, or radial balance to their work		Principles of Design Variety		
	Repetition Emphasis Unity Pattern Contrast			Movement Rhythm		
Media	Understanding/Handling of materials			Understanding/Handling of materials		
				Painting tools and materials	Use of tempera, watercolor	
						Light tables X-acto knives
	Drawing Materials:	Use of graphite/pencil, ebony		Drawing Materials:		Use of Photography tools and materials to document artistic process
		Use of eraser (kneadable, pink, gum) Use of colored pencil Use of blending stump/Tortillian charcoal Use of scratchboard		oil pastel		Use of ruler Use of Compass
				Use of marker, chalk pastel Use of pen and ink (fine-tipped marker)		
				Paper Art	Use of Collage	

©TCAP 2020

				Origami		
Exploring Techniques and Developing Craftsmanship	Drawing: Observational Drawing	Identify and apply observational drawing techniques	Experiment/Improvise without having a preconceived plan	Drawing: Observational Drawing	Identify and apply observational drawing techniques	Experiment/Improvise without having a preconceived plan
	Shading, stipple, hatching, cross-hatching, blending, scribbling (gradation)		Create with and discern intent	Shading, stipple, hatching, cross-hatching, blending, scribbling (gradation)		Create with and discern intent
	Grid			Grid		
	Contour/outline, Cross-contour, blind contour, gesture, implied, Line personality/quality			Contour/outline, Cross-contour, blind contour, gesture, implied, Line personality/quality		
	Proportion	Rule of 3rds and Golden Ratio: Identify and apply the Rule of 3rds and the Golden Ratio to their work		Proportion	Rule of 3rds and Golden Ratio: Identify and apply the Rule of 3rds and the Golden Ratio to their work	
				Watercolor Techniques: Resist, Wash/Transparency, gradient, dabbing/lift off, salt, alcohol	Identify and apply observational painting techniques	
				Tempera Techniques: Resist with tape, Collage Techniques		
PRESENTING	**Semester One**			**Semester Two**		
Overarching Concepts	**Concepts**	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**
Exhibiting/ Displaying Artwork				Describe Impact and meaning of an exhibition	Analyze, describe, and evaluate the reasons and ways an art exhibition is presented in mulitple contexts	
				Demonstrate awareness of cultural context in an exhibition		
				Curation from portfolio of own work		
RESPONDING	**Semester One**			**Semester Two**		
Overarching Concepts	**Concepts**	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**
Art Philisophy	What is Art? What are can be.	Recognize different techniques and materials used in historical and contemporary art movements		What is Art? What are can be.	Recognize different techniques and materials used in historical and contemporary art movements	
		Identify and describe different sculptural forms and techniques			Identify and describe different sculptural forms and techniques	
	Formal training vs. self-taught	Exposure to accomplished artists and artwork including contemporary artists and practices		Formal training vs. self-taught	Exposure to accomplished artists and artwork including contemporary artists and practices	
	Careers in art	Recognize different forms of art and art related career opportunities within a global context		Careers in art	Recognize different forms of art and art related career opportunities within a global context	
	Creativity, originality	Awareness fo copyright, appropriation, fair use, creative commons, open source		Creativity, originality	Awareness fo copyright, appropriation, fair use, creative commons, open source	
Aesthetics	Overview of Aesthetics			Overview of Aesthetics		
Critique	Self-critique in process	Based on criteria		Peer Critique, end of project	TAG (tell,ask, give a suggestion)	
		Speaking, listening using visual arts vocabularies			Engage in peer critiques (speaking/listening, reading/writing or with media technology)	
		Make recommendations for improvement		Evaluate and examine artworks	4-Step Model (Feldman): Describe, analyse, interpret, judge	
		Engage in self-reflection and develop a plan to revise artwork			Establish relevant criteria in order to evaluate a work of art or collection of works.	
	Self-assessment, end of project	Use of guided questions based on rubric/scoring guide/criteria		Self-assessment, end of project	Use of guided questions based on rubric/scoring guide/criteria	
		Engage in evaluating and examining artworks			Engage in evaluating and examining artworks	
		Provide and receive constructive criticism (actionable feedback) as a class, in small groups, and individually			Provide and receive constructive criticism (actionable feedback) as a class, in small groups, and individually	
	Self-reflection and context			Self-reflection and context		
Historical and Contemporary Movements and Artists	Exposure to accomplished artists and artwork including contemporary artists and practices			Exposure to accomplished artists and artwork including contemporary artists and practices	Describe and interpret works through various contexts with relevant and sufficient evidence using the 4-step model	
	Exposure to various cultures throughout time			Exposure to various cultures throughout time		

©TCAP 2020

				Reading works of art: Symbolism and Meaning	Reading works of art to relate to the artist's intent, mood, and/or message through visual evidence		
CONNECTING	**Semester 1**			**Semester 2**			
Overarching Concepts	**Concepts**	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**	
Visual Literacy	Styles, categories of art and movements	Realistic, abstract, non-objective		Styles, categories of art and movements	Realistic, abstract, non-objective		
				Making connections and understanding images in various contexts			

©TCAP 2020