

Pembroke High School
Visual Arts Department Curriculum

Studio Art
and
Studio Art Honors

Semester 1

Unit:	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Elements & Principles, Symbolism</p> <p>Personal Sketchbook Cover</p> <p>Timeline: 4 Classes</p> <p><u>Essential Question:</u> What is art?</p> <p>What are the elements and principles of art?</p> <p>What is composition and how is a strong composition created?</p> <p>What are symbols?</p> <p>What is an illustration?</p>	<p>Students will learn how to communicate using art.</p> <p>Students will learn the purposes of art (functions).</p> <p>Students will learn why artists create work and where they get their ideas.</p> <p>Students will learn essential art vocabulary (the elements and principles of art).</p> <p>Students will demonstrate the skillful use of composition in the creation of their front and back cover design.</p>	<p>Students will build a sketchbook and create a front and back cover based on 5 symbols that represent them.</p> <p>Students will use the materials provided to draw, and color.</p>	<p>Vocabulary worksheet</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p>Elements and Principles Handout</p> <p>Symbolism Worksheet</p> <p>Classroom Posters</p> <p>Examples of Previous Student Work</p> <p>Google Classroom</p>	<p><u>MA Frameworks:</u> F.V.1, F.V.2, F.V.3 F.V.8,</p> <p><u>Studio Honors:</u> P.V.1, P.V.2, P.V.3, P.V.5, P.V.8</p> <p><u>P.H.S. Student Expectations:</u> Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>

Unit:	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Charcoal Drawing</p> <p>Jim Dine- Tool Drawing Project</p> <p>Timeline: 2-3 Weeks</p> <p>Essential Question: What is value?</p> <p>How to create depth in a picture place?</p> <p>What is occupied and unoccupied space?</p> <p>How to show contrast using different drawing materials?</p>	<p>Students will learn and demonstrate the element of Value.</p> <p>Students will learn and demonstrate charcoal.</p> <p>Students will demonstrate composition using the Rule of Thirds.</p> <p>Students will learn and demonstrate correct proportion.</p> <p>Students will draw from direct observation showing light source.</p>	<p>Students will create a value scale showing 10 different values.</p> <p>Students will experiment using different types of charcoal and different drawing pencils to achieve smooth shading.</p> <p>Student will create a drawing focusing on shading, highlights, capturing detail, and realism.</p> <p>Students will show knowledge of materials by demonstrating different mark making styles.</p>	<p>Vocabulary Worksheet</p> <p>“What will I learn in Drawing?” Worksheet</p> <p>Value Scale Drawing Worksheet</p> <p>Charcoal Worksheet</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>Arttalk</i> Textbook Unit 2 (Chapter 5)</p> <p>Jim Dine Website-http://www.artnet.com/artists/jim-dine/</p> <p>PowerPoint Presentation: Tool Drawings- Jim Dine</p> <p>Examples of Previous Student Work</p> <p><i>The Complete Guide to Drawing</i></p>	<p>MA Frameworks: F.V.2, F.V.3, F.V.4, F.V.6, F.V.7, F.V.8</p> <p>Studio Honors: P.V.1, P.V.2, P.V.9, P.V.10</p> <p>P.H.S. Student Expectations: Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Line, Shape, and Space</p> <p>Blind Contour Drawing</p> <p><u>Timeline:</u> 3 Weeks</p> <p>Essential Question(s): What is line? What is a color scheme? What are shapes? What is space? How is line used in art?</p>	<p>Students will learn and demonstrate the element of line.</p> <p>Students will explore using a color scheme to achieve an unusual and interesting look.</p> <p>Students will compare the use of line in artworks.</p> <p>Students will identify the different kinds of lines.</p> <p>Students will demonstrate how lines are used to change values.</p>	<p>Students will directly reference a skeleton and work from life.</p> <p>Students will create a continuous or blind contour line drawing.</p> <p>Students will be required to demonstrate the concepts of design (the Elements and Principles of Design).</p>	<p>Thumbnail Sketches</p> <p>Line Worksheet</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>Arttalk</i> Textbook Unit 2 (Chapter 4)</p> <p><i>Drawing On The Right Side The Brain Workbook</i>– Betty Edwards</p> <p>Gardener, <i>Art Through the Ages</i></p> <p>Examples of Previous Student Work</p> <p>Google Classroom</p>	<p>MA Frameworks: F.V.2, F.V.5, F.V.6, F.V.8, F.V.9, F.V.10</p> <p><u>Studio Honors:</u> A.V.1, A.V.3, P.V.1, P.V.2, P.V.9, P.V.5</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Sculpture</p> <p>Ceramic Letters</p> <p><u>Timeline:</u> 4 Weeks</p> <p>Essential Question(s): What are the different techniques used in ceramics? How to create texture? How to create a recognizable letter? What are the tools needed to create a clay object?</p>	<p>Students will learn and demonstrate the elements of shape, space & form.</p> <p>Students will learn and demonstrate a variety of different clay techniques.</p> <p>Students will learn and demonstrate slab rolling and coil building.</p> <p>Students will be introduced to the glazing.</p>	<p>Students will practice each technique to decide which will be used in final painting.</p> <p>Students will create a thumbnail sketch of different types of font.</p> <p>Students will learn and demonstrate texture.</p> <p>Students will demonstrate these techniques effectively in a ceramics.</p>	<p>Texture Handout (2)</p> <p>Vocabulary worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Project Powerpoint</p> <p>10 Rules of Clay</p> <p>Google Classroom</p> <p>Teacher Examples</p> <p>Teacher Demonstration</p>	<p>MA Frameworks: F.V.1, F.V.2, F.V.3, F.v.4, F.V.7, F.V.8, F.V.9, F.V.11</p> <p><u>Studio Honors:</u> P.V.1, P.V.2, P.V.3, P.V.4, P.V.7 A.V.1, A.V.2,</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Color and Texture</p> <p>Watercolor Windows</p> <p><u>Timeline:</u> 3 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is are different watercolor techniques?</p> <p>What is tint?</p> <p>What is tone?</p>	<p>Students will learn and demonstrate techniques for creating a successful watercolor.</p> <p>Student will learn and demonstrate different example of colors combined into color schemes.</p> <p>Students will create a balanced composition.</p>	<p>Students will practice using watercolor paint to recreate at least 5 different watercolor techniques</p>	<p>Basic Watercolor Techniques Worksheet</p> <p>Wacky Watercolor Techniques Worksheet</p> <p>Student demonstration of materials</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p><i>How to Paint & Draw</i> Hazel Harrison</p> <p><i>YouTube</i></p> <p>Student Artwork</p>	<p><u>MA Frameworks:</u> F.V.2, F.V.5, F.V.6, F.V.8, F.V.9, F.V.10</p> <p><u>Studio Honors:</u> P.V.2, P.V.5, P.V.6, P.V.8, P.V.9, P.V.10</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Pattern</p> <p>Zentangle Fruit</p> <p>Timeline: 1-1.5 Weeks</p> <p>Essential Question(s):</p> <p>What is line?</p> <p>What is positive space?</p> <p>What is negative space?</p> <p>What is shape?</p> <p>How to show contrast?</p>	<p>Students will learn to use shape and repetition to create zentangles in different shapes and spaces.</p>	<p>Students will complete a contour outline drawing of a recognizable fruit.</p> <p>Students will fill different sections with different patterns.</p>	<p>Vocabulary Worksheet</p> <p>Small table discussions</p> <p>Grading Rubric</p>	<p>Zentangle Google Search</p> <p>Google Classroom</p>	<p>MA Frameworks: F.V.1, F.V.2, F.V.3, F.V.5, F.V.6, F.V.9</p> <p>Studio Honors: P.V.1, P.V.2, P.V.3, P.V.5, P.V.6</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Form, Proportion, Realism</p> <p>Midterm/Final Exam</p> <p>ASL Hand Project</p> <p>Timeline: 4-5 Weeks</p> <p>Essential Question(s): What is form?</p> <p>What is a symbol?</p> <p>What is American Sign Language?</p> <p>What is proportion?</p> <p>What are the Elements and Principles of Art?</p>	<p>Students will learn about American Sign Language</p> <p>Students will learn how to turn a 2D materials into a 3D material.</p> <p>Students will apply the Elements of Art and Principles of Design</p> <p>Students will reference PowerPoint for student examples.</p>	<p>Students will collect magazines for their building material.</p> <p>Students will collect pages with specific colors and texture to fit their color scheme.</p> <p>Students will use tubes to create an abstract object using a color scheme to support their idea.</p>	<p>Balance Test</p> <p>ASL Worksheet</p> <p>Preliminary Sketches</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p>PowerPoint slideshow.</p> <p>Guide to American Sign Language</p> <p>YouTube</p>	<p>MA Frameworks: F.V.1, F.V.2, F.V.3, F.V.4, F.V.6, F.V.8, F.V.9, F.V.10, F.V.11</p> <p>Studio Honors: P.V.1, P.V.2, P.V.3, P.V.4, P.V.5, P.V.6, P.V.7, P.V.8, P.V.9, P.V.10, P.V.11, P.V.12</p> <p>P.H.S. Student Expectations:</p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>

Semester 2

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Elements & Principles</p> <p>Hand Project</p> <p>Timeline: 3 Weeks</p> <p>Essential Question(s):</p> <p>What is <u>line</u>?</p> <p>What are the different types of <u>perspective</u>?</p> <p>How to show perspective using line?</p> <p>How to show depth with different types of <u>value</u>?</p>	<p>Students will learn and demonstrate the Elements and Principles of Art.</p> <p>Students will research American Sign Language.</p> <p>Students will reference hand shapes from ASL as the basis for their project.</p> <p>Students will combine hand shapes from ASL with the E&P's.</p> <p>Student will be able to identify the E&P's .</p>	<p>Students will complete a one-point perspective worksheet including receding lines from different shapes.</p> <p>Students will create a rough draft of what their city could look like</p> <p>Students will create a scene using specific details. The scene could be realistic or imaginary.</p>	<p>Vocabulary Worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p>Edwards, <i>Drawing with the Right Side of the Brain Workbook</i></p> <p><i>Skyscrapers</i></p>	

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	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Grid Drawing</p> <p>Combined Portraits</p> <p>Timeline: 3 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is a <u>focal point</u>?</p> <p>What is <u>value</u>?</p> <p>What is <u>contrast</u>?</p> <p>How to show perspective using line?</p>	<p>Students will create work based on theme.</p> <p>Students will create a work of art showing skill in pencil shading-varying value.</p> <p>Students will use value to create different levels of shading and create a light source.</p> <p>Students will create a work of art showing value and contrast to develop a focal point.</p> <p>Employ Elements and Principles of</p>	<p>Students will complete a sketch from two separate original pictures, may use magazines as reference.</p> <p>Students will practice using a grid for drawing.</p> <p>Students will create a theme with their specific details.</p> <p>Students will combine the two pictures evenly to create one overall united image.</p>	<p>Cornell Notetaking on M.C. Escher</p> <p>Color Pencil Techniques worksheet</p> <p>Vocabulary Worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p>Assorted magazine</p> <p>Photos taken by students</p> <p>M.C. Escher Prints-Drawing Hands, Waterfall, Castle of Illusion, Hand in Reflecting Sphere, Relativity, Ascending and Descending</p> <p>Gardener, <i>Art Through the Ages</i></p> <p>M.C. Escher official website. http://www.mcescher.com/</p>	

How to show depth with different types of <u>value</u> ? What is a <u>theme</u> ?	Design- use mathematical skills in enlarging a composition.				
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	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Fruit or Instrument Close Up</p> <p>Oil Pastel</p> <p>Timeline: 3-4 Weeks</p> <p>Essential Question(s): What is <u>color</u>? What is a <u>hue</u>? What are <u>contrasting colors</u>?</p>	<p>Students will create work based on observation from an object they choose, fruit or instrument.</p> <p>Students will create a work of art showing skill in different pressure blending styles.</p> <p>Students will create a work of art showing depth of field and correct proportion sizing.</p>	<p>Student will demonstrate shadow and highlighting using black and white oil pastels.</p> <p>Students will learn and demonstrate color blending knowledge to achieve a desired hue.</p> <p>Students will practice 7 different oil pastel techniques.</p>	<p>Cornell Notetaking on M.C. Escher</p> <p>Oil Pastel Techniques worksheet</p> <p>Vocabulary Worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p>Assorted magazines</p> <p>Gardener, <i>Art Through the Ages</i></p> <p>One Day Lesson</p> <p>PowerPoint</p> <p>Student Examples</p> <p>Oil Pastel Artists</p>	

<p>What is a <u>color scheme</u>?</p> <p>How to show <u>shape</u> using <u>occupied and unoccupied space</u>?</p> <p>How to show depth with different pressure blending techniques?</p> <p>What is a <u>stippling</u>?</p> <p>What is a <u>scumbling</u>?</p> <p>What is a <u>sgraffito</u>?</p>	<p>Student will learn and master 7 different oil pastel techniques.</p> <p>Students will be able to identify the 7 different oil pastel techniques.</p> <p>Students will demonstrate knowledge of color and color schemes.</p>	<p>Students will create a color scheme specific details.</p> <p>Students will observe a fruit or instrument and draw it realistically.</p>			
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	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
Unit Title: Profile Portraits in Pen	Students will create a portrait from observation.	Student will practice drawing	Value Worksheet	Glenco <i>ArtTalk</i> Textbook	<u>MA Frameworks:</u>

<p>Observational Drawing</p> <p>Timeline: 3 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is <u>value</u>?</p> <p>What is a <u>hatching</u>?</p> <p>What are <u>cross-hatching</u>?</p> <p>What is <u>scribbling</u>?</p> <p>What is a <u>stippling</u>?</p> <p>What is the concept of <u>portraiture</u>?</p> <p>What is <u>composition</u>?</p>	<p>Students will create a portrait that is recognizable.</p> <p>Student may work from a mirror or from a photo.</p> <p>Students will create a portrait using correct proportions.</p> <p>Student will become comfortable drawing with ballpoint pen.</p> <p>Student will discuss aspects of portraiture, features, value, expression, etc. and how they affect the look and feeling of a portrait.</p>	<p>facial features with pencil.</p> <p>Students will practice drawing techniques with ballpoint pen.</p> <p>Students will create a value scale using pen.</p> <p>Students will practice and demonstrate different drawing techniques to achieve the correct amount of value.</p> <p>Students will observe their reflection to achieve a recognizable portrait.</p>	<p>Facial Feature Worksheet</p> <p>Vocabulary Worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Gardener, <i>Art Through the Ages</i></p> <p>PowerPoint</p> <p>Student Examples</p> <p>http://www.juanfranciscocasas.com/</p>	
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	<p>Students will discuss how a pose can create an interesting composition.</p> <p>Students will demonstrate knowledge of value.</p>				
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