

**Pembroke High School**  
*Visual Arts Department*  
*Curriculum*

***Portfolio Preparation***

Course: Portfolio Preparation

	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><u>Unit Title:</u> <b>Observation Drawing/Still Life</b></p> <p><b><u>"Segments"</u></b> <b><u>Observation Drawing of multiple views of an object</u></b></p> <p>Timeline: 5 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What are the elements and principles of art?</p> <p>What is the sighting technique and how is it effectively used?</p>	<p>Students will review and incorporate the language of art (the elements and principles of art) into their final composition.</p> <p>Students will learn and demonstrate structure, form, value, perspective, light &amp; shade, and composition.</p> <p>Students will learn and demonstrate drawing in both black and white and also a color version of their final composition.</p> <p>Students will learn and demonstrate</p>	<p>Students will review the elements and principles of art and the terms/vocabulary associated with observation drawing.</p> <p>Students will acquire a mandatory sketchbook for homework and practice drawing and design activities.</p> <p>Students will complete a variety of drawing assignments for homework (Jewelry, hardware tool, hat, etc.)</p>	<p>Vocabulary worksheet- Elements and Principles of Art and design and terminology associated with observation drawing.</p> <p><u>Unit Quiz:</u> Focus on elements and principles of art &amp; design and terminology associated with observation drawing.</p> <p><u>Homework Assignments</u> Drawing of a piece of jewelry.</p> <p>Drawing of a hardware tool.</p> <p>Drawing of a hat/head covering.</p>	<p>"How to Draw What You See" by: Rudy De Reyna Watson-Guption Publications</p> <p><b>"Drawing lessons from the great masters" by Robert Beverly Hale. 1964</b></p> <p><b>"Pencil drawing: materials, techniques, color and composition, style, subject. By Barron's Educational Series, 2004.</b></p> <p>Glenco <i>ArtTalk</i> Textbook for vocabulary &amp; terminology.</p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.13 Make reasonable choices of 2D and 3D Media, materials, tools, and techniques to achieve desired effects in specific projects. <i>For example, student selects select a medium for its expressive qualities or structural properties.</i></p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p> <p>4.10 Demonstrate the ability to develop</p>

<p>How do you arrange your objects/subjects to make a good composition?</p> <p>What is the difference between drawing what you see and seeing what you draw?</p> <p>What is the rule of thirds?</p> <p>What is proportion and scale in art and how are they used?</p> <p>What is a representational drawing?</p> <p>What is stylization in art?</p>	<p>how to see through an object to find its form when drawing.</p> <p>Students will learn and demonstrate proportion and scale in their drawing.</p> <p>Students will learn and demonstrate new mediums/media in either their black &amp; white or color compositions.</p>	<p>Students will draw an individual acorn (or small object) from observation on 8 x 8 paper.</p> <p>Students will select a fruit or vegetable to dissect and then draw a variety of views of that object.</p> <p>Students will arrange the object with its different views to create a composition for a final black &amp; white version of their object. (medium of choice)</p> <p>Students will draw their composition in a color version using a medium of their choice.</p>	<p><u>Grading Rubric Final Black &amp; White Version</u> (Student/Peer/Teacher Assessment)</p> <p><u>Grading Rubric Final Color Version</u> (Student/Peer/Teacher Assessment)</p> <p><u>Critique Rubric 1 (Black &amp; White)</u> Class discussion/critique with Student &amp; teacher assessment.</p> <p><u>Critique Rubric 2 (Color)</u> Class discussion/critique with Student &amp; teacher assessment.</p>	<p>Glenco ArtTalk Using Sighting Techniques. Pgs. 429-430</p> <p><u>Digital Color Wheel</u> <a href="http://www.paintquality.com/color/index.html#">http://www.paintquality.com/color/index.html#</a></p> <p><i>An Introduction to Art Techniques.</i> 1995. R. Smith, M. Wright, J. Horton</p> <p><u>Exemplars</u></p> <p><b>Albrecht Durer</b> <a href="http://www.southern.com/wm/paint/auth/durer/">http://www.southern.com/wm/paint/auth/durer/</a></p> <p><u>Leonardo Da Vinci</u> <a href="http://www.drawingsofleonardo.org/">http://www.drawingsofleonardo.org/</a></p>	<p>an idea through multiple stages, responding to criticism and self-assessment</p> <p>4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each medium</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p>
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		<p>Students will have a class critique of each individual student's work. Starting with acorns, to preliminary object sketches, then the black and white version, and then the final black &amp; white with the final color versions.</p>		<p><a href="http://en.wikipedia.org/wiki/Leonardo_da_Vinci">http://en.wikipedia.org/wiki/Leonardo_da_Vinci</a></p> <p><u>Wayne Thiebaud</u> <a href="http://en.wikipedia.org/wiki/Wayne_Thiebaud">http://en.wikipedia.org/wiki/Wayne_Thiebaud</a></p> <p><a href="http://www.artcyclopedia.com/artists/thiebaud_wayne.html">http://www.artcyclopedia.com/artists/thiebaud_wayne.html</a></p> <p><u>Paul Cezanne</u> <a href="http://www.paul-cezanne.org/">http://www.paul-cezanne.org/</a></p> <p><u>James Audubon</u> <a href="http://en.wikipedia.org/wiki/John_James_Audubon">http://en.wikipedia.org/wiki/John_James_Audubon</a></p>	<p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>

<p><u>Unit Title:</u> <b><i>Self Portrait</i></b></p> <p><b><u>Self Portrait</u></b></p> <p><u>Timeline:</u> 3 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What is a representational self-portrait?</p> <p>Why do artists make self-portraits?</p> <p>What can self-portraits tell us about the artist?</p> <p>What are the correct proportions when drawing a portrait?</p>	<p>Students will learn and demonstrate scale and proportion in their work.</p> <p>Students will incorporate stylization through the use of a particular medium/media.</p> <p>Students will use a variety of value to show shape and form of the features of their face/portrait.</p> <p>Students will learn and demonstrate how to incorporate a sense of mood in their work.</p>	<p>Students will complete the terms/vocabulary associated with portraiture.</p> <p>Students will complete a value scale work sheet as review according to the medium of choice.</p> <p>Students will acquire a reference image for their self portrait or use a mirror for direct observation.</p> <p>Students will complete a variety of sketchbook drawing activities</p>	<p>Vocabulary worksheet</p> <p>Value Scale Worksheet (Shading &amp; Blending)</p> <p>Unit Quiz on vocabulary and terminology</p> <p>8 x 10 Photograph reference for portrait</p> <p><u>Homework assignments</u> Drawing of a features of the human face; Eye, nose, mouth.</p> <p><u>Grading Rubric</u> (Student/Peer/Teacher Assessment)</p> <p><u>Critique Rubric</u> Class discussion/critique with Student &amp; teacher assessment.</p>	<p>"Drawing The Human Head" by Burne Hogarth</p> <p><u>Portrait Art Tutorial</u> <a href="http://www.portrait-artist.org">www.portrait-artist.org</a></p> <p>"How to Draw What You See" by; Rudy De Reyna Watson-Guption Publications</p> <p>"Facial expressions; A Visual reference for Artists" by M. Simon, 2005.</p> <p>"The Art of Portrait Drawing," by Joy Thomas. 2006</p> <p>"Drawing Portraits" by R. Graves, 1974.</p> <p>"Secrets to Drawing Realistic Faces" by Carrie Parks. 2003</p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.13 Make reasonable choices of 2D and 3D Media, materials, tools, and techniques to achieve desired effects in specific projects. <i>For example, student selects select a medium for its expressive qualities or structural properties.</i></p> <p>2. 17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p>
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<p>What are other mediums a self portrait can be created in?</p> <p>How can you create a sense of mood in art and in your self portrait?</p>		<p>connected with portraiture.</p> <p>Students will complete a final self-portrait drawing/composition.</p> <p>Students will have a class critique/discussion of each individual student's work.</p>		<p>"How to draw lifelike portraits from photographs" by Lee Hammond. 1995</p> <p>Glenco ArtTalk Textbook for vocabulary &amp; terminology.</p> <p><u>Exemplars</u></p> <p><u>Pablo Picasso</u>  <a href="http://www.pablocicasso.org/">http://www.pablocicasso.org/</a></p> <p><u>Vincent Van Gogh</u>  <u>Vincent Van Gogh</u>  <a href="http://www.vangoghgallery.com/misc/bio.html">http://www.vangoghgallery.com/misc/bio.html</a></p> <p><a href="http://www.vincentvangoghart.net/">http://www.vincentvangoghart.net/</a></p> <p><u>Norman Rockwell</u>  <a href="http://www.nrm.org/">http://www.nrm.org/</a></p> <p>"Norman Rockwell : pictures for the American people" by</p>	<p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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				<p>Norman Rockwell, 1894-1978.; Hennessey, Maureen Hart.; Knutson, Anne.; High Museum of Art.</p> <p><u>Rembrandt</u> <a href="http://www.rembrandt&lt;br/&gt;painting.net/">http://www.rembrandt painting.net/</a></p> <p>Previous Student work for examples.</p>	
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<p><b><u>Unit Title:</u></b> <i>Gesture/Figure Drawing. Proportion, scale.</i></p>	<p>Students will learn and demonstrate proportion and scale of the human figure-form.</p>	<p>Students will complete the terms/vocabulary associated with gesture drawing,</p>	<p>Vocabulary worksheet associated with gesture and figure drawing.</p>	<p><i>Glenco ArtTalk</i> Textbook for vocabulary &amp; terminology.</p>	<p><b><u>MA Frameworks:</u></b>  1.9 Demonstrate the ability to</p>

<p><b><u>Gesture Drawing</u></b> (1 Week)</p> <p><b><u>Fashion Illustration Project</u></b> (3 Weeks)</p> <p><b>Timeline:</b> 4 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What is a gesture drawing?</p> <p>Why do you think is difficult to draw the figure-form?</p> <p>What are proportion and scale in figure drawing?</p> <p>What influence do consumers have on the fashion world today?</p>	<p>Students will learn and demonstrate proper use of space and form in gesture drawing.</p> <p>Students will incorporate multiple forms of design; typography, figure drawing, and graphic art in a final composition.</p> <p>Students will learn how to plan and create a layout design for a fashion illustration/concept.</p> <p>Students will incorporate pattern, color, fabric, and texture concepts in their work.</p>	<p>figure drawing, typography, and pattern.</p> <p>Students will complete at least 3 final gesture drawings from observation in the classroom.</p> <p>Students will brainstorm and complete a reference worksheet for their fashion illustration activity.</p> <p>Students will complete a reference worksheet for their Comic Book Cover Design homework activity.</p> <p>Students will create a final comic book cover design.</p>	<p>3 Final gesture drawings that shows proper use of space, form, proportion, and scale.</p> <p>Worksheet; Reference material for the Fashion Illustration Project</p> <p>Worksheet; Reference material for the Comic Book Cover design Homework assignment.</p> <p><u>Homework assignments</u> <b>Comic Book Cover Design:</b> Assignment will focus on the figure-form, text layout, and composition.</p> <p><u>Grading Rubric</u> Gesture Drawings (Student/Peer/Teacher Assessment)</p> <p><u>Grading Rubric</u></p>	<p>Clothing, Fashion, Fabrics &amp; Construction. Glencoe textbook. 2008</p> <p><b><u>Digital Color Wheel</u></b> <a href="http://www.paintquality.com/color/index.html#">http://www.paintquality.com/color/index.html#</a></p> <p><u>Exemplars</u></p> <p><u>Andy Warhol</u> <a href="http://www.warhol.org/">www.warhol.org/</a></p> <p><u>Jack Vettriano</u> <a href="http://www.jackvettriano.com/">http://www.jackvettriano.com/</a></p> <p><u>Leonardo Da Vinci</u> <a href="http://www.drawingsofleonardo.org/">http://www.drawingsofleonardo.org/</a></p> <p><u>Edgar Degas</u> <a href="http://www.edgar-degas.org/">http://www.edgar-degas.org/</a></p> <p><u>Thomas Eakins</u></p>	<p>create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p>
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<p>What is Typography and why is it important in advertising?</p>		<p>Students will create both a fashion design lay-out and a final illustration incorporating their "outfit" and the figure-form in an environment where they would wear it.</p>	<p>Fashion Illustration (Student/Peer/Teacher Assessment)</p> <p><u>Critique Rubric</u> Class discussion/critique with Student &amp; teacher assessment.</p>	<p><a href="http://www.artchive.com/artchive/E/eakins.html">http://www.artchive.com/artchive/E/eakins.html</a></p> <p>Previous Student work for examples.</p>	<p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.11 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p>
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					<p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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<p><b><u>Unit Title:</u></b> Mask Making - 3D Design, Balance, Pattern, Distortion, and Exaggeration.</p> <p><b><u>Commedia Del Arte' Masks</u></b></p> <p><b><u>Timeline:</u></b> 2 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>How and why are masks used in our culture?</p> <p>How are masks used in other countries and in what context?</p> <p>What are Commedia Del Arte' masks and their function?</p>	<p>Students will learn and demonstrate the use of balance in their art making.</p> <p>Students will learn and demonstrate the use of distortion and exaggeration in their art making.</p> <p>Students will learn and demonstrate the effective use of sculpting media and tools.</p> <p>Students will embellish their masks with other decorative materials.</p>	<p>Students will complete the terms/vocabulary associated with balance, pattern, distortion, exaggeration, and mask making.</p> <p>Students will complete a reading and questionnaire of a poem "We wear the mask" by Lawrence Dunbar to formulate opinions and ideas for their mask creations.</p> <p>Students will complete a worksheet to include ideas, references, and sketches. Students will complete a</p>	<p>Vocabulary Worksheet</p> <p><b><u>Drawing worksheet;</u></b> (Mask) including sketched ideas and reference materials for assignment.</p> <p>Written Response of their mask creation and what the mask represents.</p> <p><b><u>Grading Rubric</u></b> (Student/Peer/Teacher Assessment)</p> <p><b><u>Critique Rubric</u></b> Class discussion/critique with Student &amp; teacher assessment.</p>	<p>Glenco ArtTalk Textbook for vocabulary &amp; terminology.</p> <p>Poem "We Wear the Mask" by Lawrence Dunbar</p> <p><b><u>Commedia Del Arte</u></b> <a href="http://www.theatrehi.com/story.com/italian/commedia_dell_arte_001.html">http://www.theatrehi.com/story.com/italian/commedia_dell_arte_001.html</a></p> <p><b><u>Exemplars</u></b></p> <p><b><u>Jim Henson</u></b> <a href="http://henson.com/">http://henson.com/</a></p> <p>Previous Student work for examples.</p>	<p><b><u>MA Frameworks:</u></b></p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>

<p>What are some different ways that masks are made and of what materials?</p> <p>What are the materials and tools used to make a commedia del arte' mask?</p> <p>What elements and principles of art are emphasized in mask making?</p> <p>What can masks represent?</p> <p>Why do artists use exaggeration and distortion? How is this important to mask making?</p> <p>What are some other materials that can enhance or embellish a mask creation?</p>		Commedia Del Arte' mask.			
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<p><b><u>Unit Title:</u></b>  <i>Symbolic Self  Portrait, Pattern,  Unity</i></p> <p><b><u>Symbolic Self  Portrait or  Identity  Skateboard</u></b></p> <p><b><u>Timeline:</u></b>  4 Weeks</p> <p><b><u>Essential  Question(s):</u></b></p> <p>What is the  difference between  a collage and an  assemblage?</p> <p>What are some  other supports  besides a  skateboard that  artists might use or  have used?</p>	<p>Students will learn  and demonstrate</p>	<p>Students will</p>	<p><b><u>Grading Rubric</u></b>  (Student/Peer/Teacher  Assessment)</p> <p><b><u>Critique Rubric</u></b>  Class  discussion/critique with  Student &amp; teacher  assessment.</p>	<p>Glenco <i>ArtTalk</i>  Textbook for  vocabulary &amp;  terminology.</p> <p><b><u>Exemplars</u></b></p> <p><b><u>Stephen L. King</u></b>  <a href="http://www.slkgallery.com/">http://www.slkgallery.com/</a></p> <p>Previous Student  work for examples.</p>	<p><b><u>MA Frameworks:</u></b></p> <p><b><u>P.H.S. Student  Expectations:</u></b></p> <p>Identify, define,  analyze, and solve  problems.</p> <p>Explore and  express ideas  through the applied  and performing  arts.</p>

<p>What does an artist have to consider when working on a unique surface or support?</p> <p>What is a symbolic self portrait?</p> <p>What can you use as imagery to give visual clues about your identity/self?</p>					
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<p>Unit Title: Scale, Proportion</p> <p><b><u>Abstract Skeleton Composition</u></b></p> <p><b><u>Timeline:</u></b> 2 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What is scale and proportion in art?</p> <p>How can you enlarge an image to the correct proportion?</p>	<p>Students will learn and demonstrate</p>	<p>Students will create</p>	<p><u>Grading Rubric</u> (Student/Peer/Teacher Assessment)</p> <p><u>Critique Rubric</u> Class discussion/critique with Student &amp; teacher assessment.</p>	<p>Glenco ArtTalk Textbook for vocabulary &amp; terminology.</p> <p><u>Exemplars</u></p> <p><u>Georgia O'Keefe</u> <a href="http://www.okeeffemuseum.org/">http://www.okeeffemuseum.org/</a></p>	<p><b><u>MA Frameworks:</u></b></p> <p><b><u>P.H.S. Student Expectations:</u></b> Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>



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<p>Unit Title:</p> <p><b><u>Childhood Memory Silhouette</u></b></p> <p><b><u>Timeline:</u></b> 2 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What are different ways that a silhouette can be made?</p> <p>What materials &amp; tools do you need in order to create a silhouette?</p> <p>What do you think is the symbolism of a silhouette?</p>	<p>Students will learn and demonstrate</p>	<p>Students will create</p>	<p><u>Grading Rubric</u> (Student/Peer/Teacher Assessment)</p> <p><u>Critique Rubric</u> Class discussion/critique with Student &amp; teacher assessment.</p>	<p>Glenco ArtTalk Textbook for vocabulary &amp; terminology.</p> <p><u>Silhouette</u> <a href="http://en.wikipedia.org/wiki/Silhouette">http://en.wikipedia.org/wiki/Silhouette</a></p> <p><u>Exemplars</u></p> <p><u>Kara Walker</u> <a href="http://learn.walkerart.org/karawalker">http://learn.walkerart.org/karawalker</a></p> <p><u>Kara Walker Video Art 21; Artists of the 21<sup>st</sup> Century</u> <a href="http://www.pbs.org/art21/artists/walker/">http://www.pbs.org/art21/artists/walker/</a></p>	<p><b><u>MA Frameworks:</u></b></p> <p><b><u>P.H.S. Student Expectations:</u></b> Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>

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<p>Unit Title: Assemblage, Screen Printing, Typography, and Design.</p> <p><b><u>Issues in the Media Poster Design</u></b></p> <p><b><u>Timeline:</u></b> 3 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What is screen printing and when did screen printing begin?</p> <p>What are the tools needed to create a screen printed image?</p>	<p>Students will learn and demonstrate</p>	<p>Students will create</p>	<p><u>Grading Rubric</u> (Student/Peer/Teacher Assessment)</p> <p><u>Critique Rubric</u> Class discussion/critique with Student &amp; teacher assessment.</p>	<p>Glenco ArtTalk Textbook for vocabulary &amp; terminology.</p> <p><b><u>Screen printing</u></b> <a href="http://en.wikipedia.org/wiki/Screen_printing">http://en.wikipedia.org/wiki/Screen-printing</a></p> <p><u>Exemplars</u></p> <p><u>Andy Warhol</u> <a href="http://www.warhol.org/">http://www.warhol.org/</a></p> <p><u>Shepard Fairey</u> <a href="http://obeygiant.com/">http://obeygiant.com/</a></p> <p><u>El Lissitzky</u></p> <p><u>Peter Max</u></p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory</p>

<p>How does the image on a screen get transferred to another surface?</p> <p>How can pattern be incorporated or connected in art with a topic or subject?</p> <p>What are current topics in the news or media?</p> <p>What is propaganda?</p> <p>What is protest and activist art?</p> <p>What is constructivism in art?</p>				<p><u>Banksy</u></p>	<p>that convincingly portrays 3D space and the objects and people within that space</p> <p>3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.12 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>
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					<p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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Course: Portfolio Preparation

	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p>Unit Title: Abstraction</p> <p><b><u>Photomontage/</u></b> <b><u>Photo-mosaic</u></b> <b><u>Collage</u></b></p> <p><b><u>Timeline:</u></b> 2 Weeks</p> <p><b><u>Essential</u></b> <b><u>Question(s):</u></b></p>	<p>Students will learn and demonstrate</p>	<p>Students will complete</p>	<p><u>Grading Rubric</u> (Student/Peer/Teacher Assessment)</p> <p><u>Critique Rubric</u> Class discussion/critique with Student &amp; teacher assessment.</p>	<p>Glenco ArtTalk Textbook for vocabulary &amp; terminology.</p> <p><u>Exemplars</u></p> <p><u>David Hockney</u> <a href="http://www.hockneypictures.com/">http://www.hockneypictures.com/</a></p> <p><a href="http://www.hockneypictures.com/home.php">http://www.hockneypictures.com/home.php</a></p> <p>Hannah Hoch</p>	<p><b><u>MA Frameworks:</u></b></p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>

				<p><a href="http://humanities.uchicago.edu/classes/readult/">http://humanities.uchicago.edu/classes/readult/</a></p> <p><u>Jerry Uelsmann</u> <a href="http://www.uelsmann.net/">http://www.uelsmann.net/</a></p> <p><u>Salvador Dali</u> <a href="http://www.dali-gallery.com/">http://www.dali-gallery.com/</a></p>	
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Course: Portfolio Preparation

	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p>Unit Title: Surrealism, Exaggeration, Distortion, Figure Form.</p> <p><b><u>Exquisite Cadaver Composition</u></b></p> <p><b><u>Timeline:</u></b> 2 Weeks</p> <p><b><u>Essential Question(s):</u></b></p>	<p>Students will learn and demonstrate</p>	<p>Students will</p>	<p><u>Grading Rubric</u> (Student/Peer/Teacher Assessment)</p> <p><u>Critique Rubric</u> Class discussion/critique with Student &amp; teacher assessment.</p>	<p>Glenco <i>ArtTalk</i> Textbook for vocabulary &amp; terminology.</p>	<p><b><u>MA Frameworks:</u></b></p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>