

# **Glen Ridge Public Schools – Visual & Performing Arts Curriculum**



**Course Title: Gifted & Talented Studio Art**

**Subject: Visual & Performing Arts**

**Grade Level: 11 & 12**

**Duration: Full year**

**Prerequisite: Foundations I, Intermediate Foundations, Portfolio of work showing Drawing, Painting, and 2-D design approaches.**

**Elective or Required: Elective**

## **Visual & Performing Arts Mission Statement:**

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

**Course Description:**

The Gifted & Talented Studio Art course is for the sincerely interested visual art student who has excelled in Foundations I and Intermediate Art who would like to experience an intense visual challenge. Students will initiate, define and solve artistic problems independently upon mastering new content, techniques and compositions introduced in the class. This class begins the preparation of a portfolio for college admission and facilitates the portfolio for the Advanced Placement Art course. This honors level class includes supplemental classroom visitations and instruction by professional artists and college admissions officers along with related field trips.

**Author:** Anne Malone

**Date Submitted:** Summer 2016

# Gifted & Talented Studio Art

## Unit: Observational Drawing

### Topic 1: Inanimate Object

**Approximate # of Weeks: 3-4**

#### **Essential Questions:**

What are some of the Art Elements and Principles of Design used in developing the art work shown?

How do artists create visual interest using an inanimate object?

What does artistic license mean? And why would an artist use it within their own works of art?

What previous skills and techniques could be incorporated within your own drawing?

How will you build upon prior skills and techniques to develop a more refined image?

How will you create visual interest with your object so it is unique and creative?

How will thumbnail drawings assist in developing the best composition?

Why is the use of proper time management essential from the beginning of the design development?

How will you use the goals of the assignment to guide you through the process of creation?

Assessment is a part of the design development, how will it be used to pre-assess the work being created?

How will you use the goals of the assignment and personal aesthetics to evaluate your work and the work of others?

#### **Upon completion of this unit students will be able to:**

1.1.12.D.1, 1.1.12.D.2

1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.5

1.4.12.B.1, 1.4.12.B.2

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

#### **Activities:**

- Power point presentation
- Individual worksheet for notes and questions
- Large group discussion
- Individual consultation for design idea, development and guidance

- Pre-sketch activity using sketchbook.
- Design development
- Pre-assessment: observation and written
- Individual consultation of pre-assessment
- Small group discussions for assistance and encouragement
- Design completion
- Post assessment: individual written evaluation based goals and aesthetics
- TAG crit: Tell something positive, Ask a question, Give advice.

### **STEAM Activities (Visual Arts):**

- Students will set up a schedule of how they will use “time” on a daily basis to achieve optimum results. This schedule will be recorded on their personal devices including providing a daily reminder “notice”.

### **Enrichment Activities:**

- Create a more complex composition using the concept of limited space with 3 or more objects OR using only mark making approach render the inanimate object composition.

### **Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

### **Resources/ Online Resources:**

- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.
- Light theory -YouTube: <https://www.youtube.com/watch?v=V3WmrWUEIJo>
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines

## **Unit: Observational Drawing**

### **Topic 2: Self-Portrait**

**Approximate # of Weeks: 3-4**

#### **Essential Questions:**

What are some of the stylistic differences of portraiture throughout the genres and cultures?

How will an artist create visual interest, engagement and curiosity for the viewer within the portrait?

What is the impact of color, texture, value, and other art elements in creating the mood of the portrait?

How do artists work with media in creating their design?

What are the proportions of the face?

How does your own face reflect or differ from the basic proportions?

How will your portrait create visual interest, engagement and curiosity for the viewer?

How will you build upon prior skills and techniques to develop a more refined image?

Whose artwork do you find inspirational?

How will you challenge yourself and go beyond what is being asked when creating your design?

How will thumbnail drawings assist in developing the best composition?

Why is the use of proper time management essential from the beginning of the design development?

How will you use the goals of the assignment and personal aesthetics to guide you through the process of creation?

When is it ideal to do a pre-assessment?

How will you use the goals of the assignment and personal aesthetics to evaluate your work and the work of others?

#### **Upon completion of this unit students will be able to:**

1.1.12.D.1, 1.1.12.D.2

1.2.12.A.2

1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.5

1.4.12.A.1, 1.4.12.A.2

1.4.12.B.1, 1.4.12.B.2

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 6.1 US History: America in the World
- 6.2 World History/Global Studies
- 8.1 Computer Information Literacy

**Activities:**

- Power point presentation including former students work
- Individual worksheet for notes and questions
- Group discussion on concepts, techniques and compositions
- Personal web search of artists' work for inspiration
- Individual presentation of inspirational work
- Group consultation for design idea, development and guidance
- Compositional pre-sketch activity using sketchbook.
- Design development
- Pre-assessment: observation and written
- Individual consultation of pre-assessment
- Small group discussions for assistance and encouragement
- Design completion
- Journaling the process which will include the photos taken of work in progress to completion.
- Post assessment: individual written evaluation based goals and aesthetics
- TAG crit: Tell something positive, Ask a question, Give advice.

**STEAM Activities (Visual Arts):**

- Students will keep a photographic log of their work in progress.
- Students will find the ratio of their facial features in relation to their head.

**Enrichment Activities:**

- Using the rule of 3, students will edit out 3 areas of their portrait to be replaced with an opposite element to create discord.

**Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

**Resources/ Online Resources:**

- Former students' art work in portrait style.
- Online Museums and websites: Metropolitan Museum of Art, National Gallery London, EdTech Teacher world history site, etc.

- Mixing flesh tone acrylic painting: How to mix & match skin tones in painting- YouTube: <https://www.youtube.com/watch?v=4XHT8ld4d2U>
- Portfolio of work provided by various colleges of student work: SVA, SCAD, MICA, etc.
- Scholastic Art Magazines

## Unit: Observational Drawing

### Topic 3: Detail

**Approximate # of Weeks: 3-4**

#### **Essential Questions:**

How did the artists of the early 20<sup>th</sup> century communicate the idea of detail within their work in comparison to artists of prior centuries?

How did the modern era change the precepts of how to view an object or person?

Why is the concept of change and evolution essential to the visual arts survival?

How will you use this concept within your own work?

Why is it critical for the choice of the object or person rendered be personal to the artist?

How will the use of a limited color palette to keep the image unified and identifiable?

How will media manipulation and exploration assist in developing a strong design?

How will the viewer see the object? What is the point of view?

How will the suggestions provided by other student be utilized for design implementation and improvement?

How will you build upon prior skills and techniques to develop a more refined image?

How will you challenge yourself and go beyond what is being asked when creating your design?

How will you vary the thumbnail drawings to develop the best composition?

Why is the use of proper time management essential from the beginning of the design development?

How will you use the goals of the assignment and personal aesthetics to guide you through the process of creation?

When is it ideal to do a pre-assessment?

How will you use the goals of the assignment and personal aesthetics to evaluate your work and the work of others?

How should you receive criticism from others?

#### **Upon completion of this unit students will be able to:**

1.1.12.D.1, 1.1.12.D.2

1.2.12.A.1, 1.2.12.A.2

1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.5

1.4.12.A.1, 1.4.12.A.2

1.4.12.B.1, 1.4.12.B.2

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 6.1 US History: America in the World
- 6.2 World History/Global Studies



**Activities:**

- Power point presentation including former students' work
- Individual worksheet for notes and questions
- Group discussion on concepts, techniques and compositions
- Personal web search of artists' work for inspiration
- Individual presentation of inspirational work
- Group consultation for design idea, development and guidance
- Compositional pre-sketch activity using sketchbook.
- Design development
- Pre-assessment: observation, written and conversation
- Individual consultation of pre-assessment
- Small group discussions for assistance and encouragement
- Design completion
- Journaling the process which will include the photos taken of work in progress to completion.
- Post assessment: individual written evaluation based goals and aesthetics
- TAG crit: Tell something positive, Ask a question, Give advice.

**STEAM Activities (Visual Arts):**

- Students can relate how zooming in on an object aids in finding detail, information and nuance by using a magnifying glass. Students may be able to remove a sample of the object to view in a microscope for further investigation.

**Enrichment Activities:**

- Using a camera, select a natural object to view close up and create several black/white or sepia images. Write a one page paper that compares and contrasts these images to Georgia O'Keeffe's paintings of flower.

**Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

**Resources/ Online Resources:**

- DVD/Power Point on Georgia O'Keeffe painter and other artists of the early 20<sup>th</sup> Century.

- Online Museums and websites: Museum of Modern Art, O’Keeffe Museum  
- <https://www.okeeffemuseum.org/>.
- Vimeo: Georgia O’Keeffe a Life in Art
- <https://vimeo.com/134768633>
- Text: Georgia O’Keeffe
- Scholastic Art Magazines

## Unit: Observational Drawing

### Topic 4: Figure Drawing

**Approximate # of Weeks: 3-4**

#### **Essential Questions:**

For personal and portfolio development, why is it important to develop the seeing/rendering skill for drawing the human form?

What are the proportions of the figure?

How does figuring out the weight and balance of the figure aid in developing a more accurate drawing of the figure's position?

What happens to the figure when a body part is foreshortened?

How will you use your drawing tool to figure out position, placement, and the proportion of the figure?

If you make a mistake how should you handle it?

What do you need to work on to make improvements?

What's the take away? How by assessing other's work will help you with assessing your own drawing?

How does the choice of media dictate the outcome of your drawing?

How can you use the line's weight to add visual interest, variety, and visual weight to areas of the figure?

How well are you developing your seeing/drawing skills through this process?

What is the best way to assess your work and the work of others?

How should you receive criticism from others?

#### **Upon completion of this unit students will be able to:**

1.3.12.D.1, 1.3.12.D.2

1.4.12.B.1, 1.4.12.B.2

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

#### **Activities:**

- Presentation of former students' work
- Video on Figure Proportions, Figure's weight and balance, and how to develop a foreshortened figure.
- Individual worksheet for notes and questions
- A draw along of figure's proportion for clarity and advisement
- Group discussion on concepts and techniques
- An evolution of drawings of the figure using a variety of media
- Individual consultation
- Small group discussions for assistance and encouragement
- Post assessment: individual written evaluation based goals, aesthetics and personal improvement.

### **STEAM Activities (Visual Arts):**

- Students will correlate the figure's proportions to mathematical ratios.

### **Enrichment Activities:**

- Using a myriad of twigs/stick thicknesses and India Ink students will create a series of figure drawings that show heightened awareness of proportion, weight, balance, foreshortening, line quality and line weight for a portfolio design.

### **Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Journaling
- Final design selection
- Display
- Visual Observation
- Individual Critique
- Group assessment
- 

### **Resources/ Online Resources:**

- Former students art work
- YouTube tutorials:
- Proportion: [http://www.youtube.com/watch?v=7SFLSz\\_3ICw&feature=channel](http://www.youtube.com/watch?v=7SFLSz_3ICw&feature=channel)
- Weight: <http://www.youtube.com/watch?v=7L0AunTyz7I>
- Balance: <http://www.youtube.com/watch?v=QMF5TtIFqzQ>
- Foreshortening: <https://www.youtube.com/watch?v=sRedTxvO3rg>  
[https://www.youtube.com/watch?v=4DV73ck\\_feE](https://www.youtube.com/watch?v=4DV73ck_feE)
- Scholastic Art Magazines

## Unit: Observational Drawing

### Topic 5: Still Life

**Approximate # of Weeks: 3-4**

#### **Essential Questions:**

What is the relevance of a Still Life within visual art?  
How do the artists throughout the centuries use the Still Life to communicate an idea to the viewer?  
Although what is being painted are objects, how does an artist create curiosity and visual interest?  
How can the composition concerning position, placement and proportion be more sophisticated?  
How should the picture plane be considered as a part of the composition?  
When developing the thumbnail sketches how can you vary the approach of the composition?  
Using a limited color palette, how will you work with it to create differentiation of the objects?  
How will you work with the media to create form, value, texture, and detail?  
As a developing artist, how do you differentiate and develop yourself in media approach and composition from others?  
Why is it important to keep a visual log of your work in progress?  
How will you use the pre-assessment to assist you in making improvements?  
What advice will you provide to others for improvements?  
How well are you working with time?  
How well are you developing your seeing/drawing skills through this process?  
How will you reflect on the strong qualities of the Still Lives we viewed at the beginning when assessing your work and the work of others?  
How well did you do in reaching the goals of the assignment, creating a visually interesting design and developing yourself as an artist?  
How should you receive criticism from others?

#### **Upon completion of this unit students will be able to:**

1.1.12.D.1, 1.1.12.D.2  
1.2.12.A.2  
1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5  
1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4  
1.4.12.B.1, 1.4.12.B.2

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 6.1 US History: America in the World
- 6.2 World History/Global Studies

**Activities:**

- Presentation of both artists' and former students' work
- Individual worksheet for notes and questions
- Small/Large group discussion of presentation
- Video on color mixing.
- Activity sheet using color concepts presented.
- Group discussion on concepts, techniques and compositions
- Individual compositional development through thumbnail sketches
- Individual consultation
- Small group discussions for assistance and encouragement
- Design development
- Pre-assessment: observation, written and conversation
- Individual consultation of pre-assessment
- Design completion
- Journaling the process which will include the photos taken of work in progress to completion.
- Post assessment: individual written evaluation based goals and aesthetics
- TAG crit: Tell something positive, Ask a question, Give advice.
- Large group final critique using TAG

**STEAM Activities (Visual Arts):**

- Students will keep a photographic log of work in progress and create a digital portfolio of work either Google apps or other online app.

**Enrichment Activities:**

- When creating the Still Life use Color Discord to develop the palette.  
Color harmony and discord in film:  
<https://www.youtube.com/watch?v=UvyzitErLZ0>

**Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

**Resources/ Online Resources:**

- Artist work in both digital and print form
- Former students art work

- Online Museums: MET, MOMA, The National Museum, Philadelphia Museum, etc.
- YouTube tutorials: color mixing  
<https://www.youtube.com/watch?v=9sAr9B7nKR8>
- Scholastic Art Magazines

## Unit: Art History

### Topic: The Interplay of Artists' and Their Work: CTC

**Approximate # of Weeks: 2-3**

#### **Essential Questions:**

- When we think of artistic history who comes to mind as Master Artists?
- What were the characteristics of these artists that made/make them great?
- How were some of the other artists influenced by these Master Artists?
- What is Content, Technique and Composition (CTC) within art?
- Why is CTC importance within art?
- How does an artist interconnect CTC within their own work?
- What are some of the artistic interplay of content, techniques and compositions from one artist to another?
- Is it plagiarism if you use another artist's CTC within your own work?
- How have artists throughout time use CTC of others yet still be able to call work their own?
- How will analyzing works of art of others help us synthesize our own original works of art?
- Who's work of art would you consider using and why?

#### **Upon completion of this unit students will be able to:**

- 1.1.12.D.1, 1.1.12.D.2
- 1.3.12.D.4, 1.3.12.D.5
- 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4
- 1.4.12.B.1, 1.4.12.B.2

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 6.1 US History: America in the World
- 6.2 World History/Global Studies
- 7.1 World Languages

#### **Activities:**

- Video of Elizabeth Louise Vigèe La Brun:  
<https://www.youtube.com/watch?v=SV4QHwpFwvs>
- Personal investigation and collective conversation about the painting of *Madame du Barry*, 1781
- Power point presentation of CTC
- Individual worksheet for notes and questions
- Small group discussion and note comparison.
- Large group discussion
- Power point presentation of current Contemporary Artist: Kehinde Wiley
- Individual investigation, research and written analysis of an artist of student choice for CTC



### **STEAM Activities (Visual Arts):**

- Web search investigation, research and written analysis of artist's design relating to CTC into a digital presentation (student choice).

### **Enrichment Activities:**

- Many artist throughout history used CTC or components of CTC of other artists to retell a historical story. Find an example of such a lineage of design and create a pre-sketch for a final composition that retells the historical story in your own artistic voice.

### **Methods of Assessments/Evaluation:**

- Rubric
- Think/Pair/Share
- Reflection
- Power Point
- Journaling
- Digital presentation

### **Resources/ Online Resources:**

- Power Point on Elizabeth Louise Vigée La Brun and Kehinde Wiley.
- Online Museums and websites: MET, Brooklyn Museum
- YouTube –video Elizabeth Louise Vigée La Brun:  
<https://www.youtube.com/watch?v=SV4QHwpFwvs>  
Kehinde Wiley: <https://www.youtube.com/watch?v=7IjLSOP6WPI>
- Scholastic Art Magazines

## **Unit: Art History**

### **Topic: Recreation of a Masterpiece**

**Approximate # of Weeks: 3-4**

#### **Essential Questions:**

What type of qualities in a Master Work of Art will aid in recreating a strong reinterpreted design?

How will the Art Elements and Principles of Design in a Master Work of Art assist us in making the decision for our final selection?

Whose Master Work of Art will be the source of inspiration for the recreation?

What is the content of the art work?

How does the artist support the content of the piece using the techniques and composition?

Now knowing the content of the art work, how will you reinterpret it?

How will the choices that you make work with the content or against it?

How will you use your own artistic voice in creating the final design?

Aesthetically, who are you as an artist?

How will media choice aid in the communication of the content, resonate with the viewer, and work with your artistic voice?

How will CTC be used in evaluating your own work and the work of others?

How have you challenge yourself in meeting the goals of the project and developing your own artistic voice?

How will you know if your design is successful?

#### **Upon completion of this unit students will be able to:**

1.1.12.D.1, 1.1.12.D.2

1.2.12.A.2

1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5

1.4.12.A.2, 1.4.12.A.3

1.4.12.B.1, 1.4.12.B.2

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 6.1 US History: America in the World
- 6.2 World History/Global Studies

#### **Activities:**

- Power point presentation including former students' work
- Individual/group worksheet for notes and questions
- Group discussion on concepts presented
- Personal web search of artists' work for inspiration
- Individual presentation of inspirational work

- Group consultation for design idea, development and guidance
- Compositional pre-sketch activity using sketchbook.
- Media experimentation and exploration
- Design development
- Pre-assessment: observation, written and conversation
- Individual consultation of pre-assessment
- Small group discussions for assistance and encouragement
- Design completion
- Journaling the process.
- Post assessment: individual written evaluation based goals and aesthetics
- TAG crit: Tell something positive, Ask a question, Give advice.

### **STEAM Activities (Visual Arts):**

- How can you update an architectural form without losing its structural integrity? This question will be posed to students who are integrating man-made structures within their design.

### **Enrichment Activities:**

- In sketch book students can create several vignettes of each of the human form being reinterpreted within the design as a character study.

### **Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

### **Resources/ Online Resources:**

- Image collection from former students.
- Online Museums and websites: MET: <http://www.metmuseum.org/>  
Prado: <https://www.museodelprado.es/en>  
Asian Museum: <http://education.asianart.org/>  
Engineer Girl: <http://www.engineergirl.org/>
- Art History book: Jansen's Art History
- Scholastic Art Magazines

## Unit: Interpretive Design

### Topic 1: Metamorphosis

**Approximate # of Weeks: 3-4**

#### **Essential Questions:**

What's in an object? How will you look at the potential of an object being something else?

How will metaphoric seeing aid in the development of an object becoming something else?

How have artists current and past used an object to suggest or become something else?

How has metamorphic design evolve with the use of technology?

What are these artists' methods and how can we employ them in a metamorphic design?

How will you transform your object so that it becomes something in a well-developed integrated way, yet be unexpected?

How does both observation and imagination come into play with this design problem?

What strong artistic attribute do you need to employ for this design problem to be successful?

How do you assess a work that incorporates both realistic rendering and imagination?

How successful are you in achieving the goals of the assignment and using developing your personal artistic voice?

#### **Upon completion of this unit students will be able to:**

1.1.12.D.1, 1.1.12.D.2

1.2.12.A.2

1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5

1.4.12.A.2, 1.4.12.A.3,

1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

#### **Activities:**

- Presentation of both artists' and former students' work
- Individual worksheet for notes and questions
- Small/Large group discussion of presentation
- Metaphoric seeing activity: individual and small group
- Group discussion on concepts and techniques

- Individual compositional development through thumbnail sketches
- Individual consultation
- Small group discussions for assistance and encouragement
- Design development
- Personal investigation of technological use and manipulation of images for metamorphic change.
- Pre-assessment: observation, written and conversation
- Individual consultation of pre-assessment
- Design completion
- Journaling the process which will include the photos taken of work in progress to completion.
- Post assessment: individual written evaluation based goals and aesthetics
- TAG crit: Tell something positive, Ask a question, Give advice.
- Large group final critique using TAG

### **STEAM Activities (Visual Arts):**

- Evolution- a process of slow change and development.  
Metamorphosis- a major change in the appearance or character of someone or something  
Students will equate these concepts used within design to scientific meaning.  
Student will also work collaboratively with the music department. The music students will be creating a musical piece that relates to the evolution and metamorphic change within the designs.

### **Enrichment Activities:**

- Students will write a story that correlates with the visual metamorphic change which will be used for an illustrative style presentation board for their portfolio.

### **Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

### **Resources/ Online Resources:**

- Artists work in both digital and print form
- Former students art work

- Online Museums: MET, MOMA, The National Museum, Philadelphia Museum, etc.
- MC Escher gallery: <http://www.mcescher.com/>
- YouTube Monarch Butterfly Metamorphosis time-lapse FYV 1080 HD : <https://www.youtube.com/watch?v=ocWgSgMGxOc>
- Metamorphosis » by Matthew Clark from United Visual Artists <https://www.youtube.com/watch?v=qWjj2kui258>
- Scholastic Art Magazines

## Unit: Interpretive Design

### Topic 2: Exploration

**Approximate # of Weeks: 2-3**

#### **Essential Questions:**

How do artists get inspired?

What is artistic exploration?

What does it mean to interpret?

Why is it artistically important to be able to interpret?

How should a word, phrase, song, dance, or other forms of art be interpreted in the visual form?

How will you let process and exploration be a part of an interpretation?

What will the media create when you let yourself just do?

How could you use a mistake or mishap to your benefit?

How should we view the pieces being created? As a whole or as parts with interest?

Which of the designs created resonate with you aesthetically? Why?

How do we judge the work created?

Which designs best meet the criteria set out?

Why was this exploration necessary for you as an artist?

Upon completion of this unit students will be able to:

1.3.12.D.1, 1.3.12.D.2

1.4.12.A.3

1.4.12.B.1, 1.4.12.B.2

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

#### **Activities:**

- Group discussion on concepts
- Note taking within sketchbook
- Prompts will be provided for students to develop spontaneous designs over the course of 5 days.
- Exploration of media, methods and techniques.
- Small group discussions for assistance and encouragement
- A series of 5-8 designs executed.
- Journaling the process.
- A discussion about the success of the designs.
- Individual and group assessment

**STEAM Activities (Visual Arts):**

- How does the idea of interpretation relate to other art forms? Students will find an example of free from interpretation within another form of art for discussion.

**Enrichment Activities:**

- Students will use small samples of the work created for use in developing a textile, background or other within their sketchbook as a part of their design portfolio.

**Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Projects
- Display
- Visual Observation

**Resources/ Online Resources:**

- Former students art work
- Online Museums: MET, MOMA, The National Museum, Philadelphia Museum, etc
- Scholastic Art Magazines



## **Unit: Interpretive Design**

### **Topic 3: Personal Design Development**

**Approximate # of Weeks: 3-4**

#### **Essential Questions:**

How do you develop your creative divergent thinking?

Why is it essential for an artist to be able to develop a fully rendered composition from simple sources of inspiration?

How will the designs developed in the exploration activity be used to create a composition that is cohesive, inventive and shows personal aesthetics?

How have students of the past used their exploration designs as a prompt to create an exciting, inventive, innovative and well composed interpreted design?

Why is it important to plan out the entire concept, including CTC, of the interpretive design before you begin execution?

How will you manage time on a design that is completely developed on your own?

What element of the exploration design could you use to integrate into an interpretive design?

How will you create a design that reflects your personal aesthetics and be appropriate for your portfolio?

What form of media will you use: paint, drawing, digital including computer generated or photographic?

When it comes to developing a composition how will you use the Principles of Design to create a sophisticated image?

What is the content of your piece?

How will you support that content with the techniques and composition employed?

When assessing yourself and the work of others what standards will you use?

How can work that is across the board so different be evaluated fairly?

How will you use your knowledge of the Art Elements, Principles of Design, and individual aesthetics to provide criticism?

How does this activity set the student up for the Advanced Placement Studio Art course?

#### **Upon completion of this unit students will be able to:**

1.1.12.D.1, 1.1.12.D.2

1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4,

1.4.12.A.2, 1.4.12.A.3,

1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

- 8.1 – Computer and Information Literacy
- 8.2 – Technology Education

**Activities:**

- Reflection of previous work created.
- Presentation former students' work
- Individual worksheet for notes and questions
- Small/Large group discussion of presentation
- Group discussion on concepts and techniques
- Individual compositional development through thumbnail sketches
- Individual consultation
- Small group discussions for assistance, encouragement and design ideas.
- Individual and group development of a set of standards for assessment.
- Design development
- Pre-assessment: observation, written and conversation
- Individual consultation of pre-assessment
- Design completion
- Journaling the process which will include the photos taken of work in progress to completion.
- Post assessment: individual written evaluation based goals and aesthetics
- TAG crit: Tell something positive, Ask a question, Give advice.
- Large group final critique using TAG

**STEAM Activities (Visual Arts):**

- In many forms of art, science, technology, engineering, and math inspiration comes from many sources, some simple, some complex, either way it is the start of an idea. Investigate one of the STEAM components for a design, theory, formula or other that was developed by some form of inspiration.
- **Enrichment Activities:**
- Students will utilize several of the exploration designs for their sketchbook idea development. Ideas created need to show CTC in its developmental stages for their portfolio of work.

**Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

**Resources/ Online Resources:**

- Former students art work
- Online Museums: MET, MOMA, The National Museum, Philadelphia Museum, etc
- Scholastic Art Magazines

## Unit: Interpretive Design

### Topic 4: Book Cover

**Approximate # of Weeks: 3-4**

#### **Essential Questions:**

What's in a book cover?

Which of the books presented would you want to pick up and read? Why?

Why is simplicity in design important when it comes to an effective book cover?

How do artists set up the book cover design?

How does CTC come into play with the cover?

Why do you need to know the book to be able to represent the book?

How will the choices of color and typography effect the visual presentation of the cover?

How will represent the book in a more contemporary way that will resonate with the target audience?

How will you integrate personal aesthetics within the design but still represent the book?

How does the media of choice: paint, drawing, technology and other work with your portfolio?

How will you support that content with the techniques and composition employed?

When assessing yourself and the work of others what standards will you use?

How can work that is across the board so different be evaluated fairly?

How will you use your knowledge of the Art Elements, Principles of Design, and individual aesthetics to provide criticism?

How does this activity set the student up for the Advanced Placement Studio Art course?

#### **Upon completion of this unit students will be able to:**

1.1.12.D.1, 1.1.12.D.2

1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4,

1.4.12.A.2, 1.4.12.A.3,

1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 8.1 – Computer and Information Literacy
- 8.2 – Technology Education

**Activities:**

- Presentation of classic books in a myriad of designs
- Quiz on book design and visual interest
- Presentation former students' work
- Individual worksheet for notes and questions
- Small/Large group discussion of presentation
- Group discussion on concepts and techniques
- Individual compositional development through thumbnail sketches
- Individual consultation
- Small group discussions for assistance, encouragement and design ideas.
- Individual and group development of a set of standards for assessment.
- Design development
- Pre-assessment: observation, written and conversation
- Individual consultation of pre-assessment
- Design completion
- Journaling the process which will include the photos taken of work in progress to completion.
- Post assessment: individual written evaluation based goals and aesthetics
- TAG crit: Tell something positive, Ask a question, Give advice.
- Large group final critique using TAG

**STEAM Activities (Visual Arts):**

- Students may use technology: computer generated design, photography or other to develop their book cover design.
- **Enrichment Activities:**
- Students will create a book cover jacket for portfolio presentation. This would include: front, back, spine, and inside flaps.

**Methods of Assessments/Evaluation:**

- Rubric
- Reflection
- Individual consultation
- Journaling
- Completed Project
- Display
- Visual Observation
- Individual Critique
- TAG

**Resources/ Online Resources:**

- Former students art work
- A variety of book cover designs from various publishers.

## **Unit: Art Shows**

### **Topic: Curating a Show**

**Approximate # of Weeks: 1-2**

#### **Essential Questions:**

Why is it essential for visual artists to showcase their work?

Why should students present their work in a collection?

How do you go about selecting artwork presented in a show?

How do you present the work so that it's as professional as possible?

How long does it take to prepare the work?

What is the process of curating a show?

**Upon completion of this unit students will be able to:**

1.3.12.D.3

#### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

#### **Activities:**

- Group discussion on concepts and techniques of curating a show
- Personal selection of work being presented
- Small group discussions for assistance
- Individual consultation
- Lesson on how to mat, back and tag work
- Execution of matting, backing and tagging work
- Teacher and student consultation of presentation
- Show assistance for set up
- Show presentation and opening
- Show take down

#### **STEAM Activities (Visual Arts):**

- Students may create a pictorial or film of show process for personal record.

- **Enrichment Activities:**

- Students can create a digital recording of presentation for personal portfolio.

**Methods of Assessments/Evaluation:**

- Reflection
- Individual consultation
- Journaling
- Display
- Visual Observation

**Resources/ Online Resources:**

- Gallery displays visited during the course of the year along with online visits.
- Images of former students' work in shows and presentations