

CV Guarantee proficiency in utilizing both pens and pencils
(Art I/Grade 9-12)

Big Idea: students will achieve proficiency in utilizing both pens and pencils for drawing and shading, refining their skills through guided practice and instruction. Through this endeavor, students will master the art of creating detailed and nuanced artworks, employing pens and pencils as their primary mediums for artistic expression.

Standard:

- .1 Solve a variety of visual arts problems that involves the effective use of the elements of art and the principles of design.
- 2.4 Review and refine observational drawing skills.
- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

Timeline: 4-5 Weeks

Key Vocabulary:

tone, value, shade, dark, light, blend, aesthetic, line, texture, contrast, stipple, Grid, hatching, crosshatching.

Vocabulary Activities:

Demonstrate knowledge of vocabulary through verbal demonstration of vocabulary and projects

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I know the ways pens can make different marks.</p> <p>I know what contrast is and why it's important for pen drawings</p>	<p>I can look at an image and understand what different tonal values will be needed, and what kind of pen pressure will be needed</p>	<p>I can make a variety of tonal values using a pen</p> <p>I can make a variety of textural marks with a pen</p>	<p>Students will produce a variety of pen and ink efforts</p> <p>Students will produce circular texture wheel</p> <p>Students will produce a variety of different worksheets and sketchbook exercises</p> <p>Students will produce a variety of pencil exercises and drawings</p>

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Resources:

Scholastic Arts, art books, youtube.com, newspapers, Magazines, Social Media, library resources, Slides, video, examples, paper handouts, audio clips.

CV Guarantee **manipulate color**
(Art I/Grade 9-12)

Big Idea: Students will develop the ability to utilize color for creating diverse shades and tones. Through this skill, students will effectively manipulate color to produce a range of values within their artworks.

Standard:

2.1 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

2.4 Review and refine observational drawing skills.

3.0 Artists and designers develop excellence through practice and constructive critique to reflect on, revise, and refine work over time.

Timeline: 3-4 Weeks

Key Vocabulary:

tone, value, shade, dark, light, gradation, contrast, blend, aesthetic, line, texture, color wheel, monochromatic, complimentary, analogous, primary, secondary, tertiary, theory,

Vocabulary Activities:

Demonstrate knowledge of vocabulary through verbal demonstration of vocabulary and projects

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I know the difference between different tones.</p> <p>I know the difference in different ways the color wheel relates to other colors</p>	<p>I can look at an image and understand what different tonal values will be needed, and what kind of pencil pressure will be needed</p> <p>I can show you complimentary colors, analogous colors, and different color wheel relations</p>	<p>I can make a variety of tonal values using a colored pencils using color theory</p> <p>I can look at an image and match the tonal values using color theory</p>	<p>Students will produce a colored pencil drawing</p> <p>Students will produce a color wheel</p> <p>Students will produce a variety of different worksheets and sketchbook exercises related to color</p>

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CV Guarantee **drawing and shading**
(Art I/Grade 9-12)

Big Idea: The aim is for students to excel in utilizing pencils for drawing and shading, mastering their techniques effectively with focus on proportion, using a grid method.

Standard:

- .1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.4 Review and refine observational drawing skills.
- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

Timeline: 3-4 Weeks

Key Vocabulary:

tone, value, shade, dark, light, gradation, contrast, blend, aesthetic, line, texture, grid, scale, proportion, vanishing point, horizon, foreground, middleground, background

Vocabulary Activities:

Demonstrate knowledge of vocabulary through verbal demonstration of vocabulary and projects

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I know the difference between tones</p> <p>I know how to use a ruler and graph a grid.</p>	<p>I can look at an image and understand what different tonal values will be needed, and what kind of pencil pressure will be needed</p> <p>I will need to identify proportion scale when challenged to replicate something.</p>	<p>I can make a variety of tonal values using a pencil</p> <p>I can look at an image and match the tonal values</p> <p>I can measure proportion using a grid method of drawing and differentiate tones from shapes.</p>	<p>Students will produce a grid drawing</p> <p>Students will produce a full value drawing</p> <p>Students will produce a variety of different worksheets and sketchbook exercises</p>

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Resources:

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CV Guarantee self-portraits
(Art I/Grade 9-12)

Big Idea: Students will create self-portraits, expressing their unique identities and perspectives through artistic interpretation. This project will allow students to explore self-expression while honing their skills in portraiture and representation.

Standard:

Timeline: 2-3 Weeks

Key Vocabulary:

1. Self-portrait: A portrait an artist makes of themselves, reflecting their appearance and personality.
2. Shading: The technique of adding varying tones to a drawing to create the illusion of depth and volume.
3. Proportion: The relationship between the sizes of different parts of an object or figure.
4. Contour: The outline of a subject, emphasizing its shape and form.

Vocabulary Activities:

1. Matching Game: Match key terms with their definitions, reinforcing understanding of vocabulary related to self-portraiture.
2. Drawing Labels: Label different parts of a self-portrait drawing, identifying elements such as shading techniques, proportions, and contours, elements of art, principles of design.

Knowledge

Reasoning

Performance Skills

Product Examples

Resources:

Scholastic Arts, art books, youtube.com, newspapers, Magazines, Social Media, library resources, Slides, video, examples, paper handouts, audio clips.

CV Guarantee - 3-d sculpture
(Art 2/Grade 10-12)

<p>Standard: <u>1.VA:Cr2.3</u> Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p>		<p>Timeline: 4-6 Weeks</p>	
<p>Key Vocabulary: 3-d sculpture, form, manipulate, blueprint, construct</p>		<p>Vocabulary Activities: Discuss building methods and perform in-progress critiques using academic language.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>3-d design and sculpture</p>	<p>Students will be approached with real world problems that can be solved with 3-d design concepts.</p>	<p>students will be able to create 3-d sculptures using various materials for a hands-on construction</p>	<p>Students will create a small model of a house using cardboard and other textiles.</p>
<p>Resources: Slides, video, examples, paper handouts, audio clips, textile material, glue, scissors, tape</p>			

CV Guarantee Visual Art utilizing multiple types of art materials for pattern
(Subject/Grade)

Big Idea: Students will develop proficiency in **utilizing multiple types of art materials for drawing** and shading, honing their skills through guided practice and instruction. Through this program, students will master the art of creating detailed and nuanced artworks, employing **pencils as their primary medium** for expression.

Standard:

4.1: Aesthetic Valuing: How personal beliefs, cultural traditions, and current social contexts influence the interpretation of the meaning/message of a work of Art.

2.6: Create a two dimensional work of Art that addresses a social issue reflecting pattern.

Timeline: 2nd Quarter (Practice)

Key Vocabulary:

art criticism, elements of art (line, shape, form, balance, color, space, texture), principles of design, universal themes, visual metaphor, point of view, symbolism, aesthetics, pattern, fluidity,

Vocabulary Activities:

Description, Analysis, Interpretation, Judgment Activities.

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify the intentions of the artists creating contemporary works of art.</p> <p>I can identify the point of view of a work of art.</p>	<p>I can analyze and articulate how society influences the interpretation and message of a work of art by building on the prior knowledge of students and student assets.</p> <p>I can examine the use of visual metaphor in a work of art.</p> <p>I can Interpret, analyze, reflect and provide insight on different art styles, recognizing artist techniques from the</p>	<p>I can identify, collect, and sketch works of art specific to a chosen universal theme that emphasizes</p> <p>I can solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p>	<p>I can produce a work of art that communicates a universal theme from art history emphasizing a personal belief, symbolism, cultural tradition, or current social context which incorporates the effective use of the Elements and Principles of Art.</p>

	process learning experience.		
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Resources:

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CV Guarantee one and two-point perspective
(Art I/Grade 9-12)

Big Idea: Students will craft projects utilizing both **one and two-point perspective** techniques, @gaining hands-on experience in spatial representation. This endeavor will enable students to grasp the intricacies of perspective drawing and apply them creatively in their artistic endeavors.

<p>Standard:</p> <p>.1 Solve a visual arts problem that involves the effective use of the elements of art and principles of design.</p> <p>2.4 Review and refine observational drawing skills.</p> <p>2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.</p>		<p>Timeline: 3-4 Weeks</p> <p>2 weeks on one point perspective</p> <p>2 weeks on 2-point perspective</p>	
<p>Key Vocabulary:</p> <p>tone, value, shade, dark, light, perspective, 1-point perspective, 2-point perspective, dimension, vanishing point, horizon line, aesthetic, line, contrast, perpendicular, parallel</p>		<p>Vocabulary Activities:</p> <p>Demonstrate knowledge of vocabulary through verbal demonstration of vocabulary and projects</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I know the difference between one point and two point perspective</p> <p>I know what a vanishing point is and how it relates to this project</p> <p>I know how to use previous shading knowledge in these new drawings.</p>	<p>I can look at an image and understand whether it is 1 or 2 point perspective.</p> <p>I can look at a drawing that has an incorrect part and point out what is wrong and how to fix it.</p> <p>I know where the light, middle, and dark tonal ranges should be in</p>	<p>I can make a variety of shapes that show one and two point perspective</p> <p>I can point out a vanishing point,</p> <p>I can add lines to an example to make the perspective correct</p>	<p>Students will produce a 1-point perspective maze drawing</p> <p>Students will produce a 2-point perspective city scene\</p>

	the maze and city-scape		
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