

**EAST ISLIP SCHOOL DISTRICT**  
**ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP**  
**High School: Studio in Art**

**Studio in Art**  
**Quarter 1**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
<ul style="list-style-type: none"> <li>• Art Elements: Line, Shape, Color, Composition (Folder Design)</li> <li>• Art Element: Textures and Patterns</li> <li>• Observational Drawings: (6 Drawing Styles based on Anatomy/Hands ASL)</li> <li>• Art Element: Composition &amp; Space</li> <li>• Art Element: Value &amp; Form</li> <li>• Art Element: Value, Texture and Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• What is an image?</li> <li>• How does life experiences influence the way you create/relate to art?</li> <li>• How do right brain thinking and its development affect you as an artist?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate creative problem solving and thinking skills</li> <li>• Think Critically to develop and refining communication skills</li> <li>• Employ a variety of Materials; using the Elements and Principles of Design</li> <li>• Apply knowledge, concepts and technical skills</li> <li>• Think Creatively discovering an outlet for personal artistic expression</li> </ul>	<p>Connections to Interdisciplinary Learning, Common Core Learning:</p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• English Language Arts</li> <li>• Technology</li> <li>• Science</li> <li>• Literacy</li> </ul>	<p>Formative Assessments include:</p> <ul style="list-style-type: none"> <li>• Individual and group conducted checks for understanding, participation in class discussions</li> <li>• Student self - assessment and teacher rubric evaluation</li> <li>• Written assessments and responses to their own works and works of others</li> <li>• Home work assignments which coincide with class assignments</li> <li>• Students will keep a portfolio of completed work</li> </ul>	<p>Teacher collected materials which include:</p> <ul style="list-style-type: none"> <li>• Various hardcover/ soft cover books</li> <li>• PBS Video Library</li> <li>• Internet Research</li> <li>• Art Museums via online</li> <li>• Various Magazines: Scholastic, Art Talk, etc.</li> <li>• Student Examples</li> </ul>



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**Quarter 2**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
<ul style="list-style-type: none"> <li>• Art Element: Color</li> <li>• Observational Drawing: Figurative/ Portraiture</li> <li>• Art Element: Proportion and Scale</li> <li>• Art Element: Color Theory</li> <li>• Art Element: Space, Composition, Perspective, and Form</li> </ul>	<ul style="list-style-type: none"> <li>• What problem solving skills do I need or have used to create art?</li> <li>• What colors/palette can you see when viewing a particular piece of artwork?</li> <li>• How do the Elements and Principles of Art create effective work of art?</li> <li>• When I look at a piece of visual art, can I see which Element and Principles have been applied/used?</li> <li>• As an Artist, what inspires me?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate creative problem solving and thinking skills</li> <li>• Think Critically to develop and refining communication skills</li> <li>• Employ a variety of Materials; using the Elements and Principles of Design</li> <li>• Apply knowledge, concepts and technical skills</li> <li>• Think Creatively discovering an outlet for personal artistic expression</li> </ul>	<p>Connections to Interdisciplinary Learning, Common Core Learning:</p> <ul style="list-style-type: none"> <li>• Mathematics,</li> <li>• English Language Arts</li> <li>• Technology,</li> <li>• Science</li> <li>• Literacy</li> </ul>	<p>Formative Assessments include:</p> <ul style="list-style-type: none"> <li>• Individual and group conducted checks for understanding, participation in class discussions</li> <li>• Student self - assessment and teacher rubric evaluation</li> <li>• Written assessments and responses to their own works and works of others</li> <li>• Home work assignments which coincide with class assignments</li> <li>• Students will keep a portfolio of completed work</li> </ul>	<p>Teacher collected materials which include:</p> <ul style="list-style-type: none"> <li>• Various hardcover/soft cover books</li> <li>• PBS Video Library</li> <li>• Internet Research and Art Museums via online</li> <li>• Various Magazines: Scholastic, Art Talk, etc.</li> <li>• Student Examples</li> </ul>



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**Quarter 3**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
<ul style="list-style-type: none"> <li>• Art Element: Form, Shape, Contrast</li> <li>• Art Element: Balance, Rhythm, Movement</li> </ul>	<ul style="list-style-type: none"> <li>• When I look at a piece of art can I see how the Elements and Principles of Design have been applied?</li> <li>• Can I relate Art to cultures and societies?</li> <li>• What inspires an artist to create a piece of visual art?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate creative problem solving and thinking skills</li> <li>• Think Critically to develop and refining communication skills</li> <li>• Employ a variety of Materials; using the Elements and Principles of Design</li> <li>• Apply knowledge, concepts and technical skills</li> <li>• Think Creatively discovering an outlet for personal artistic expression</li> </ul>	<p>Connections to Interdisciplinary Learning, Common Core Learning:</p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• English Language Arts</li> <li>• Technology</li> <li>• Science</li> <li>• Literacy</li> </ul>	<p>Formative Assessments include:</p> <ul style="list-style-type: none"> <li>• Individual and group conducted checks for understanding, participation in class discussions</li> <li>• Student self - assessment and teacher rubric evaluation</li> <li>• Written assessments and responses to their own works and works of others</li> <li>• Home work assignments which coincide with class assignments</li> <li>• Students will keep a portfolio of completed work</li> </ul>	<p>Teacher collected materials which include:</p> <ul style="list-style-type: none"> <li>• Various hardcover/soft cover books</li> <li>• PBS Video Library</li> <li>• Internet Research and Art Museums via online</li> <li>• Various Magazines: Scholastic, Art Talk, etc.</li> <li>• Student Examples</li> </ul>



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**Quarter 4**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
<ul style="list-style-type: none"> <li>• Art Element: Shape, Form relative to 3d Design</li> </ul>	<ul style="list-style-type: none"> <li>• What is an image?</li> <li>• How do life experience the way you relate to art?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate creative problem solving and thinking skills</li> <li>• Think Critically to develop and refining communication skills</li> <li>• Employ a variety of Materials; using the Elements and Principles of Design</li> <li>• Apply knowledge, concepts and technical skills</li> <li>• Think Creatively discovering an outlet for personal artistic expression</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• English Language Arts</li> <li>• Technology</li> <li>• Science</li> <li>• Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group conducted checks for understanding, participation in class discussions</li> <li>• Student self - assessment and teacher rubric evaluation</li> <li>• Written assessments and responses to their own works and works of others</li> <li>• Home work assignments which coincide with class assignments</li> <li>• Students will keep a portfolio of completed work</li> </ul>	<p>Teacher collected materials which include:</p> <ul style="list-style-type: none"> <li>• Various hardcover/ soft cover books</li> <li>• PBS Video Library</li> <li>• Internet Research and Art Museums via online</li> <li>• Various Magazines: Scholastic, Art Talk, etc.</li> <li>• Student Examples</li> </ul>



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**Common Core Learning Standards Integrated/Fine Arts**

<b>Studio in Art</b>	<b>RL9-10.2</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	<b>RL9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	<b>RL9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	<b>RL9-10.5</b>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
	<b>RL9-10.9</b>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).



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<b>Studio in Art</b>	<b>SL9-10.1</b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>• CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>• CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>• CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
	<b>SL9-10.2</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
	<b>SL9-10.3</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	<b>SL9-10.5</b>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

