

9-12

Introduction to Art

Curriculum

April 2024

Unit A: Elements of Design

Timeframe: 3 weeks

Mandatory Resources:

- Elements of Design Visuals
- Elements of Design Handout

Optional Resources

- Elements of Design Packet
- Elements of Design PowerPoint
- Art Textbook
- Georges Roualt, *The Old King*
- Egon Schiele, *Portrait of Paris von Guttersloh*
- Henri Matisse, *Jazz*
- Edgar Degas, *The Millinery Shop*
- Jacob Lawrence, *The Pool Parlor and No. 52*
- Georgia O'Keeffe, *Alligator Pears in a Basket and Skull*
- Louis Lozowick, *Still Life #2*
- Henry Moore, *Large Standing Figure: Knife Edge*
- Leonardo da Vinci, *Head of a Woman and Mona Lisa*
- Pablo Picasso, *The Old Guitarist*
- Robert Adam, *River Landscape with a Castle*
- Joseph Stella, *Old Brooklyn Bridge*
- *Relief of Nebhepetre Mentuhotep*
- Meret Oppenheim, *Fur Covered Cup*
- Raphael, *Baltazar Castiglione*
- Max Weber, *Chinese Restaurant*
- Edward Hopper, *Nighthawks*
- Piet Mondrian, *Diagonal Composition*
- Franz Marc, *The Yellow Cow*
- Andrew Wyeth, *Christina's World*
- Eugene Delacroix, *Liberty Leading the People*
- Grant Wood, *Stone City*

Academic Vocabulary:

- Line
 - Line direction
 - Line quality

- Shape
 - Geometric
 - Free-form
- Form
 - 3-Dimensional
- Value
 - Scale
- Color
 - Color schemes
 - Hue
 - Value
 - Intensity
- Space
 - Linear perspective
 - Non-linear perspective
 - Positive space
 - Negative space
- Texture
 - Tactile
 - Invented
 - Simulated

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Elements of Design	Line	TLW: Be able to recognize the use of lines in artworks Be able to use line in their own artworks Be able to identify how artists use lines to	Presentation -Visuals -Class discussion Student-based activity demonstrating use of line	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> Students will submit line activity, teacher will evaluate line activity and leave feedback for unit project	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #6. Convey

		communicate various meanings in artworks			of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work.
Elements of Design	Shape	TLW: Be able to recognize the	Presentation -Visuals -Class discussion	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities.	Anchor Standard #1. Generate and conceptualize

		use of shapes in artworks Be able to use shape in their own artworks Be able to identify how artists use shapes to communicate various meanings in artworks	Student-based activity demonstrating use of shape	<u>Formal Assessment:</u> Students will submit shape activity, teacher will evaluate shape activity and leave feedback for unit project	9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work..
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					9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
Elements of Design	Form	TLW: Be able to recognize the difference between a shape and a form Be able to turn a shape into a form Be able to identify how artists use the illusion of form in a 2D artwork to show dimension Be able to identify how artists use form in 3D artworks	Presentation -Visuals -Class discussion Student-based activity demonstrating use of form	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> Students will submit form activity, teacher will evaluate form activity and leave feedback for unit project	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work.context to deepen understanding.

					and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
Elements of Design	Value	TLW: Be able to recognize the use of value in artworks Be able to use value in their own artworks Be able to identify how artists use values to turn a shape into a form	Presentation -Visuals -Class discussion Student-based activity demonstrating use of value	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> Students will submit value activity, teacher will evaluate value activity and leave feedback for unit project	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8.

					production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	Interpret intent and meaning in artistic work.
Elements of Design	Color	TLW: Be able to recognize the use of color in artworks Be able to use color in their own artworks Be able to identify how artists use color to	Presentation -Visuals -Class discussion Student-based activities demonstrating use of color -Create a color wheel using only primary colors -Create a value scale -Create an intensity scale -Create individual compositions using each of the color schemes	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> Students will submit color activities, teacher will evaluate color activities and leave feedback for unit project	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #6. Convey

		communicate various meanings in artworks			of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work.
Elements of Design	Space	TLW: Be able to recognize positive and	Presentation -Visuals -Class discussion	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities.	Anchor Standard #1. Generate and conceptualize

		negative space in artworks Be able to recognize the difference between linear and non-linear perspective Be able to identify how artists use space to communicate various meanings in artworks Be able to use non-linear perspective in their own drawing	Student-based activities demonstrating use of space -Demonstrate understanding of positive and negative space -Demonstrate understanding of linear and nonlinear perspectives -Create a non-linear drawing	<u>Formal Assessment:</u> Students will submit space activities, teacher will evaluate space activities and leave feedback for unit project	9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work.
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					9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
Elements of Design	Texture	TLW: Be able to recognize texture in artworks Be able to recognize the difference between tactile, simulated, and invented textures Be able to identify how artists use texture to communicate various meanings in artworks Be able to use texture in their own artwork	Presentation -Visuals -Class discussion Student-based activities demonstrating use of texture -Demonstrate understanding of tactile, simulated, and invented textures -Illustrate the 3 different types of textures	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> Students will submit texture activity, teacher will evaluate texture activity and leave feedback for unit project	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work.

					and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
Elements of Design	Elements of Design	TLW: Be able to recognize all of the elements of design Be able to recognize the difference between each element of design Be able to identify how artists use the elements of design to communicate various meanings in artworks	Visual of an artwork incorporating each element of design (ie. Van Gogh's "Starry Night") Student will create a project demonstrating their understanding of the elements of design -Create 2 thumbnail sketches -Choose best sketch for project -Create final project Students will discuss completed projects during a critique session	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> - Students will submit a final project using the elements of design - Students will use a rubric to self-evaluate their works - Teacher will evaluate artworks based on rubric - Teacher will evaluate student participation during critique	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5.

		Be able to use the elements of design in a final composition			production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 A Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.3 D- Evaluate works in the arts and humanities using a complex vocabulary of critical response. 9.3 E- Examine and evaluate various types of critical analysis of works in the arts and humanities 9.3 F- Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G- Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have	Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work. Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
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					on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
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UNIT B: Principles of Design

Timeframe: 2 weeks

Mandatory Resources:

- Principles of Design Visuals
- Principles of Design Handout

Optional Resources

- Principles of Design Packet
- Principles of Design PowerPoint
- Art Textbook
- *Taj Mahal*
- Arnold Newman, *Igor Stravinsky*
- *Replica of Rose Window*
- Duval Elliot, *Late Summer*
- Adolph Gottlieb, *Brink*
- George Segal, *The Parking Garage*
- Dorothea Lang, *End of Shift and Tractored Out*
- William Johnson, *Li'l Sis*
- Rene Magritte, *Personal Values*
- Faith Ringgold, *The Dinner Quilt*
- Gustav Klimt, *Portrait of Eugenia Primavesi*
- Jose de Rivera, *Construction #105*
- Ellsworth Kelly, *Study for Cite*
- Deborah Butterfield, *Palomino*
- Frank Stella, *Raqqa II*
- M.C. Escher

Academic Vocabulary:

- Balance
 - Symmetrical
 - Asymmetrical
 - Radial

- Contrast
- Emphasis
- Proportion
 - Realistic
 - Exaggerated
 - Unrealistic
- Pattern
- Movement/Rhythm
- Unity

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Principles of Design	Overview of the principles of design	TLW: Be able to understand each principle of design Be able to recognize the differences between balance, contrast, emphasis, proportion, pattern, movement/rhythm, and unity Be able to use each principle of design in their own artworks Be able to identify how artists use the principles of design to illustrate various	Presentation -Visuals -Class discussion Student-based activities demonstrating use of principles of design -Illustrate each principle of design in their own drawing -Identify the principles of design being used in famous artworks -Communicate visual messages in their own artworks using the principles of design	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> • Students will submit principles of design activities • Teacher will evaluate principle of design activities and leave feedback for unit project	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work.

		meanings in artworks Be able to communicate a message to the viewer while using the principles of design in their own artwork			9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
Principles of Design	Using the principles of design	TLW: Be able to demonstrate understanding of each principle of design Be able to use each principle of design in their own artworks Be able to identify how	Visual of an artwork incorporating each principles of design Student will create a project demonstrating their understanding of the principles of design -Create 2 thumbnail sketches - Choose best sketch for project - Create final project	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> - Students will submit a final project using the elements of design - Students will use a rubric to	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms.	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.

		peers use the principles of design to illustrate various meanings in artworks	Students will discuss completed projects during a critique session	self-evaluate their works - Teacher will evaluate artworks based on rubric - Teacher will evaluate student participation during critique	9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 A Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.3 D- Evaluate works in the arts and humanities using a complex vocabulary of critical response. 9.3 E- Examine and evaluate various types of critical analysis of works in the arts and humanities 9.3 F- Analyze the processes of criticism used to compare the	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work. Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
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					meanings of a work in the arts in both its own and present time. 9.3 G- Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
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UNIT C - Subject Matter in Art

Timeframe: 7 weeks

Optional Resources

- Art Visuals
- Subject Matter Handouts
- Subject Matter Presentation
- Art HistoryTextbook
- Thomas Cole
- *View on the Catskill*
- Charles Sheeler
- *City Interior*
- Vincent van Gogh
- *Starry Night*
- Winslow Homer

- *Fresh Air*
- *Gulf Stream*
- *Good Pool*
- Frida Khalo
- Pablo Picasso
- Salvador Dali
- Chuck Close
- Albert Durer
- Jeremy Kyler
- Rembrandt Van Rijn
- Andy Warhol
- Francis Bacon
- Yan Pei-Ming
- Mequitta Ahuja
- Alice Neel
- *Mother and Child*
- Horace Pippin
- Hans Holbein
- *The French Ambassadors*
- Van Beyerens, *Banquet Still Life*
- Vincent van Gogh, *Shoes*
- Chardin, *Still Life with Plums*
- Audrey Flack, *Chanel*
- Audrey Flack, *Crayola*
- John Frederick Peto, *The Blue Envelope*
- Robert Cottingham, *Lynn's Portable*

Academic Vocabulary:

- Portraiture
 - Portrait
 - Self-portrait
 - Facial proportion
- Landscape
 - Foreground
 - Middleground
 - Background
- Still Life
 - Inanimate Objects
 - Contour
 - Caption
 - Composition
 - Overlapping

- Viewpoint
- Shading
- Hatching
- Cross Hatching
- Scumbling
- Burnishing
- Chalk pastel
 - Soft
 - Pigment
 - Gum Binder
 - Layer
 - Tooth
- Oil pastel
 - Color Mixing
 - Tint
 - Shade
 - Value Scale
 - Blending
- Watercolor
 - Wash
 - Wet on Dry
 - Scratching
 - Resist
 - Reflected light
 - Dry brush
 - Watercolor pencils
 - Masking out
 - Wet in wet
 - Graduated wash
 - Variegated wash
 - Sponging
 - Grainy texture
- Collage
- Contour

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Subject Matter in Art	Overview of Subject Matter in Art	TLW: Be able to recognize each subject matter in art	Presentation -Visuals -Class discussion	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding	9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the	Anchor Standard #7. Perceive and analyze artistic work.

		Be able to understand the differences between portraiture, landscape, and still life Be able to categorize works of art into the 3 subject matters	In-class activity categorizing different artworks into the 3 subject matters	<u>Formal Assessment:</u> Students will submit in-class activity, teacher will evaluate in-class activity and leave feedback for unit project	production of a work of art that reflects skills in media processes and techniques. 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Subject Matter in Art	Portraiture	TLW: Be able to recognize the difference between a portrait and a self-portrait	Presentation -Visuals -Class discussion In-class activities demonstrating	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u>	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work.

		Be able to identify different ways artists use portraiture to communicate meaning in artworks Be able to understand facial proportions Be able to use correct facial proportions in their projects Be able to recognize and identify elements and principles of design in portraits	understanding of a self-portrait -Practice drawing individual facial features of their own faces -Discuss facial proportions and how theirs differ from the average face -Combine individual facial features and knowledge of proportions into practice self-portraits -Create final self-portrait projects Self-portrait reflections In-class activities demonstrating understanding of a portrait -Practice drawing facial features for a portrait - Review facial proportions -Practice portraits -Create final portrait projects Students will discuss completed portrait projects during a critique session	• Students will submit self-portrait and portrait projects • Students will use a rubric to self-evaluate their works • Teacher will evaluate artworks based on rubric • Teacher will evaluate student participation during critique	variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 A Explain and apply the critical examination processes of works in the arts and humanities.	Anchor Standard #3. Refine and complete artistic work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work. Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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					9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.3 D- Evaluate works in the arts and humanities using a complex vocabulary of critical response. 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
Subject Matter in Art	Landscape	TLW: Be able to recognize a landscape Be able to identify the foreground, middleground, and backgrounds of different landscapes Be able to identify different artistic styles of creating	Presentation -Visuals -Class discussion In-class activities demonstrating understanding of a landscape -Categorize various famous artworks by style of landscape -Identify the foreground, middleground, and background of famous landscapes -Practice drawing landscapes	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> • Students will submit landscapes • Students will use a rubric to self-evaluate their works • Teacher will evaluate artworks based on rubric	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation.

		landscapes (<i>suggested: realistic, expressive, seascape, and cityscape</i>) Be able to create a landscape using foreground, middleground, and background Be able to recognize and identify elements and principles of design in landscapes	-Create their own landscapes Students will discuss completed landscape projects during a critique session	Teacher will evaluate student participation during critique	that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture	Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work. Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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					9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
Subject Matter in Art	Still Life	TLW: Be able to recognize a still life Be able to identify different artistic styles of creating still lifes (<i>suggested: traditional, hyper-realistic, simple, and ornate</i>) Be able to assemble a still life on their own Be able to create a still life artwork	Presentation -Visuals -Class discussion In-class activities demonstrating understanding of a still life -Categorize various famous artworks by style of still life -Practice drawing inanimate objects -Assemble their own still lifes -Create their own still life artworks Students will discuss completed still life projects during a critique session	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> - Students will submit still life projects - Students will use a rubric to self-evaluate their works - Teacher will evaluate artworks based on rubric - Teacher will evaluate student participation during critique	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H-Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work. Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal,

					studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	cultural and historical context to deepen understanding.
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UNIT D - Why People Create Art

Timeframe: 3.5 weeks

Mandatory Resources:

- Art Visuals
- Why People Create Art Handout

Optional Resources

- Why People Create Art Packet
- Why People Create Art PowerPoint
- Art Textbook

Academic Vocabulary:

- Utility
- Religion
- Politics
- Information
- History/document
- Beauty
- Therapy
- Decoration
- Enjoyment

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Why People Create Art	Overview of Why People Create Art	TLW: Be able to understand the various reasons why people create art Be able to recognize the differences between utility, religion, politics, information/history, and beauty Be able to incorporate a distinct reason for their artwork Be able to identify how artists use the different reasonings to illustrate various	Presentation -Visuals -Class discussion Student-based activity revolved around why people create art -Brainstorm art-related careers that tie into each of the following reasons for making art: utility, religion, politics, information, history, beauty, decoration, therapy, or enjoyment	<u>Informal Assessment:</u> Teacher will gauge participation during brainstorm session	9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have	Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

		meanings in artworks Be able to identify different careers based in the visual arts			on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
Why People Create Art	Using utility, religion, politics, information, history, beauty, decoration, therapy, or enjoyment	TLW: Be able to demonstrate understanding of reason for creating art Be able to use one reason for creating art related to a specific career	In-class assignment revolved around why people create art - Choose an art-related career from the brainstorm session which interests the student the most -Create a visual artwork that relates to the chose art-related Career (<i>suggested: "You are applying for a job in the _____ field and are asked to demonstrate how you could use your artistic skills in the posted position."</i>)	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> - Students will submit a final project related to a chosen art-related career - Students will use a rubric to self-evaluate their works - Teacher will evaluate artworks based on rubric	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.1 J- Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. 9.1 K- Analyze and evaluate the use of traditional and contemporary technologies in furthering	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work.

					knowledge and understanding in the humanities. 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 C- Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D- Analyze a work of art from its historical and cultural perspective. 9.2 E- Analyze how historical events and culture impact forms, techniques and purposes of works in the arts 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 I- Identify, explain and analyze philosophical beliefs as they relate to works in the arts 9.2 J- Identify, explain and analyze historical and cultural differences as they relate to works in the arts 9.2. K- Identify, explain and analyze traditions as they relate to works in the arts 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 A Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.3 C- Apply systems of classification for interpreting works in the arts and forming a critical response	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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					9.3 D- Evaluate works in the arts and humanities using a complex vocabulary of critical response. 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
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UNIT E - Digital Portfolio Preparation

Timeframe: 2 weeks

Mandatory Resources:

- Student Artworks
- Reflection Resources
- Artwork Reflection Worksheet

Optional Resources

- Google slides

Academic Vocabulary:

- Portfolio
- Crop
- Upload
- Aesthetics
- Reflection

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
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Digital Portfolio Preparation	Digital Portfolio Preparation	TLW: Be able to reflect on their own works of art Be able to photograph their works of art Be able to upload photographs to a digital format Be able to present their portfolios to the class Be able to establish a format for an [ongoing] portfolio of art for their high school career	Presentation -Visuals -Class discussion In-class activities demonstrating understanding of a digital portfolio -Photograph/scan artwork -Upload and crop images to a digital format (PowerPoint/ Google Slides) -Write a reflective statement for each artwork Students will present digital portfolios to their peers	<u>Informal Assessment:</u> Teacher will walk around room and check for understanding <u>Formal Assessment:</u> - Students will share digital portfolios with teacher - Students will use a rubric to self-evaluate their portfolio/presentation - Teacher will evaluate portfolio/presentation based on rubric	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 A Explain and apply the critical examination processes	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work. Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with
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					of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.3 C- Apply systems of classification for interpreting works in the arts and forming a critical response 9.3 D- Evaluate works in the arts and humanities using a complex vocabulary of critical response. 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	societal, cultural and historical context to deepen understanding.
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UNIT F - Art Show Preparation

Timeframe: .5 week

Mandatory Resources:

- Student-created artworks

- Nametags
- Paper for matting

Academic Vocabulary:

- Matt
- Aesthetics

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Art Show Preparation	Art Show Preparation	TLW: Be able recognize to the importance of displaying artwork Be able to distinguish what makes an artwork more aesthetically pleasing Be able to choose best artworks Be able to matt an artwork Be able to create a name tag	Discussion on purpose of art show Teacher demonstration of how to matte artwork and create name tags Students will choose best artworks Students will make name tags and matte selected artworks	<u>Informal Assessment:</u> Teacher will walk around room and check that students are following directions for matting and making name tags	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 D- Demonstrate specific styles in combination through the production or performance of a unique work of art 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.1 I- Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation.

					9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3 B- Determine and apply criteria to a person's work and works of others in the arts 9.4 A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.	
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