

Studio in Art 2024-2025

| Month | Standard/Learning Target | Program Materials/Resources | Vocabulary | Assessment | Writing |
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| <i>September –19th</i> | <p>Safety in the art room/rules to taking care of and conserving equipment Community agreement VA:Cr1.2.HS Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner</p> | <p>Markers, colored pencils, drawing pencils, yarn, glue, scissors, scrap pieces of paper, sharpies, sharpie pen</p> | <p>Line, Value, Color, Texture, Shape, Space, and Form</p> | <p>Summative, assess final product to see if the student can represent and identify the different elements of art Final Critique held students write reflection</p> | <p>Critique and Reflection</p> |
| <i>Sept. 20th – Oct. 16th</i> | <p>Value Scale/ Still life drawings from life students will know the history behind still life art before creating and drawing their own still lives Practice in sketchbooks before starting final drawing VA:Cr1.2.HS Consider a range of materials and methods of traditional and contemporary artistic</p> | <p>Random found objects Charcoal pencils including white, colored paper, strips of white paper</p> | <p>Value, Value scale, highlight, shadow, core shadow, still life, composition, craftsmanship, tone, shade, tint</p> | <p>Assess (Summative) final drawings for students to have demonstrated where the shadows, highlights, and midtones are in their drawings, as well as having effective composition. Reflection questions will assess whether or not students know what still life is and they evaluate</p> | <p>Critique and Reflection</p> |

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| | practices to plan works of art and design. VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner | | | themselves how effectively they were able to demonstrate different values. Reflection and Critique | |
| <i>Oct. 17th-Nov 1st</i> | Color Theory, color mixing and watercolor techniques after color wheel exercise VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner VA:Cr3.1.HSI Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress | Watercolor paper, assorted watercolor brushes, cups, palettes, watercolor paints, droppers, Paper and writing utensils | Color theory, analogous, complimentary, primary, secondary, tertiary, color harmony, composition, foreground, middle ground, background, wet on wet, wet on dry | Assess (formative) knowledge on color mixing when doing color wheel exercise as well as assess (summative) final painting for color theory and technique used in artwork Final critique and reflection | Critique and Reflection |
| <i>Nov. 1st- Nov. 10th</i> | Chalk pastel Drawings students will learn about different pastel artists as well as technique Review color theory VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner | Pencil, Assorted chalk pastels, paper, sketchbooks, Q-tips | Blending, color theory, composition, color harmony, front ground, middle ground, foreground, Degas | Assess (summative) final chalk pastel drawing for technique, composition, color theory and craftsmanship Assess (formative) as students work what colors they are mixing and what techniques used | Critique and Reflection |

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| | VA:Cr3.1.HSI Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress | | | Reflection and Critique | |
| Nov. 10 th -Nov. 30 th | <p>Clay Animals, using pinch pot method, students will construct their own animal out of clay and decorate it after completing their sketch</p> <p>MST 5.T.Ed: Engineering Design Part D: Develop plans including drawings with measurements and details of construction and construct a model of the solution, exhibiting a degree of craftsmanship</p> <p>VA:Cr1.2.HS Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>. VA:Cr2.3.HSI Develop a proposal and create sketches</p> | Clay, slip, canvases, assorted clay tools including needle tool or fork, paint brush, assorted paints, modge podge | Pinch pot, slip and score, stages of clay (bisque, greenware, leather heard, bone dry), attachment | <p>Assess (formative) knowledge of stages of clay verbally throughout lesson</p> <p>Assess (summative) final clay animal, craftsmanship, creativity, use of pinch pot method</p> <p>Reflection and Critique</p> | Critique and Reflection |

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| | or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place. | | | | |
| <i>Dec. 1st-Dec. 13th</i> | <p>Symmetry collages Students will create a cohesive piece while representing the three different kinds of symmetry VA:Cr1.2.HS Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner</p> | <p>A range of colored construction paper, black paper 12x18, glue, scissors, sketchbooks</p> | <p>Bilateral symmetry, radial symmetry, and asymmetry, composition, color scheme Principles of Design (Unity, Variety)</p> | <p>Assess (formative) the different kinds of symmetry Assess (summative) final collage looking for representation of the three types of symmetry while also representing unity Reflection and critique</p> | <p>Critique and Reflection</p> |
| <i>Dec. 14th-Jan. 10th</i> | <p>Cardboard structures After sketching out their ideas, students will construct their own cardboard structures at least 1 foot by 1 foot MST 5.T.Ed: Engineering Design Part D: Develop plans including drawings</p> | <p>Cardboard (larger pieces), exacto knives and box cutters, mats, hot glue, glue, fabric, paint, paintbrushes, objects to decorate</p> | <p>Sculpture, attachment, different types of mansions (gothic, Victorian etc.), theme, mood</p> | <p>Assess (formatively) to assure students are handling equipment safely. Assess (summative) if students reached the size requirement and if they added details to convey a certain theme/mood</p> | <p>Critique and Reflection</p> |

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| | <p>with measurements and details of construction and construct a model of the solution, exhibiting a degree of craftsmanship</p> <p>VA:Cr2.3.HSI Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place. Students will represent proper cleanup and conservation of materials in the art room as well as the innovation center</p> | | | Final Critique and Reflection | |
| Jan. 11 th - Feb. 7 th | <p>Portrait collages</p> <p>After doing facial features and proportion worksheet students will use the grid process to draw a portrait of a person of their choice, they will then print off pictures of things associated with that</p> | <p>Drawing pencils, picture of face printed off, ipads, drawing paper, large colored paper, glue, scissors, sketchbooks</p> | <p>Value, proportion, grid process, ratio, shadow, highlight</p> | <p>Assess formatively as students go for understanding of facial proportions and grid process</p> <p>Summative: final drawing with collage around face looking for proportions as well as composition</p> <p>Final Critique and Reflection</p> | <p>Critique and Reflection</p> |

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| | <p>person and collage them around the portrait</p> <p>VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner</p> | | | | |
| <p><i>Feb. 8th – Feb. 28th</i></p> | <p>Coil projects After sketching ideas Students will construct a coil structure at least 6 inches in height Students will glaze their work VA:Cr1.2.HS Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. . VA:Cr2.3.HSI Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> | <p>Clay, slip, canvases, assorted clay tools, assorted glazes, sketchbooks</p> | <p>Coil, slip and score, blend, review stages of clay (bisque, leather hard etc.), glaze, low-fire, high-fire, glazing, max temperature</p> | <p>Summative assess final structure, craftsmanship, height requirement, use of different kinds of coils (creativity) Final Critique and Reflection</p> | <p>Critique and Reflection</p> |

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| <p><i>Feb. 29th-March 14th</i></p> | <p>Choice projects (Mixed media) VA:Cr1.2.HS Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner VA:Cr1.1.HSI a. Use multiple artmaking approaches to begin creative endeavors.</p> | <p>Canvases, paint, clay, glaze, wood, paper, pastels, clay tools, wire, drawing pencils, colored pencils, sharpie markers</p> | <p>Elements of art review Shape, Line, Color, Form, Space, Texture, Value Principles of Design: Balance, Unity, Variety, Emphasis, Movement, Pattern, Proportion</p> | <p>Summative assess students final project for craftsmanship and unity Formative assess how students use their class time and knowledge of elements of art as well as principles of design Final Critique and Reflection</p> | |
| <p><i>March 15th-April 21st</i></p> | <p>Paver Project in Library (innovation center) Students will choose a book to illustrate and paint on paver to be put in the library Review color mixing and talk about illustration as a possible career VA:Cr2.3.HSI Develop a proposal and create sketches or a model for an installation,</p> | <p>Ceiling tiles (new white), Access to library books, sketchbooks, pencils, erasers, assorted acrylic paint, large brushes, plastic cups and bowls for mixing</p> | <p>Illustration, Scale, Proportion, Color mixing: Primary, Secondary, Tertiary, Complimentary, Analogous, Tint, Shade, Tone, Hue</p> | <p>Summative assess student's craftsmanship, use of class time, and representation of the book they chose. Final Critique and reflection</p> | <p>Critique and Reflection</p> |

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| | <p>artwork, or space design that transforms the perception and experience of a particular place. VA:Re7.2.HSI Analyze the reciprocal relationship between understanding the world and experiencing imagery VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner</p> | | | | |
| <p><i>April 22nd-May 3rd</i></p> | <p>Lyric-Inspired Artwork Students will research and choose song lyrics they want to illustrate VA:Pr5.1.HSI Analyze and evaluate how decisions are made in the preparation and presentation of artwork affect a viewer's perception of meaning VA:Cr1.1.HSI Use multiple artmaking</p> | <p>18x24 inch drawing paper, assorted markers, colored pencils, charcoal, chalk pastel, oil pastel, pencil, paint, brushes</p> | <p>Word-inspired imagery, mood, theme, unity, balance, variety, composition</p> | <p>Summative assess final piece for craftsmanship, whether they matched their lyrics to their work and does their work convey the overall theme mood as well as having balance and unity Final critique and reflection</p> | <p>Critique and Reflection</p> |

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| | <p>approaches to begin creative endeavors. VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner 9-10 R4:Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies</p> | | | | |
| <p><i>May 6th-May 31st</i></p> | <p>Final Project (Choice) Students will choose from a range of</p> | <p>Canvases, paint, clay, glaze, wood, paper, pastels, clay tools,</p> | <p>Review elements of art and principles of design</p> | <p>Summative assess students work for craftsmanship, unity,</p> | <p>Critique and Reflection</p> |

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| | <p>materials, research ideas and sketch them out for their final project. They then will create their piece using over 15 hours of class time</p> <p>VA:Cr1.2.HS Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1.HSI Generate and develop artistic work in a self-directed manner</p> <p>VA:Cr1.1.HSI a. Use multiple artmaking approaches to begin creative endeavors.</p> | <p>wire, drawing pencils, colored pencils, sharpie markers, assorted modeling tools</p> | | <p>balance, use of class time and quality work</p> <p>Final critique and reflection</p> | |
| <p><i>June 3^d- June 7th</i></p> | <p>Art show (June 5th) students will prepare to select their best works from the year and present them</p> <p>Students will write artist statement</p> <p>9-10 R4: Determine the meaning of words and phrases as they are used in a</p> | <p>Push pins/tape, portable walls, tables, table cloth, paper, markers</p> | <p>Present, curate, display</p> | <p>Summative Students submitted at least one artifact from the year and explain why they chose it</p> <p>Artist statement</p> <p>Reflections</p> | <p>Critique and Reflection</p> |

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| | <p>text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies</p> <p>VA:Pr4.1.HSI Analyze, select, and curate art and artifacts for presentation and preservation</p> <p>VA:Pr6.1.HSI Analyze and describe the effect that an exhibition or collection has on personal awareness of social, cultural, and political history</p> | | | | |
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