



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Adapted Art Curriculum

Course Description: In this course, we focus on improving the creativity and fine motor skills of students with unique needs by providing meaningful art experiences. Processes explored include (but are not limited to) drawing, painting, printing, and sculpting. Students create artwork both independently and collaboratively throughout the year.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 weeks	Line	Topic 1: Creating and Using Line
3 weeks	Shape	Topic 1: Identifying and Using Shape
3 weeks	Form	Topic 1: Using Form
3 weeks	Color	Topic 1: Identifying and Using Color
3 weeks	Texture	Topic 1: Creating Texture
3 weeks	Space	Topic 1: Creating Space

Unit 1: Line

Subject: Adapted Art

Grade: 9-12

Name of Unit: Line

Length of Unit: 3 weeks

Overview of Unit: Students will learn about and create different types of line.

Priority Standards for unit:

- EP1A1a Identify and use straight, curved, thick, and thin lines
- AP2A1a Identify the following in artworks: lines, shapes, colors, patterns
- PP1B2a Paint lines with control of the brush
- PP1B3b Paint lines and fill in shapes with even color using tempera
- PP3A3c Non-Objective: Create an original artwork using line, shape and color
- EP1A3a Identify and use horizontal, vertical, and diagonal lines
- EP1A4a Identify and use outlines
- EP1G5b Identify and use a single horizon line
- PP1AKa Produce a line using crayon, pencil, or marker
- PP3AKc Non-Objective: Create a design using lines
- EP1AKa Identify and use lines
- EP2DKa Identify and use a pattern by repeating a single shape, line, or color

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Straight, curved, thick, and thin lines	Identify	Understand	2
Straight, curved, thick, and thin lines	Use	Apply	3
Lines, shapes, colors, patterns in artworks	Identify	Understand	2
Lines with control of the brush	Paint	Apply	3
Lines and fill in shapes with even color using tempera	Paint	Apply	3
An original artwork using line, shape and color	Create	Apply	3
Horizontal, vertical, and diagonal lines	Identify	Understand	2
Horizontal, vertical, and diagonal lines	Use	Apply	3
Outlines	Identify	Understand	2
Outlines	Use	Apply	3
Single horizon line	Identify	Understand	2
Single horizon line	Use	Apply	3
A line using crayon, pencil, or marker	Produce	Apply	3

Design using lines	Design	Apply	3
Lines	Identify	Understand	2
Lines	Use	Apply	3
A pattern by repeating a single shape, line, or color	Identify	Understand	2
A pattern by repeating a single shape, line, or color	Use	Apply	3

Essential Questions:

1. What are types of line?
2. Why do you use different types of line when drawing?
3. How do you draw something to make it look like it's moving?

Enduring Understanding/Big Ideas:

1. Different types of line include vertical, horizontal, diagonal, curvy, and zigzag.
2. Artists use supplies to create a different thickness or thinness of line.
3. Different types of line communicate different actions and feelings.
4. Curvy and zigzag lines can indicate movement.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Line Vertical Horizontal Diagonal Curvy Zigzag Thick Thin Movement

Topic 1: Creating and Using Line

Engaging Experience 1

Title: Mondrian Paintings

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- AP2A1a Identify the following in artworks: lines, shapes, colors, patterns
PP3A3c Non-Objective: Create an original artwork using line, shape and color
- PP3AKc Non-Objective: Create a design using lines
- EP1AKa Identify and use lines

Detailed Description/Instructions: Students will look at *Composition with Red, Yellow, Blue, and Black* by Piet Mondrian, identifying what types of lines and colors are used in the work. Students will cut out lines of varying thickness/thinness and glue them to paper vertically/horizontally, then use the primary colors (and black) to paint in selected areas of their work.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Pipe Cleaner Self-Portrait

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- EP1A1a Identify and use straight, curved, thick, and thin lines
- EP1A4a Identify and use outlines
- PP1AKa Produce a line using crayon, pencil, or marker
- EP1AKa Identify and use lines

Detailed Description/Instructions: Provide students with a mirror or printed photo of themselves. Have students draw a self-portrait on a piece of colored construction paper. When the drawing is complete, shape pipe cleaners to match the lines and glue them down.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Low Relief Lines: Students will draw different types of lines on a piece of cardboard or matboard. They will then cut out pieces of yarn and glue them onto the lines that they have drawn. Once dry, wrap the piece in foil and use fingers to press around the lines. To add color, color with Sharpie or paint.



Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Creating and Using Line	Mondrian Paintings	Students will look at Composition with Red, Yellow, Blue, and Black by Piet Mondrian, identifying what types of lines and colors are used in the work. Students will cut out lines of varying thickness/thinness and glue them to paper vertically/horizontally, then use the primary colors (and black) to paint in selected areas of their work.	2 class periods
Creating and Using Line	Pipe Cleaner Self-Portrait	Provide students with a mirror or printed photo of themselves. Have students draw a self-portrait on a piece of colored construction paper. When the drawing is complete, shape pipe cleaners to match the lines and glue them down.	2 class periods

Unit 2: Shape

Subject: Adapted Art

Grade: 9-12

Name of Unit: Shape

Length of Unit: 3 weeks

Overview of Unit: Students will learn about and create geometric and organic shapes.

Priority Standards for unit:

- EP1B1a Identify and use triangle, circle, square, rectangle and oval shapes
- EP1B1b Categorize shapes as small, medium, and large
- AP2A1a Identify the following in artworks: lines, shapes, colors, patterns
- EP1B2a Identify and use geometric shapes
- PP1B3b Paint lines and fill in shapes with even color using tempera
- PP2A3b Cut a symmetrical shape from a folded piece of paper
- PP3A3c Non-Objective: Create an original artwork using line, shape and color
- EP1B4a Identify and use organic (freeform) shapes
- EP1B5a Identify and use symbolic shapes
- EP1BKa Identify and use shapes
- EP1BKb Categorize shapes as large and small

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Triangle, circle, square, rectangle and oval shapes	Identify	Understand	2
Triangle, circle, square, rectangle and oval shapes	Use	Apply	3
Shapes as small, medium, and large	Categorize	Understand	2
Lines, shapes, colors, patterns in artworks	Identify	Understand	2
Geometric shapes	Identify	Understand	2
Geometric shapes	Use	Apply	3
Lines and fill in shapes with even color using tempera	Paint	Apply	3
A symmetrical shape from a folded piece of paper	Cut	Apply	3
An original artwork using line, shape and color	Create	Apply	3
Organic (freeform) shapes	Identify	Understand	2
Organic (freeform) shapes	Use	Apply	3

Symbolic shapes	Identify	Understand	2
Symbolic shapes	Use	Apply	3
Shapes	Identify	Understand	2
Shapes	Use	Apply	3
Shapes as large and small	Categorize	Understand	2

Essential Questions:

1. What is a geometric shape? (What is a “math” shape?)
2. What is an organic shape? (What is a “nature” shape?)
3. How do you create a pattern?

Enduring Understanding/Big Ideas:

1. Geometric shapes are shapes related to math: circle, square, rectangle, triangle, etc.
2. Organic shapes are free-form shapes related to nature.
3. A pattern is made by repeating a shape or decorative design.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Shape Geometric Organic Pattern Balance

Topic 1: Identifying and Using Shape

Engaging Experience 1

Title: Kandinsky Circles

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- EP1B1a Identify and use triangle, circle, square, rectangle and oval shapes
- AP2A1a Identify the following in artworks: lines, shapes, colors, patterns
- EP1B2a Identify and use geometric shapes
- PP3A3c Non-Objective: Create an original artwork using line, shape and color
- EP1BKa Identify and use shapes

Detailed Description/Instructions: Students will look at the work *Squares with Concentric Circles* by the artist Wassily Kandinsky. They will divide a piece of paper into 12-16 boxes and fill each with a shape of their choosing using many colors of crayon. Once every box is filled, go over the crayon with various colors of watercolor.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Foam Shape Prints

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- EP1B1a Identify and use triangle, circle, square, rectangle and oval shapes
- EP1B1b Categorize shapes as small, medium, and large
- AP2A1a Identify the following in artworks: lines, shapes, colors, patterns
- EP1B2a Identify and use geometric shapes
- PP3A3c Non-Objective: Create an original artwork using line, shape and color
- EP1BKa Identify and use shapes

Detailed Description/Instructions: Have students draw and cut out various shapes using foam sheets (or provide pre-made foam shapes). Glue these shapes to 2 pieces of cardboard creating 2 different printing plates. Students can create symmetrically balanced plates if appropriate. Using acrylic paint, stamp the two plates on a piece of blank paper, alternating to create a pattern until the page is full.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Matisse Cut-Outs: Students will look at collages created by the artist Henri Matisse, identifying different types of shapes used in his work. They will then draw a variety of geometric and organic shapes on different pieces of colored construction paper. After the shapes are cut out, they are collaged together on a piece of black construction paper.



Rubric for Engaging Scenario:

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Identifying and Using Shape	Kandinsky Watercolors	Students will look at the work Squares with Concentric Circles by the artist Wassily Kandinsky. They will divide a piece of paper into 12-16 boxes and fill each with a shape of their choosing using many colors of crayon. Once every box is filled, go over the crayon with various colors of watercolor.	2 class periods
Identifying and Using Shape	Foam Shape Prints	Have students draw and cut out various shapes using foam sheets (or provide pre-made foam shapes). Glue these shapes to 2 pieces of cardboard creating 2 different printing plates. Students can create symmetrically balanced plates if appropriate. Using acrylic paint, stamp the two plates on a piece of blank paper, alternating to create a pattern until the page is full.	2 class periods

Unit 3: Form

Subject: Adapted Art

Grade: 9-12

Name of Unit: Form

Length of Unit: 3 weeks

Overview of Unit: Students will learn about and create 2-dimensional form through drawing/shading. Students will learn about and create 3-dimensional form.

Priority Standards for unit:

- EP1C2a Identify and use geometric forms: sphere, cube, cylinder, and cone
- PP2A3a Manipulate paper to create forms (in-the- round)
- PP2A4c Modeling with clay or a similar material; Make organic forms
- EP1C4b Identify and use organic form
- PP2A5a Combine simple forms to create a complex object/form (in-the-round)
- PP2A5c Modeling with clay or a similar material: Build a form using a coil techniques
- EP1C1a Identify and use form

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Geometric forms: sphere, cube, cylinder, and cone	Identify	Understand	2
Geometric forms: sphere, cube, cylinder, and cone	Use	Apply	3
Paper to create forms (in-the- round)	Manipulate	Apply	3
Organic forms with clay or similar material	Make	Apply	3
Organic form	Identify	Understand	2
Organic form	Use	Apply	3
A complex form/object by combining simple forms	Create	Apply	3
A form using a coil with clay or a similar material	Build	Apply	3
Form	Identify	Understand	2
Form	Use	Apply	3

Essential Questions:

1. How do you shade?
2. What supplies can you use to shade?
3. What is a sculpture?

Enduring Understanding/Big Ideas:

1. Shading is done using a drawing material and pressing harder/lighter.
2. Shading can be done with drawing supplies like pencils and colored pencils.
3. Sculptures are 3-dimensional pieces of artwork.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Form Cube Sphere Pyramid Cylinder Cone Sculpture

Topic 1: Using Form

Engaging Experience 1

Title: How to Shade Forms

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- EP1C2a Identify and use geometric forms: sphere, cube, cylinder, and cone
- EP1C1a Identify and use form

Detailed Description/Instructions: Provide students with a paper that has the 5 basic forms (cube, cone, sphere, pyramid, and cylinder). Using pencil or colored pencil, have students follow along as you demonstrate how to shade a form to make it look 3-dimensional. Discuss controlling pressure to make values darker/lighter.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Coil Pots

Suggested Length of Time: 1- 2 class periods

Standards Addressed

Priority:

- PP2A3a Manipulate paper to create forms (in-the- round)
- PP2A4c Modeling with clay or a similar material; Make organic forms
- PP2A5c Modeling with clay or a similar material: Build a form using a coil techniques

Detailed Description/Instructions: Using clay, have students roll out a series of coils. Cut all coils to the same length. Students then trace/cut a circle for the base and score and slip the first coil onto the base. Continue scoring and slipping coils until all coils are used. Optional: After firing the coil pots, students can glaze or paint them.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Paper Sculpture: Students draw and cut out a variety of lines/shapes from colored construction paper. These pieces can also be folded and bent in various ways to create variety. Provide a base (12" x 12" thick paper or cardboard) and assemble/glue pieces so that they come off of the base. Continue adding pieces until the base is full.



Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Using Form	How to shade forms	Provide students with a paper that has the 5 basic forms (cube, cone, sphere, pyramid, and cylinder). Using pencil or colored pencil, have students follow along as you demonstrate how to shade a form to make it look 3-dimensional. Discuss controlling pressure to make values darker/lighter.	1 class period
Using Form	Coil Pots	Using clay, have students roll out a series of coils. Cut all coils to the same length. Students then trace/cut a circle for the base and score and slip the first coil onto the base. Continue scoring and slipping coils until all coils are used. Optional: After firing the coil pots, students can glaze or paint them.	1-2 class periods

Unit 4: Color

Subject: Adapted Art

Grade: 9-12

Name of Unit: Color

Length of Unit: 3 weeks

Overview of Unit: Students will learn about and use color. Students will create colors through mixing.

Priority Standards for unit:

- PP1A1a Fill an area with solid color/value using crayon, pencil, or marker
- EP1E1a Identify and use primary colors
- AP2A1a Identify the following in artworks: lines, shapes, colors, patterns
- PP1B2b Clean paint brush before changing colors
- PP1B2c Mix two colors to create a third color
- EP1E2a Identify and use secondary colors
- PP1A3a Layer two or more colors using crayon, colored pencil, or oil pastel
- PP1B3a Apply paint in even strokes to create a watercolor/thinned tempera wash.
- PP1B3b Paint lines and fill in shapes with even color using tempera
- PP3A3c Non-Objective: Create an original artwork using line, shape and color
- EP1E3a Identify and use warm and cool colors
- PP1B4a Apply watercolor paint to wet areas to blend color (wet-on-wet technique)
- PP1B4b Using tempera paints, add color to white to create a tint
- PP1B4c Using tempera paints, add black to a color create a shade
- EP1EKa Identify and use color
- EP2DKa Identify and use a pattern by repeating a single shape, line, or color

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
An area with solid color/value using crayon, pencil, or marker	Fill	Apply	3
Primary colors	Identify	Understand	2
Primary colors	Use	Apply	3
Lines, shapes, colors, patterns in artworks	Identify	Understand	2
Paint brush before changing colors	Clean	Apply	2
Two colors to create a third color	Mix	Apply	3
Secondary colors	Identify	Understand	2
Secondary colors	Use	Apply	2

Two or more colors using crayon, colored pencil, or oil pastel	Layer	Apply	3
Paint in even strokes to create a watercolor/thinned tempera wash	Apply	Apply	3
Lines and fill in shapes with even color using tempera	Paint	Apply	3
An original artwork using line, shape and color	Create	Apply	3
Warm and cool colors	Identify	Understand	2
Warm and cool colors	Use	Apply	3
Watercolor paint to wet areas to blend color (wet-on-wet technique)	Apply	Apply	3
Color to white to create a tint using tempera paint	Add	Apply	2
Black to a color create a shade using tempera paint	Add	Apply	2
Color	Identify	Understand	2
Color	Use	Apply	3
A pattern by repeating a single shape, line, or color	Identify	Understand	2
A pattern by repeating a single shape, line, or color	Use	Apply	3

Essential Questions:

1. What are the primary colors?
2. How do you mix orange, green, and violet?
3. What are warm colors?
4. What are cool colors?

Enduring Understanding/Big Ideas:

1. Primary colors are blue, red, and yellow.
2. Orange is created by mixing red and yellow. Green is created by mixing blue and yellow. Violet is created by mixing red and blue.
3. Warm colors include reds, oranges, and yellows.
4. Cool colors include blues, greens, and violets.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Color Primary Secondary Warm Cool Tint Shade

Topic 1: Identifying and Using Color

Engaging Experience 1

Title: Color Mixing Practice

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- PP1A1a Fill an area with solid color/value using crayon, pencil, or marker
- EP1E1a Identify and use primary colors
- PP1B2c Mix two colors to create a third color
- EP1E2a Identify and use secondary colors
- PP1A3a Layer two or more colors using crayon, colored pencil, or oil pastel
- EP1EKa Identify and use color

Detailed Description/Instructions: Provide students with a 6-color color wheel. Using color pencils, have students fill in the primary colors. Demonstrate how to mix these primaries to create secondaries in the remaining areas. Have students mix primaries to make secondaries.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Warm & Cool Fall Leaves: Using tempera paint, students use cool colors to paint a piece of paper. This will be the sky in their picture, so discuss using curvy lines to indicate movement in their brushstrokes. On a separate piece of paper, draw a series of leaves. Paint the leaves using warm colors and cut out once dry. Glue the warm colored leaves to the cool color background to create the appearance of leaves blowing in the wind. (Optional: use crayons and watercolor instead in a resist process to draw more detailed background and leaves).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Identifying and Using Color	Color Mixing Practice	Provide students with a 6-color color wheel. Using color pencils, have students fill in the primary colors. Demonstrate how to mix these primaries to create secondaries in the remaining areas. Have students mix primaries to make secondaries.	1 class period

Unit 5: Texture

Subject: Adapted Art

Grade: 9-12

Name of Unit: Texture

Length of Unit: 3 weeks

Overview of Unit: Students will learn about and create texture.

Priority Standards for unit:

- EP1D1a Identify and use texture
- EP1D2a Identify and use actual texture
- PP2A3c Modeling with clay or a similar material: Create applied and impressed textures
- EP1D3a Identify and use invented textures
- PP1A5a Create texture or surface quality using any drawing media
- EP1D5a Identify and use implied or simulated textures

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Texture	Identify	Understand	2
Texture	Use	Apply	3
Actual texture	Identify	Understand	2
Actual texture	Use	Apply	3
Applied and impressed textures with clay or a similar material	Create	Apply	3
Invented textures	Identify	Understand	2
Invented textures	Use	Apply	3
Texture or surface quality using any drawing media	Create	Apply	3
Implied or simulated textures	Identify	Understand	2
Implied or simulated textures	Use	Apply	3

Essential Questions:

1. What are types of texture?
2. How do you create texture?

Enduring Understanding/Big Ideas:

1. Texture is the way something feels or appears to feel.
2. Texture can be created through drawing or sculpting with different materials.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Texture Smooth Bumpy Rough Soft

Topic 1: Creating Texture

Engaging Experience 1

Title: Texture Monsters

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- EP1D1a Identify and use texture
- EP1D3a Identify and use invented textures
- PP1A5a Create texture or surface quality using any drawing media
- EP1D5a Identify and use implied or simulated textures

Detailed Description/Instructions: Demonstrate how to create various textures through drawing. Students will create a monster including a head, body, legs, and arms, as well as any additional details they desire to individualize it (horns, tail, wings, etc). Students will then practice creating texture by drawing fur, scales, feathers, etc.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Clay Owls

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- EP1D1a Identify and use texture
- PP2A3c Modeling with clay or a similar material: Create applied and impressed textures
- EP1D5a Identify and use implied or simulated textures

Detailed Description/Instructions: Using clay (or air dry clay), walk students through creating the head and body of an owl. Once construction is complete, students can use various tools to carve facial features and textures like feathers into their owl.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Texture Prints: Collect a variety of materials with different textures (burlap, ribbon, bubble wrap, etc). Students select materials, cut them to desired lengths/sizes, and glue them to a cardboard plate. Once the plate is filled, students will use acrylic paint or printmaking ink to generate a series of prints to display the textures they selected.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Creating Texture	Texture Monsters	Demonstrate how to create various textures through drawing. Students will create a monster including a head, body, legs, and arms, as well as any additional details they desire to individualize it (horns, tail, wings, etc). Students will then practice creating texture by drawing fur, scales, feathers, etc.	1 class period
Creating Texture	Clay Owls	Using clay (or air dry clay), walk students through creating the head and body of an owl. Once construction is complete, students can use various tools to carve facial features and textures like feathers into their owl.	1 class period

Unit 6: Space

Subject: Adapted Art

Grade: 9-12

Name of Unit: Space

Length of Unit: 3 weeks

Overview of Unit: Students will learn about and create space.

Priority Standards for unit:

- EP1G1a Identify and demonstrate the use of space
- EP1G2a Identify and use foreground and background to create illusion of space
- EP1G4a Identify and use placement and change in detail to create illusion of space
- PP3A5c Landscape: Create an original outdoor scene to show the illusion of space

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The use of space	Identify	Understand	2
The use of space	Demonstrate	Apply	3
Foreground and background to create illusion of space	Identify	Understand	2
Foreground and background to create illusion of space	Use	Apply	3
Placement and change in detail to create illusion of space	Identify	Understand	2
Placement and change in detail to create illusion of space	Use	Apply	3
An original outdoor scene to show the illusion of space	Create	Apply	3

Essential Questions:

1. What is foreground?
2. What is background?
3. Where do you place larger objects? Where do you place smaller objects?

Enduring Understanding/Big Ideas:

1. Foreground is the area of the artwork that is closer to the viewer.
2. Background is the area of the artwork that is further away from the viewer.
3. Larger objects go in the foreground, while smaller objects go in the background.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Space Foreground Background Proportion/Scale

Topic 1: Creating Space

Engaging Experience 1

Title: Foreground/Background Practice

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- EP1G1a Identify and demonstrate the use of space
- EP1G2a Identify and use foreground and background to create illusion of space
- EP1G4a Identify and use placement and change in detail to create illusion of space
- PP3A5c Landscape: Create an original outdoor scene to show the illusion of space

Detailed Description/Instructions: Have students divide a piece of paper horizontally by drawing 2 lines to create a foreground, middle ground, and background. Guide students through drawing objects in the foreground larger and objects in the background smaller.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Torn Paper Landscape: Students tear a variety of colored construction paper into strips and glue them to a blank piece of paper horizontally to create their foreground, middle ground, and background. They may continue using torn paper to create trees, mountains, etc. for their landscape. Emphasize that the objects they tear for the foreground need to be larger and the objects they tear for the background need to be smaller to convey depth.



Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Creating Space	Foreground/ Background Practice	Have students divide a piece of paper horizontally by drawing 2 lines to create a foreground, middle ground, and background. Guide students through drawing objects in the foreground larger and objects in the background smaller.	1 class period

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.