

Wallenpaupack Area School District Planned Course Curriculum Guide

Fine Art

Art for Business

Course Description:

Art for Business is designed as an integrated course for the study of visual representation for business applications, and the use of art across multiple areas in business disciplines. Students will explore the elements and principles of art and design while experiencing various methods materials in both 2-D and 3-D. Opportunity is provided for the student to develop graphics used in standard business applications, focusing on marketing, promotion, fashion, sports, and packaging. Students will develop career focused artifacts.

Initial Creation Date (if applicable) and Revision Dates: 9/24/2025

Wallenpaupack Area School District Curriculum	
COURSE: Art for Business	GRADE/S: 10-12
UNIT 1: Logo Deconstruction	TIMEFRAME: 5 classes

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • color • form/shape • line • space • texture • value

UNIT OBJECTIVES (SWBATS):
 Students will explore the Elements and Principles of Art.
 Students will learn and exhibit the proper use of tools, materials and techniques.
 Students will be able to apply the Elements and Principals of Art independently.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Practice: Students will choose and recreate a logo from a brand they are loyal to/identify with. Students will identify unique shapes/lines, positive/negative space, using cut paper.
 Mastery: Students will create something new from the previously identified line/shape exercise using cut paper.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Completion of class projects using the following rubric: Unit Objective (25%), Craftsmanship/execution (25%), Creativity (25%), Professionalism (25%)

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
 Our commitment to each student is to ensure a free and appropriate public school education which begins with the general education setting, with the use of supplemental aids and services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom setting and other educational environments.

Small Group
 paraprofessional support
 Accommodations outlined in individual IEP, GIEP.

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Student Samples, Teacher Examples, Direct Instruction

KEY VOCABULARY: Line, Shape, Organic, Geometric, Symmetry, Balance, Positive/Negative Space.

Wallenpaupack Area School District Curriculum	
COURSE: Art for Business	GRADE/S: 10-12
UNIT 2: Color Wheel	TIMEFRAME: 5 classes

PA COMMON CORE/NATIONAL STANDARDS:
 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • color • form/shape • line • space • texture • value

UNIT OBJECTIVES (SWBATS):
 Students will explore basic color theory.
 Students will learn and exhibit the proper use of tools, materials and techniques.
 Students will be able to demonstrate basic color theory independently.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Practice: Students will use brands and products to create a composition in the form of a traditional color wheel with primary and secondary colors using basic colored pencil techniques.
 Mastery: Students will Create a final basic color wheel from researched inspiration and exhibit basic color theory independently.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Completion of class projects using the following rubric: Unit Objective (25%),
 Craftsmanship/execution (25%), Creativity (25%), Professionalism (25%)

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
Our commitment to each student is to ensure a free and appropriate public school education which begins with the general education setting, with the use of supplemental aids and services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom setting and other educational environments.

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RESOURCES (Technology Based Resources, Text Resources, etc.):
 Student Samples, Teacher Examples, Direct Instruction

KEY VOCABULARY: Hue, Value, Tint, Shade, Color Wheel, Primary Colors, Secondary Colors, Tertiary Colors, Monochromatic, Analogous, Complementary.

Wallenpaupack Area School District Curriculum	
COURSE: Art for Business	GRADE/S: 10-12
UNIT 3: Printmaking	TIMEFRAME: 10 classes

PA COMMON CORE/NATIONAL STANDARDS:
 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • color • form/shape • line • space • texture • value

UNIT OBJECTIVES (SWBATS):
 Students will explore concepts and processes of relief printing using foam plates and linoleum. Students will learn and exhibit the proper use of tools, materials and techniques. Students will be able to apply concepts and processes of relief printing independently.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Practice: Students will explore printmaking concepts with foam plates and water-based inks. Mastery: Students will create a unique linocut print independently.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Completion of class projects using the following rubric: Unit Objective (25%), Craftsmanship/execution (25%), Creativity (25%), Professionalism (25%)

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
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RESOURCES (Technology Based Resources, Text Resources, etc.):
 Student Samples, Teacher Examples, Direct Instruction

KEY VOCABULARY: Relief Printing, Linocut, Brayer, Baren, Gouge, Edition, Proof, Primary Colors, Secondary Colors

Wallenpaupack Area School District Curriculum	
COURSE: Art for Business	GRADE/S: 10-12
UNIT 4: Painting	TIMEFRAME: 10 classes

PA COMMON CORE/NATIONAL STANDARDS:
 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • color • form/shape • line • space • texture • value

UNIT OBJECTIVES (SWBATS):
 Students will explore basic color theory using tempera paints.
 Students will learn and exhibit the proper use of tools, materials and techniques.
 Students will be able to apply basic color theory independently.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Practice: Students will explore tempera paint creating a basic color wheel and value gradation exercise.
 Mastery: Students will produce a unique composition independently.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Completion of class projects using the following rubric: Unit Objective (25%),
 Craftsmanship/execution (25%), Creativity (25%), Professionalism (25%)

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
 Our commitment to each student is to ensure a free and appropriate public school education which begins with the general education setting, with the use of supplemental aids and services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom setting and other educational environments.

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RESOURCES (Technology Based Resources, Text Resources, etc.):
 Student Samples, Teacher Examples, Direct Instruction

KEY VOCABULARY: Pigment, Medium/Binder, Emulsion, Matte, Hue, Value, Tint, Shade, Color Wheel, Primary Colors, Secondary Colors, Tertiary Colors, Monochromatic, Analogous, Complementary.

Wallenpaupack Area School District Curriculum	
COURSE: Art for Business	GRADE/S: 10-12
UNIT 5: Ceramics	TIMEFRAME: 10 classes

<p>PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • color • form/shape • line • space • texture • value</p>
<p>UNIT OBJECTIVES (SWBATS): Students will explore the Elements and Principles of Art. Students will learn and exhibit the proper use of tools, materials and techniques. Students will be able to apply the Elements and Principals of Art independently.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Practice: Students will explore and practice a variety of hand-building techniques. Mastery: Students will produce a brand-centric mug independently.</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Completion of class projects using the following rubric: Unit Objective (25%), Craftsmanship/execution (25%), Creativity (25%), Professionalism (25%)</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Our commitment to each student is to ensure a free and appropriate public school education which begins with the general education setting, with the use of supplemental aids and services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom setting and other educational environments.</p> <p>Small Group paraprofessional support Accommodations outlined in individual IEP, GIEP.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): Student Samples, Teacher Examples, Direct Instruction</p>
<p>KEY VOCABULARY: Clay, Wedging, Plastic (or Wet Clay), Leather Hard, Greenware (or Bone Dry), Kiln, Hand-building, Pinch, Coil, Slabs, Scoring and Slip, Glaze, Sgraffito, Matte.</p>