



ART FUNDAMENTALS 9-12

Approved by KSD Board of Education: 2-3-2025

Course Description:

Students will learn the language of art and explore various techniques and media. Art skills will be developed through a variety of studio projects. Students will observe works of art from chosen time periods and movements.

Grade Level: 9th-12th Grade (Semester)

Unit Scope and Sequence

Unit 1: Sketchbook Cover Design

Unit 2: Notan Design

Unit 3: Watercolor Composition

Unit 4: Ceramics

Unit 5: Acrylic Painting

Unit 6: Printmaking

Unit 7: Artist Reflections

Course Enduring Understandings:

- Media is a vehicle for expression: the base materials of art can be loaded with expressions (especially when done wisely).
- Meaning, feeling, or narrative or not innate in artwork; they have to be wisely uploaded, and then driven into the artwork.
- People create artwork in response to activities, events, and conventions surrounding them: all artists have reasons for what they do.

Course Essential Questions:

- How are the elements and principles of design chosen in an informed manner?
- How does media choice aid in the success of an artwork?
- Why do artists create the work that they do or historically did?
- How should an artist present their artwork?
- How should one respond to another person's artwork?

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Unit 1: Sketchbook Cover Design

Students will create a design using the elements and principles of art that represents their interests.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function: formal qualities and what form something takes is dependent on what it is supposed to do. - Media is a vehicle for expression: the base materials of art can be loaded with expressions (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them: all artists have reasons for what they do. - Meaning and quality of an artwork are subjective, but justifiable.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- How to communicate an idea through drawing - How to use the elements of art to organize a composition	Brainstorming: Generate creative ideas and solutions through collaborative or individual ideation processes to plan their artwork. Thumbnail Sketches: Create small, quick sketches to explore and refine composition, layout, and design concepts before beginning a final piece. Line Quality/Mark Making: Use varied line styles and marks to convey texture, emotion, and movement, enhancing the expressive quality of their artwork. Depth: Employ techniques such as perspective, value, and layering to create the illusion of three-dimensional space in a two-dimensional artwork.

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Unit 1: Sketchbook Cover Design

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

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Unit 2: Notan Design

Students will focus on the principle of balance to create a black and white cut paper composition.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function: formal qualities and what form something takes is dependent on what it is supposed to do. - Media is a vehicle for expression: the base materials of art can be loaded with expressions (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them: all artists have reasons for what they do. - Meaning and quality of an artwork are subjective, but justifiable.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Principle of design - balance - Element of art - space - Positive space - Negative space	Composition Planning: Organize and arrange visual elements effectively to create well-balanced and aesthetically pleasing artwork. Cut and Glue Paper: Use cutting and adhesive techniques with precision to assemble and construct creative collages or paper-based designs. Symmetrical Balance: Design compositions where visual elements are evenly distributed on either side of a central axis, creating a sense of harmony and order.

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Unit 2: Notan Design

Missouri Learning Standards

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Presenting/Producing: 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

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Unit 3: Watercolor Composition

*Students will use the principles of design to create landscape paintings that show depth.
Students will learn the fundamentals of watercolor.*

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function: formal qualities and what form something takes is dependent on what it is supposed to do. - Media is a vehicle for expression: the base materials of art can be loaded with expressions (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them: all artists have reasons for what they do. - Meaning and quality of an artwork are subjective, but justifiable.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Watercolor techniques - Principles of design - Color mixing	Understand the application and manipulation of watercolor: Develop skills to apply and control watercolor techniques effectively, adjusting water and pigment to achieve desired effects. Gradient of value: Create smooth transitions between light and dark tones to add depth and dimension to their artwork. Gradient of color: Blend colors seamlessly to produce gradual transitions and enhance visual harmony in their compositions. Wet-on-wet, wet-on-dry, glazing: Master specific watercolor techniques to create layered textures, soft blends, and vibrant overlays. Asymmetrical Balance: Compose visually pleasing designs by arranging elements in a way that feels balanced without symmetry.

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Unit 3: Watercolor Composition

Missouri Learning Standards

Priority Standard: Create 2.C: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place (VA:Cr2C.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

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Unit 4: Ceramics

Students will learn the basics of ceramics and apply their skills to create a lidded container using the pinch pot technique.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function: formal qualities and what form something takes is dependent on what it is supposed to do. - Media is a vehicle for expression: the base materials of art can be loaded with expressions (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them: all artists have reasons for what they do. - Meaning and quality of an artwork are subjective, but justifiable.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Clay manipulation - Foot, lip, texture, and lids as it relates to technique creation	Pinch Clay to a Desired Outcome: Shape and manipulate clay using the pinch method to achieve specific forms and designs. Create a Foot: Form a stable base or raised platform for ceramic pieces to enhance functionality and aesthetics. Create a Lid: Design and craft a fitted cover for containers or vessels, ensuring proper alignment and usability. Create a Lip: Construct a defined edge or rim on a ceramic piece to improve its structural and visual appeal. Create Texture: Incorporate surface patterns or tactile designs into their clay work to add interest and character. Create Complex Form: Combine techniques and elements to produce intricate and multidimensional ceramic pieces. Craftsmanship: Demonstrate precision, attention to detail, and quality in the execution of their ceramic projects. Kiln Ready: Prepare ceramic pieces

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Unit 4: Ceramics

properly, ensuring they are structurally sound and free of air pockets or excess moisture for firing in the kiln.

- **Score, Slip, Press, Knit:** Use proper joining techniques, including scoring, applying slip, pressing, and knitting clay, to securely attach pieces and build forms.

Missouri Learning Standards

Priority Standard: Create 2.C: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place (VA:Cr2C.1).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.1).

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Unit 5: Acrylic Painting

Students will learn the fundamentals of painting and color theory. They will create a painting using the elements of art.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function: formal qualities and what form something takes is dependent on what it is supposed to do. - Media is a vehicle for expression: the base materials of art can be loaded with expressions (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them: all artists have reasons for what they do. - Meaning and quality of an artwork are subjective, but justifiable.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Painting techniques - Color schemes - Principles of design	Paint Control: Demonstrate precision and mastery in handling paint to achieve desired effects and clean edges. Color Mixing: Combine colors effectively to create a wide range of hues, tones, and variations. Application of Paint: Apply paint using various tools and techniques to achieve smooth, textured, or layered surfaces. Create Tints and Shades: Lighten or darken colors by adding white or black to achieve depth and contrast. Work Within a Color Scheme: Select and use a cohesive palette to enhance harmony and mood in their artwork. Conceptualize and Create a Composition: Plan and execute a visually engaging and meaningful arrangement of elements in their painting.

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Unit 5: Acrylic Painting

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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Unit 6: Printmaking

Students will learn the fundamentals of relief printmaking.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
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<i>Students must know:</i>	<i>Students must be able to:</i>
- Proper use of tools - X-Acto knife, glue, hot glue - Cardboard assemblage - Methods for connection to create depth and texture - Face proportions - Relief sculpture	Envision and Design a Relief Sculpture: Conceptualize and plan a three-dimensional artwork that projects from a flat surface. Cut Cardboard to Create a Design: Skillfully use cutting tools to shape cardboard pieces for constructing their relief sculpture. Practice Abstract Relief Sculpture: Explore and create non-representational designs to understand form, depth, and composition in relief art. Understand and Draw Facial Proportions: Learn the basic guidelines of facial proportions to accurately depict human features. Create a 3D Interpretation of a 2D Drawing: Transform a two-dimensional sketch into a dimensional artwork with depth and structure. Create and Present a Relief Sculpture of a Portrait: Produce and showcase a relief sculpture that represents a human portrait with attention to detail and design. Reflect on Their Struggles and

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Unit 6: Printmaking

	Successes: Analyze and articulate the challenges faced and accomplishments achieved throughout the creative process.
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Missouri Learning Standards

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

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Unit 7: Artist Reflections

Students will describe, analyze, interpret, and judge the artwork of other artists.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function: formal qualities and what form something takes is dependent on what it is supposed to do. - Media is a vehicle for expression: the base materials of art can be loaded with expressions (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them: all artists have reasons for what they do. - Meaning and quality of an artwork are subjective, but justifiable.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Elements of art - Principles of design - Context for how and when the art is being created	Describe the Work of a Variety of Artists: Provide detailed observations of artworks, noting key features, styles, and techniques used by different artists. Analyze the Choices the Artists Make: Examine and explain the decisions artists make regarding composition, medium, and subject matter. Interpret the Meaning of the Work: Offer thoughtful insights into the themes, messages, or emotions conveyed in the artwork. Judge the Success of the Work: Evaluate the effectiveness of the artwork in achieving its intended purpose or impact, considering both technical execution and emotional resonance. Apply the Vocabulary of the Elements and Principles of Art to Their Critique: Use appropriate art terminology to discuss how elements (e.g., line, color, texture) and principles (e.g., balance, emphasis, unity) contribute to the overall success of the piece.

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Unit 7: Artist Reflections

Missouri Learning Standards

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA:Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).