



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Design and Draw Curriculum

Course Description: Design and Draw is a study of the fundamentals of art that serves to fulfill a required fine art graduation credit and also serves as the prerequisite for intermediate art classes. Students in Design and Draw will learn the basics of creative problem solving through the application of design thinking and research, individual expression through a variety of art-making techniques, and critical thinking skills through discussion, evaluation and reflection. Using both digital and hands-on processes, this project-based class helps students develop into creative thinkers and visually express their unique insights and personal experiences. At the end of the course, students will have developed a comprehensive portfolio showcasing their work.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	<u>Introduction</u>	Topic 1: Elements & Principles Topic 2: Art Criticism Topic 3: Idea Development Topic 4: Portfolio
4 weeks	<u>Drawing</u>	Topic 1: Line Topic 2: Value
3 weeks	<u>Painting</u>	Topic 1: Color Mixing Topic 2: Color Schemes
3 weeks	<u>Mixed Media</u>	Topic 1: Printmaking Topic 2: Fibers
3 weeks	<u>Sculpture</u>	Topic 1: Forms
2 weeks	<u>Graphic Design</u>	Topic 1: Composition/Layout Topic 2: Typography

Curriculum Revision Tracking

February 2020

- Updated to new Missouri Learning Standards for Fine Arts

November 2025

- Added a new first unit to introduce foundational concepts essential to the rest of the course and to initiate a portfolio project that will be continued throughout all subsequent units
- Adjusted all priority standards to utilize DESE’s “Anchor Standards” from the [Missouri Learning Standards for Visual Art](#) as our priority standards
- Determined student learning outcomes that support our priority standards to use as Supporting Standards in each unit.
 - Some came directly from DESE’s GLEs
 - Some were teacher crafted or edited to best support corresponding priority standards
- Priority standards broken down into student-centric learning targets to provide more clarity in learning for both teachers and students
- Adjusted course units so that they are organized by medium, rather than by elements of art as previously constructed
- Revised unit titles and topics to better reflect the new organization of units and new standards
- Revised essential questions, enduring understandings, vocabulary, engaging scenarios, and engaging experiences in each unit to better reflect new units’ standards and learning targets
- Removed ISTE and TT standards so that all standards either come directly from DESE anchor standards or are written in direct support of DESE anchor standards

Unit 0: Introduction to Art

Subject: Design and Draw

Grade: 9-12

Name of Unit: Introduction to Art

Length of Unit: 2 weeks (7-10 blocks)

Overview of Unit: This unit will introduce students to Elements of Art and Principles of Design, art criticism, originality and idea development, as well as development of a final portfolio.

Priority Standards for unit:

- [VA:Re7A.I](#) Perceive and analyze artistic work.
- [VA:Cn11A.I](#) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
- [VA:Pr4A.I](#) Select, analyze and interpret artistic work for presentation.

Supporting Standards for unit:

- Identify and define the elements of art.
- Identify and define the principles of design.
- Define the 4 steps of art criticism.
- Implement the 4 steps of art criticism.
- Discuss originality in art (plagiarism, AI, fair use, copyright).
- Initiate the development of an ongoing portfolio of student artwork.

Unwrapped Priority Standards:

Priority Standard: VA:Re7A.I Perceive and analyze artistic work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will interpret the meaning or message of an artwork using evidence from what they see, what they know, and what they've experienced.	3
	Analyze
Students will identify the elements and principles of art used in an artwork.	1
	Recognize
Students will explain how the elements and principles of art affect the overall design in an artwork.	2
	Understand

Priority Standard: VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain the connection in an artwork between the artist's culture, experiences, and/or time period.	3
	Analyze
Students will connect what they see in an artwork to what's happening in the world and/or in their own life today.	3
	Analyze

Priority Standard: [VA:Pr4A.I](#) Select, analyze and interpret artistic work for presentation.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will choose their best artworks to showcase skills, ideas, and growth.	3
	Evaluate
Students will describe the application of elements and principles in their artwork.	2
	Understand
Students will explain how their artistic choices create meaning.	3
	Analyze

Essential Questions:

1. What is art?
2. How do artists work through the creative process?
3. What criteria are used to analyze a work of art?
4. How do life experiences influence the way you relate to art?
5. Where and how do we encounter art in our world?
6. How does art help us understand the lives of people of different times, places, and cultures?
7. How does art preserve aspects of life?
8. What criteria, methods, and processes are used to select work for presentation?
9. Why do people value objects, artifacts, and artworks, and select them for presentation?

Enduring Understanding/Big Ideas:

1. Engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
2. Artists use a creative process that involves exploration, experimentation, reflection, and revision to develop meaningful work.
3. Art can be analyzed and evaluated using specific criteria.
4. Visual imagery influences understanding of and responses to the world.
5. Artists consider various techniques, methods, and criteria when analyzing, selecting, and curating artworks for presentation.

Unit Vocabulary:

Content/Domain Specific
Elements of Art Principles of Design 4 Steps of Art Criticism: Describe, Analyze, Interpret, Judge Original Fair Use Composition Non-Objective Realism Abstract Craftsmanship Applied Art Fine Art

Topic 1: Elements & Principles

Engaging Experience 1

Title: Elements of Art and Principles of Design

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- [VA:Re7A.I](#) Perceive and analyze artistic work.

Supporting:

- Identify and define the elements of art.
- Identify and define the principles of design.

Detailed Description/Instructions: Discuss the Elements of Art and Principles of Design as foundational pieces to artworks. Examine the ways in which they are applied to works of art.

Topic 2: Art Criticism

Engaging Experience 1

Title: Art Criticism

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- [VA:Cn11A.I](#) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Supporting:

- Define the 4 steps of art criticism.
- Implement the 4 steps of art criticism.

Detailed Description/Instructions: Define the four steps of Art Criticism as describe, analyze, interpret, and judge. Apply the four steps to different examples of artwork.

Topic 3: Idea Development

Engaging Experience 1

Title: Idea Development

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- [VA:Cn11A.1](#) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Supporting:

- Discuss originality in art (plagiarism, AI, fair use, copyright).

Detailed Description/Instructions: Discuss the importance of originality in visual art and its implications. To demonstrate their understanding of fair use, students will assess real-world scenarios.

Recurring Topic: Portfolio

Ongoing Engaging Experience

Title: Portfolio

Suggested Length of Time: Ongoing

Special Note: *Student portfolios will be introduced in this unit, but should be updated every unit throughout the course to demonstrate mastery of skills. The comprehensive portfolio will be assessed at the end of the course.*

Standards Addressed

Priority:

- [VA:Pr4A.I](#) Select, analyze and interpret artistic work for presentation.

Supporting:

- Initiate the development of an ongoing portfolio of student artwork.

Detailed Description/Instructions: Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.

Engaging Scenario

Engaging Scenario

Art History Collage

Students will research an artist. They create a collage by recreating the artist's style, culminating in an original work of art through transformation.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Elements & Principles	Elements of Art and Principles of Design	Discuss the Elements of Art and Principles of Design as foundational pieces to artworks. Examine the ways in which they are applied to works of art.	1 block
Art Criticism	Art Criticism	Define the four steps of Art Criticism as describe, analyze, interpret, and judge. Apply the four steps to different examples of artwork.	1 block
Idea Development	Idea Development	Discuss the importance of originality in visual art and its implications. To demonstrate their understanding of fair use, students will assess real-world scenarios.	1 block
Portfolio	Portfolio	Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.	ongoing

Unit 1: Drawing

Subject: Design and Draw

Grade: 9-12

Name of Unit: Drawing

Length of Unit: 4 weeks (20 blocks)

Overview of Unit: This unit focuses on developing observational drawing skills with emphasis on line and value in a variety of media.

Priority Standards for unit:

- [VA:Cr2A.I](#) Organize and develop artistic ideas and work.
- [VA:Re9A.I](#) Apply criteria to evaluate artistic work.

Supporting Standards for unit:

- Identify and apply the use of contour line.
- Demonstrate a range of values through shading.
- Explore a variety of mark-making techniques.
- Apply colored pencil techniques through layering.
- Demonstrate understanding of emphasis.
- Develop a drawing based on observation.
- Execute a drawing through the use of a grid.

Unwrapped Priority Standards:

Priority Standard: VA:Cr2A.I Organize and develop artistic ideas and work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use sketching and brainstorming to explore and develop ideas for their artwork.	2
	Apply

Priority Standard: VA:Re9A.I Apply criteria to evaluate artistic work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use specific art vocabulary and criteria (such as composition, value, and craftsmanship) to evaluate a work of art.	3
	Evaluate

Essential Questions:

1. How do artists engage in the design thinking process?
2. How and why might criteria vary in evaluating works of art?

Enduring Understanding/Big Ideas:

1. Artists and designers experiment with forms, materials, concepts, media, and art-making approaches.
2. Artists reflect and revise artwork to better meet a specified set of criteria.

Unit Vocabulary:

Contour Line
Value
Contrast
Shape/Form
Proportion
Positive/Negative Space
Hatching, Cross-hatching, stippling, scumbling
Grid
Perspective
Emphasis

Topic 1: Line

Engaging Experience 1

Title: Contour Line Drawing

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Cr2A.I](#) Organize and develop artistic ideas and work.

Supporting:

- Identify and apply the use of contour line.
- Develop a drawing based on observation.

Detailed Description/Instructions: Introduce students to line and contour line. Practice identifying and creating contour lines through the observational drawing of everyday objects.

Engaging Experience 2

Title: Zentangle

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Cr2A.I](#) Organize and develop artistic ideas and work.

Supporting:

- Explore a variety of mark-making techniques.

Detailed Description/Instructions: Students divide a piece of paper randomly into sections and fill with a variety of line patterns using pen. Emphasis is on line weight and variety.

Engaging Experience 3

Title: Grid Drawing

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Cr2A.I](#) Organize and develop artistic ideas and work.

Supporting:

- Execute a drawing through the use of a grid.

Detailed Description/Instructions: Using the provided handout, recreate an image through the use of a grid.

Topic 2: Value

Engaging Experience 1

Title: Rendering Form

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Re9A.I](#) Apply criteria to evaluate artistic work.

Supporting:

- Demonstrate a range of values through shading.

Detailed Description/Instructions: Practice rendering the five basic forms through shading.

Given a set of criteria, students should evaluate the range of values and craftsmanship applied to their work to determine accuracy.

Engaging Experience 2

Title: Mark Making

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Re9A.I](#) Apply criteria to evaluate artistic work.

Supporting:

- Explore a variety of mark-making techniques.

Detailed Description/Instructions: Practice rendering the five basic forms through shading techniques such as hatching, cross-hatching, stippling, and scumbling. Given a set of criteria, students should evaluate the range of values and craftsmanship applied to their work to determine accuracy.

Engaging Experience 3

Title: Colored Pencil

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Re9A.I](#) Apply criteria to evaluate artistic work.

Supporting:

- Apply colored pencil techniques through layering.

Detailed Description/Instructions: Demonstrate understanding of colored pencil techniques by rendering basic forms accurately in color. Students should focus on layering colored pencils to achieve desired color and value.

Recurring Topic: Portfolio

Ongoing Engaging Experience

Title: Portfolio

Suggested Length of Time: Ongoing

Special Note: Student portfolios are introduced in Unit 0, but should be updated every unit throughout the course to demonstrate mastery of skills. The comprehensive portfolio will be assessed at the end of the course.

Standards Addressed

Priority:

- [VA:Pr4A.I](#) Select, analyze and interpret artistic work for presentation.

Supporting:

- Initiate the development of an ongoing portfolio of student artwork.

Detailed Description/Instructions: Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.

Engaging Scenario

Engaging Scenario #1

Non-Portrait

Students will organize an original composition of 3-5 personal objects to visually represent themselves after reflecting/evaluating thumbnail sketches. Through the utilization of a grid, students will develop an observational drawing that will demonstrate understanding of contour line and a range of tonal values. Students will demonstrate emphasis through rendering one object fully with colored pencils through layering.

Engaging Scenario #2

Ink Portrait

Students will create a portrait utilizing ink and a variety of mark-making techniques to convey value. This project can be taken on individually or as a collaborative effort.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Line	Contour Line Drawing	Introduce students to line and contour line. Practice identifying and creating contour lines through the observational drawing of everyday objects.	1-2 blocks
Line	Zentangle	Students divide a piece of paper randomly into sections and fill with a variety of line patterns using pen. Emphasis is on line weight and variety.	1-2 blocks
Line	Grid Drawing	Using the provided handout, recreate an image through the use of a grid.	1-2 blocks
Value	Rendering Form	Practice rendering the five basic forms through shading. Given a set of criteria, students should evaluate the range of values and craftsmanship applied to their work to determine accuracy.	1-2 blocks
Value	Mark Making	Practice rendering the five basic forms through shading techniques such as hatching, cross-hatching, stippling, and scumbling. Given a set of criteria, students should evaluate the range of values and craftsmanship applied to their work to determine accuracy.	1-2 blocks
Value	Colored Pencil	Demonstrate understanding of colored pencil techniques by rendering basic forms accurately in color. Students should focus on layering colored pencils to achieve desired color and value.	1-2 blocks
Portfolio	Portfolio	Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.	1 block

Unit 2: Painting

Subject: Design and Draw

Grade: 9-12

Name of Unit: Painting

Length of Unit: 3 weeks (15 blocks)

Overview of Unit: In this unit students will begin to explore artmaking as a means of personal expression. Through painting methods, students will demonstrate understanding of color theory. Students will refine artwork through the use of peer feedback.

Priority Standards for unit:

- [VA:Cr3A.I](#) Refine and complete artistic work.
- [VA:Cn10A.I](#) Synthesize and relate knowledge and personal experiences to make art.

Supporting Standards for unit:

- Identify and label primary, secondary, and tertiary colors on the color wheel.
- Define the properties of color.
- Identify and implement color schemes.
- Demonstrate understanding of color mixing.
- Critique artwork with peers and refine to better fit criteria.

Unwrapped Priority Standards:

Priority Standard: VA:Cr3A.I Refine and complete artistic work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use feedback and evaluation to revise and improve artwork.	3
	Apply

Priority Standard: [VA:Cn10A.1](#) Synthesize and relate knowledge and personal experiences to make art.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will combine personal experiences, memories, and knowledge to create something that expresses who they are or what they care about.	4
	Create

Essential Questions:

1. What role does persistence play in revising, refining, and developing work?
2. How do artists grow and become accomplished in art forms?
3. How does collaboratively reflecting on a work help us experience it more completely?
4. How does engaging in creating art enrich people's lives?

Enduring Understanding/Big Ideas:

1. Artists and designers develop skills through practice and constructive critique, reflecting on, revising, and refining work over time.
2. Through art-making, people make meaning by developing awareness of perceptions, knowledge, and experiences.

Unit Vocabulary:

Content/Domain Specific
Color Color Wheel Primary, Secondary, Tertiary Hue Intensity Neutral Value: Shade, Tint Warm/Cool Color Scheme Monochromatic Analogous Complementary

Topic 1: Color Mixing

Engaging Experience 1

Title: Paint Swatch Challenge

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- [VA:Cr10A.I](#) Synthesize and relate knowledge and personal experiences to make art.

Supporting:

- Demonstrate understanding of color mixing.

Detailed Description/Instructions: Explore materials and color combinations by challenging students to create and name unique colors using only primaries, black, and white.

Engaging Experience 2

Title: Color Theory

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- [VA:Cr3A.I](#) Refine and complete artistic work.

Supporting:

- Identify and label primary, secondary, and tertiary colors on the color wheel.
- Define the properties of color.
- Demonstrate understanding of color mixing.

Detailed Description/Instructions: Discuss color theory, including parts of the color wheel, color mixing, and the properties of color.

Engaging Experience 3

Title: Color Wheel Practice

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Cr3A.I](#) Refine and complete artistic work.

Supporting:

- Identify and label primary, secondary, and tertiary colors on the color wheel.
- Demonstrate understanding of color mixing.

Detailed Description/Instructions: Students will create a color wheel, including tints, shades, and intensity of each color, using only primaries, black, and white.

Topic 2: Color Schemes

Engaging Experience 1

Title: Color Scheme Notes and Examples

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- [VA:Cr3A.I](#) Refine and complete artistic work.
- [VA:Cn10A.I](#) Synthesize and relate knowledge and personal experiences to make art.

Supporting:

- Identify and implement color schemes.

Detailed Description/Instructions: Describe and identify monochromatic, complementary, analogous, warm, and cool color schemes as they are utilized in artworks.

Engaging Experience 2

Title: Color Scheme Practice

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- [VA:Cr3A.I](#) Refine and complete artistic work.

Supporting:

- Identify and implement color schemes.

Detailed Description/Instructions: Students demonstrate their understanding of color schemes by creating basic compositions with shape and implementing specific color schemes to each.

Engaging Experience 3

Title: Peer Critique

Suggested Length of Time: 1 block (suggested as a supplementary activity to the engaging scenario)

Standards Addressed

Priority:

- [VA:Cr3A.I](#) Refine and complete artistic work.

Supporting:

- Critique artwork with peers and refine to better fit criteria.

Detailed Description/Instructions: In conjunction with the Engaging Scenario painting, students will engage in critique with their peers. Students take feedback to refine their own paintings.

Recurring Topic: Portfolio

Ongoing Engaging Experience

Title: Portfolio

Suggested Length of Time: Ongoing

Special Note: *Student portfolios are introduced in Unit 0, but should be updated every unit throughout the course to demonstrate mastery of skills. The comprehensive portfolio will be assessed at the end of the course.*

Standards Addressed

Priority:

- [VA:Pr4A.I](#) Select, analyze and interpret artistic work for presentation.

Supporting:

- Initiate the development of an ongoing portfolio of student artwork.

Detailed Description/Instructions: Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.

Engaging Scenario

Engaging Scenario

My Happy Place

Students will create a landscape painting of a place that holds meaning to them with a focus on background, middleground, and foreground. While the project is in progress, students will engage in critique with their peers. Students will then refine their artwork based on feedback.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Color Mixing	Paint Swatch Challenge	Explore materials and color combinations by challenging students to create and name unique colors using only primaries, black, and white.	1 block
Color Mixing	Color Theory	Discuss color theory, including parts of the color wheel, color mixing, and the properties of color.	1 block
Color Mixing	Color Wheel Practice	Students will create a color wheel, including tints, shades, and intensity of each color, using only primaries, black, and white.	1-2 blocks
Color Schemes	Color Scheme Notes and Examples	Describe and identify monochromatic, complementary, analogous, warm, and cool color schemes as they are utilized in artworks.	1 block
Color Schemes	Color Scheme Practice	Students demonstrate their understanding of color schemes by creating basic compositions with shape and implementing specific color schemes to each.	2 blocks
Color Schemes	Peer Critique	In conjunction with the Engaging Scenario painting, students will engage in critique with their peers. Students take feedback to refine their own paintings.	1 block
Portfolio	Portfolio	Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.	1 block

Unit 3: Mixed Media

Subject: Design and Draw

Grade: 9-12

Name of Unit: Mixed Media

Length of Unit: 3 weeks (15 blocks)

Overview of Unit: Students will be introduced to combining multiple mediums to create a unified work of art. Focused instruction will be given towards presentation methods such as a mini exhibition, artist statements, and/or portfolio development.

Priority Standards for unit:

- [VA:Pr6A.I](#) Convey meaning through the presentation of artistic work.

Supporting Standards for unit:

- Recognize printmaking as an art form.
- Demonstrate a form of printmaking such as monoprints or linocut.
- Recognize fibers as an art form.
- Utilize fibers in an art form such as embroidery or weaving.
- Demonstrate understanding of unity in a mixed media artwork.

Unwrapped Priority Standards:

Priority Standard: VA:Pr6A.I Convey meaning through the presentation of artistic work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will show artwork in a way that communicates its meaning- through how it's presented, arranged, or explained.	3
	Create/Evaluate

Essential Questions:

1. What are the different ways that artists present their work?
2. How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences?

Enduring Understanding/Big Ideas:

1. Artists reach their audience through how artwork is presented, arranged, or explained.
2. Through presentation, artists communicate meaning and a record of social, cultural, and political experiences.

Unit Vocabulary:

Content/Domain Specific
Unity Media Printmaking Edition Fibers

Topic 1: Printmaking

Engaging Experience 1

Title: Collagraph

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- [VA:Pr6A.I](#) Convey meaning through the presentation of artistic work.

Supporting:

- Recognize printmaking as an art form.
- Demonstrate a form of printmaking such as monoprints or linocut.

Detailed Description/Instructions: Using cardboard backing and various scraps (paper, fabric, cardboard, styrofoam, etc), students will create a non-objective collagraph plate and print using watered-down paint as ink.

Engaging Experience 2

Title: Styrofoam Printing

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Pr6A.I](#) Convey meaning through the presentation of artistic work.

Supporting:

- Recognize printmaking as an art form.
- Demonstrate a form of printmaking such as monoprints or linocut.

Detailed Description/Instructions: Using Styrofoam and a stylus, students create a simple design. Students will repeatedly print this design to show rhythm and/or pattern.

Topic 2: Fibers

Engaging Experience 1

Title: Embroidery Practice

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Pr6A.I](#) Convey meaning through the presentation of artistic work.

Supporting:

- Recognize fibers as an art form.
- Utilize fibers in an art form such as embroidery or weaving.

Detailed Description/Instructions: Students will demonstrate understanding of basic sewing/embroidery techniques through teacher modeling.

Engaging Experience 2

Title: Fabric Pins

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- [VA:Pr6A.I](#) Convey meaning through the presentation of artistic work.

Supporting:

- Recognize fibers as an art form.
- Utilize fibers in an art form such as embroidery or weaving.
- Demonstrate understanding of unity in a mixed media artwork.

Detailed Description/Instructions: Students will engage in fibers exploration by creating an original wearable pin. Materials may include fabric scraps, embroidery floss, beads, etc.

Recurring Topic: Portfolio

Ongoing Engaging Experience

Title: Portfolio

Suggested Length of Time: Ongoing

Special Note: Student portfolios are introduced in Unit 0, but should be updated every unit throughout the course to demonstrate mastery of skills. The comprehensive portfolio will be assessed at the end of the course.

Standards Addressed

Priority:

- [VA:Pr4A.I](#) Select, analyze and interpret artistic work for presentation.

Supporting:

- Initiate the development of an ongoing portfolio of student artwork.

Detailed Description/Instructions: Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.

Engaging Scenario

Engaging Scenario

Theme Design

Students will create a unified artwork based on a personal theme using at least 3 different techniques and multiple art components arranged like a collage.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Printmaking	Collagraph	Using cardboard backing and various scraps (paper, fabric, cardboard, styrofoam, etc), students will create a non-objective collagraph plate and print using watered-down paint as ink.	2-3 blocks
Printmaking	Styrofoam Printing	Using styrofoam and a stylus, students create a simple design. Students will repeatedly print this design to show rhythm and/or pattern.	1-2 blocks
Fibers	Embroidery Practice	Students will demonstrate understanding of basic sewing/embroidery techniques through teacher modeling.	1-2 blocks
Fibers	Fabric Pins	Students will engage in fibers exploration by creating an original wearable pin. Materials may include fabric scraps, embroidery floss, beads, etc.	2-3 blocks
Portfolio	Portfolio	Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.	1 block

Unit 4: Sculpture

Subject: Design and Draw

Grade: 9-12

Name of Unit: Sculpture

Length of Unit: 3 weeks (15 blocks)

Overview of Unit: This unit focuses on creating three-dimensional artworks with an emphasis on idea conceptualization to execution.

Priority Standards for unit:

- [VA:Cr1A.I](#) Generate and conceptualize artistic ideas and work.

Supporting Standards for unit:

- Translate a 2D concept to a 3D artwork.
- Compare relief and in-the-round approaches to sculpture.

Unwrapped Priority Standards:

Priority Standard: VA:Cr1A.I Generate and conceptualize artistic ideas and work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use brainstorming, sketching, or research to come up with creative ideas for their artwork.	2
	Apply
Students will develop a clear vision or plan to convey the artistic concept, message, or feeling.	3
	Create

Essential Questions:

1. What generates creativity and innovative thinking?
2. How does collaboration expand the creative process?
3. How do artists determine what resources are needed to address artistic challenges?

Enduring Understanding/Big Ideas:

1. Creativity and innovative thinking are essential life skills that can be developed.
2. Artists develop their ideas through exploration, experimentation, and problem-solving to begin transforming concepts into a final work of art.

Unit Vocabulary:

Relief In-the-round Form Texture

Topic 1: Forms

Engaging Experience 1

Title: Relief Sculpture

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- [VA:Cr1A.I](#) Generate and conceptualize artistic ideas and work.

Supporting:

- Translate a 2D concept to a 3D artwork.
- Compare relief and in-the-round approaches to sculpture.

Detailed Description/Instructions: Utilizing paper folding techniques, students will create small paper relief sculptures that emphasize positive and negative space through repetition.

Engaging Experience 2

Title: In-the-Round Sculpture

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- [VA:Cr1A.I](#) Generate and conceptualize artistic ideas and work.

Supporting:

- Translate a 2D concept to a 3D artwork.
- Compare relief and in-the-round approaches to sculpture.

Detailed Description/Instructions: Students will create small in-the-round paper sculptures that emphasize positive and negative space through repetition.

Recurring Topic: Portfolio

Ongoing Engaging Experience

Title: Portfolio

Suggested Length of Time: Ongoing

Special Note: *Student portfolios are introduced in Unit 0, but should be updated every unit throughout the course to demonstrate mastery of skills. The comprehensive portfolio will be assessed at the end of the course.*

Standards Addressed

Priority:

- [VA:Pr4A.I](#) Select, analyze and interpret artistic work for presentation.

Supporting:

- Initiate the development of an ongoing portfolio of student artwork.

Detailed Description/Instructions: Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.

Engaging Scenario

Engaging Scenario

Paper Sculpture

Students will conceptualize a three-dimensional abstracted design to be constructed using paper. Plans can be drafted based on a repeated modular design.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Forms	Relief Sculpture	Utilizing paper folding techniques, students will create small paper relief sculptures that emphasize positive and negative space through repetition.	2 blocks
Forms	In-the-Round Sculpture	Students will create small in-the-round paper sculptures that emphasize positive and negative space through repetition.	2 blocks
Portfolio	Portfolio	Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.	1 block

Unit 5: Graphic Design

Subject: Design & Draw

Grade: 9-12

Name of Unit: Graphic Design

Length of Unit: 2 weeks (10 blocks)

Overview of Unit: Students will convey intent through the development of engaging layouts and thoughtful use of typography. This unit includes a digital component.

Priority Standards for unit:

- [VA:Re8A.I](#) Interpret intent and meaning in artistic work.

Supporting Standards for unit:

- Construct visual layouts that demonstrate understanding of composition.
- Justify the use of typographic styles.
- Demonstrate understanding of hierarchy in design.

Unwrapped Priority Standards:

Priority Standard: VA:Re8A.I Interpret intent and meaning in artistic work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use visual clues- like color, composition, symbols, and expressions to understand what the artist might be communicating.	3
	Analyze

Essential Questions

1. How does engaging in the process of art criticism help the viewer interpret intent and meaning?
2. How can the viewer "read" a work of art?
3. How do artists and designers create works of art or design that effectively communicate?

Enduring Understanding/Big Ideas:

1. People gain insights into meanings of artworks by engaging in the process of art criticism through description, analysis, and interpretation.
2. Artists make visual choices based on their target audience.

Unit Vocabulary:

Composition Typography Hierarchy Balance Emphasis Rule of Thirds

Topic 1: Composition/Layout

Engaging Experience 1

Title: Composition

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Re8A.I](#) Interpret intent and meaning in artistic work.

Supporting:

- Construct visual layouts that demonstrate understanding of composition.

Detailed Description/Instructions: Utilizing geometric shapes, students will create a variety of compositions, each conveying a different emotion.

Engaging Experience 2

Title: Fonts Have Feelings

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- [VA:Re8A.I](#) Interpret intent and meaning in artistic work.

Supporting:

- Justify the use of typographic styles.

Detailed Description/Instructions: Students will look at real-world typographic examples showcasing strong and weak design choices.

Engaging Experience 3

Title: Hierarchy

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- [VA:Re8A.I](#) Interpret intent and meaning in artistic work.

Supporting:

- Demonstrate understanding of hierarchy in design.

Detailed Description/Instructions: Given hierarchical criteria, students will revise a design to demonstrate understanding of emphasis using digital media.

Recurring Topic: Portfolio

Ongoing Engaging Experience

Title: Portfolio

Suggested Length of Time: Ongoing

Special Note: Student portfolios are introduced in Unit 0, but should be updated every unit throughout the course to demonstrate mastery of skills. The comprehensive portfolio will be assessed at the end of the course.

Standards Addressed

Priority:

- [VA:Pr4A.I](#) Select, analyze and interpret artistic work for presentation.

Supporting:

- Initiate the development of an ongoing portfolio of student artwork.

Detailed Description/Instructions: Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.

Engaging Scenario

Engaging Scenario

Personal Memoir Book Cover

Students will design a book cover (front, back, spine) utilizing a digital program with a focus on composition, layout, typography, and target audience.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Composition/ Layout	Composition	Utilizing geometric shapes, students will create a variety of compositions, each conveying a different emotion.	1-2 blocks
Composition/ Layout	Fonts Have Feelings	Students will look at real-world typographic examples showcasing strong and weak design choices.	1 block
Composition/ Layout	Hierarchy	Given hierarchical criteria, students will revise a design to demonstrate understanding of emphasis using digital media.	1-2 blocks
Portfolio	Portfolio	Students will discuss the use of portfolios as a means of presentation and preservation and begin to develop a personal portfolio that will be utilized throughout the entirety of the course.	1 block

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 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.