

Curriculum Map Summary

Course: Art

Course Summary:

This class is designed to cover as much and as many aspects of art as possible. We will not only work on projects but will learn the history behind them. We will have several projects and you will need to keep a sketchbook, notebook, and a digital portfolio of your growing body of work.

Key Learning Objectives:

Students will learn basics elements and principles of art
Students will be exposed to works of art, many that have cultural references
Students will produce their own art
Students will leave with an understanding the role art plays in society
Students will be able to respond to works of art in a constructive manner.
Students will explore their own self-identity in art

Key Learning Strategy

Students will be exposed to art and be able to discuss art using the vocabulary of elements and principles as well as further deep discussion about the impact of art. Students will create art, while experiencing the processes of failure and success, learning new ways of doing things, and thinking creatively in all other parts of their lives.
Know the elements and principles of design
Identify the use of elements and principles in works of art
Use the elements and principles of design in a deliberate manner in the creation of art
Use tools and equipment safely
Compare and contrast artworks of different styles

Units	exposure/introduction to unit	creating/experience	theory/review
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<p>Welcome Unit 1, Week 1</p>	<p>Syllabus/class description, notebooks discussion, sketchbooks discussion, clean up discussion Vocabulary: aesthetics, art, sketchbook</p>	<p>Notebooks: Look at an art piece and discuss what makes it art Portfolios: Create Physical and Digital Google Classroom Collaborative Drawing</p>	<p>Personal aesthetics, “what is art” discussion, classroom maintenance discussion, expectations, how to turn in work Google classroom: note why art is important Students will create a slide on google classroom describing themselves</p>
<p>Unit 2, Weeks 1 & 2</p>	<p>Vocabulary: Collage/Texture/Line/Form Slide examples of collages Examples of teacher work Demonstrate how to construct collage</p>	<p>Students create their own collage based on themselves/things they are interested in</p>	<p>Friday: discuss what collages do for us Google classroom: note your response to your collage and the creation of them historically. Slide creation of work, how and what to include</p>
<p>Unit 3, Week 3</p>	<p>Charcoal/Texture/Value Vocabulary discussion Slide examples of historical examples of cave art Demonstrate creation of a texture study and using it as a background for a story drawing.</p>	<p>Charcoal: Cave Art Inspired Story Drawings</p>	<p>Friday: discuss why we should tell our stories. Google classroom: note your response to your story drawing and the creation of it. Hand in slide of completed work on google classroom</p>
<p>Unit 4, Week 4</p>	<p>Line/undulation/push-pull/variety Vocabulary discussion</p>	<p>Students create a wavy line composition</p>	<p>Friday: discuss why we should create this kind of composition.</p>

	<p>Slide examples of wavy line examples</p> <p>Show physical example of previous pieces</p>		<p>Google classroom: note your response to your wavy line drawing.</p> <p>Add a slide of completed work to your developing digital portfolio</p>
Unit 5, Week 5	<p>Concentric lines/abstract/movement Vocabulary discussion</p> <p>Slide examples of different concentric examples</p> <p>Demonstrate how to create a concentric composition</p>	<p>Students create concentric line compositions using color</p>	<p>Friday: discuss why we should create this kind of composition.</p> <p>Google classroom: note your response to your concentric drawing.</p> <p>Add a slide of completed work to your developing digital portfolio</p>
Unit 6, Week 6	<p>Line, movement, value, chiaroscuro vocabulary discussion.</p> <p>Slide examples of gesture drawings and charcoal portraits.</p> <p>Teacher will demonstrate how to quickly gesture draw and also how to draw a simple portrait using extreme lighting.</p>	<p>Students will create gesture drawing of 3 of their peers.</p> <p>Students will create a portrait out of charcoal.</p>	<p>Discuss why we create gesture drawings and learn how to create portraits and use charcoal. Google classroom: note your response to your drawing. Add a slide of completed work to their develop digital portfolio.</p>
Unit 7, week 7	<p>Color scheme/monochromatic/analogous/complementary Vocabulary discussion</p> <p>Slide examples of different examples of color scheme drawing</p>	<p>Students will create one drawing using a color scheme of their choice</p>	<p>Discuss why we create and study different color theories.</p> <p>Google classroom: note your response to your drawing.</p> <p>Add a slide of completed work to</p>

	Demonstrate and show examples of how to draw different compositions using different color theories		your developing digital portfolio
Unit 8, Week 8	Self Portrait, symbolism, foreground vocabulary discussion, Slide examples of historical self portraits Students will view a short video about Frida Kahlo Demonstrate how to create a self portrait	Students will create a self portrait utilizing images that represent themselves	Discuss why we create and study self portraits Google classroom: note your response to your drawing. Add a slide of completed work to your developing digital portfolio
Unit 9, Weeks 9 & 10	Controversial, multimedia vocabulary discussion View slides of controversial art throughout history. Teacher demonstrates how to affix multimedia	Students will create a multimedia composition about a controversial subject	Discuss why we study controversial issues and create artwork responding to it. Google classroom: note your response to your piece. Add a slide of completed work to their developing digital portfolio.
Unit 10, Weeks 11 & 12	Oil pastel, layering, sgraffito, underpainting vocabulary discussion. View slides of historical artwork. Teacher demonstrates how to layer oil pastels and work details.	Students will create an oil pastel composition inspired by a historical work.	Discuss why we learn about historical works of art and how to use oil pastels. Google classroom: note your response to your piece. Add a slide of completed work to their developing digital portfolio.

	View a short video about Caravaggio.		
Unit 11, Week 13	Color Wheel, color scheme, primary colors, secondary colors, tertiary colors vocabulary discussion View slides of various works of art throughout history. Teacher demonstrates how to make a color wheel, an analogous color gradient, complementary color gradients, monochromatic color gradients, and complementary color pairs.	Students will create a color wheel, complementary color pairs, analogous color gradients, monochromatic color gradients, complementary color gradients, and complementary color pairs.	Respond to this activity on google classroom. This assignment is not required to be handed in via google classroom.
Unit 12, week 14	Fauves, balance, movement, arbitrary color	Students will create a painting using arbitrary colors and emotion	Discuss why we study old master painters Add a slide of completed work to your digital portfolio and respond to the slide
Unit 13, Week 15	Ceramics! Clay, wedge, slip, greenware View slides of pinch pots Teachers demonstrates example of pinch pots First bisque Alternative: Beading Loom, warp	Students will create a pinch pot Experienced students will communicate their plan to the teacher and will be expected to help beginners. Students will use a beading loom to create a beaded bracelet.	Discuss why we learn about pinch pots. Google classroom: note your response to your piece. Add a slide of completed work to developing digital portfolio.

			Invite a local beader to come demonstrate.
Unit 14, Week 16	Coil, plastic, bisque, score View slides of coil pots Teacher demonstrates example of a coil pot Teacher demonstrates glazing Glaze fire	Students will create a coil pot. Experienced students will communicate their plan to the teacher and will be expected to help beginners. Students will watch videos on glazing Students will glaze their piece.	Discuss why we learn about coil pots. Discuss glazing techniques Google classroom: note your response to your piece. Add a slide of completed work to developing digital portfolio.
Unit 15, Week 17 & 18	Teacher will assign students a particular area to deep clean.	Students will clean their designated area, and finish up any outstanding work	Students will submit their final slide show.

Key Assessment Information:

Notebooks for vocabulary and slide responses, sketchbooks for composition planning, idea brainstorming and skill building, students hand in slideshows via google classroom, adding to their slideshow after each project is finished.

All students will be graded using categories:

- Projects30%*
- Assessments30%
- Critiques15%
- Studio Habits15%

Overlapping of units allows for students who are ready to move on to a new project may do so while allowing students not ready to continue to work on their projects.

Supplementary Material Summary List:

Charcoal
Oil pastels
Paper
Paint
Brushes
Pencils
Found objects

Magazines

Glue

Tape

Matt board

Multimedia and other found objects

Clay

Ceramics supplies