

## First Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary artists/artworks
  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of art on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about shape-to-form relationships in artworks
  - 2. Make personal choices and explain preferences relating to shape-to-form relationships in artworks
- C. Critique Process
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feelings, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

### II. PRODUCING ART – SHAPE-TO-FORM

- A. Basic Shapes in the Environment (Shape-to-Form)
  - 1. Demonstrate understanding of basic two-dimensional shapes to three-dimensional forms
    - a. circle to sphere
    - b. rectangle to cylinder
    - c. square to cube
    - d. triangle to cone
  - 2. Demonstrate understanding of “shapes-within-shapes”/objects drawn using more than one shape
  - 3. Use the following basic understandings when analyzing or creating artworks
    - a. objects having basic shapes or a combination of shapes
    - b. ellipse shapes defining “roundness” of cylinder shapes
    - c. contour line defining the outer edges and inner parts of object drawings
    - d. shading technique/value gradation(light-to-dark) relating to illusion of form
    - e. overlapping of objects in drawings create an illusion of in-front-of/in-back-of (depth)
    - f. placement of objects in format divisions creates illusion of depth
    - g. vertical/horizontal formats
    - h. objects relate to other objects by size and proportion (tree to a flower)
    - i. linear perspective relating to drawing the objects the way humans see cubic forms because of the curvature of their eyes
- B. Basic Geometric Form Drawings
  - 1. Use gradation of light-to-dark shading to create an illusion of the sphere from a circle
  - 2. Use axis lines (center dividing lines) and ellipse shapes (squashed circle) to create an illusion of a cylinder from a rectangle shape
  - 3. Use axis lines and ellipse shapes to create an illusion of a cone from a triangle shape
  - 4. Create a cubic form from a square shape by using one-point perspective
    - a. converging lines, horizon line/eye level, vanishing points
    - b. perspective (one-point and two-point)
    - c. cameras developed to capture images the way humans see objects (optical illusion)
- C. Shading
  - 1. Use shading technique to illustrate illusion of form
  - 2. Create value scale to illustrate gradation of light to dark
  - 3. Observe the influence of “light” on objects (light source)

## Second Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
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  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of art on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about art
  - 2. Make personal choices and explain preferences relating to art
- C. Critique Process
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feelings, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

### II. PRODUCING ART – SHAPE-WITHIN-SHAPES

- A. Shapes in Faces and Figures
  - 1. Draw portraits/self-portraits depicting shape-to-form relationships and proportions
  - 2. Draw figures depicting shape-to-form relationships, pose, and proportions
- B. Color Shading
  - 1. Use shading techniques relating to rendering forms
  - 2. Use techniques associated with color drawing media to render round forms
- C. Grouped 3-D Objects/Forms
  - 1. Draw groups of simple objects such as, apple, coke can, clown hat, or T.V. that are related to geometric forms
  - 2. Use basic understandings when critiquing or drawing grouped objects
    - a. overlapping creates illusion of in-front-of or in-back-of
    - b. format may be vertical or horizontal according to height/width of composition
    - c. foreground, middle ground, and background divide the picture plane
    - d. objects drawn in foreground appear closer
    - e. objects drawn in the background appear further away
    - f. axis lines help create symmetry in cylindrical objects
    - g. ellipse shapes help create illusion of “roundness” in cylinder and cone drawings
    - h. axis lines aligned with horizontal edge of paper helps cylinders remain straight
    - i. shading technique and gradation of light to dark values creates an illusion of form in grouped objects
    - j. contour line defines the outer edges and inner parts of object drawings
    - k. line weights and characteristics differ

## Third Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary artists/designers
  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of design on history and vice versa
  - 4. Differentiate among several themes and styles

## Third Six Weeks

- B. Critique
  - 1. Make knowledge-based decisions about design
  - 2. Make personal choices and explain preferences relating to visual design
- C. Critique Process
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feelings, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

## II. PRODUCING ART – DESIGN

- A. Design Elements
  - 1. Demonstrate understanding of line
    - a. characteristics
    - b. directions
    - c. weights
    - d. relationship to shape
  - 2. Explain basic understandings relating to shape
    - a. 2-D shapes relate to 3-D forms
      - circle to sphere
      - rectangle to cylinder
      - triangle to cone
      - square to cube
    - b. basic shapes or combination of basic shapes
    - c. white to black gradation creates an illusion of form
    - d. color and texture can make a shape appear 3-D
  - 3. Demonstrate understanding of color
    - a. color mixing and placement
      - two primary colors mixed to yield a secondary color
      - one primary and one secondary color yields an intermediate color
      - emotional aspects of color
        - warm colors advance
        - cool colors recede
  - 4. Demonstrate understanding of form
    - a. 2-D shapes have height and width
    - b. 3-D forms have height, width and depth
  - 5. Demonstrate understanding of visual texture
    - a. texture rubbings
    - b. visual versus tactile texture
  - 6. Demonstrate understanding of space
    - a. positive/negative spaces/shapes
    - b. overlapping creates in-front-of/in-back-of
    - c. diminishing sizes and placement of objects on the picture plane create an illusion of depth

## Third Six Weeks

- B. Design Principles
  - 1. Create emphasis/center of interest in artworks by
    - a. use of unusual/unique color, shape, size
    - b. contrasting values, colors, lines, shapes, sizes
  - 2. Demonstrate understanding of balance
    - a. symmetrical/equal balance
    - b. asymmetrical/unequal balance
  - 3. Create visual rhythm/ movement in artworks by
    - a. repetition of line, shape, color, value, and size
    - b. arrangement of ordered or random patterns

## Fourth Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary painters/paintings
  - 2. Demonstrate understanding of a variety of painting media, tools, techniques and processes
  - 3. Discuss influences of painting on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about paintings
  - 2. Make personal choices and explain preferences relating to paintings
- C. Critique Process
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feelings, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

### II. PRODUCING ART – PAINTING

- A. Color Spectrum
  - 1. Mix primary colors to yield secondary colors
  - 2. Mix primary with secondary colors to yield intermediate colors
  - 3. Arrange colors in proper places on the color wheel
- B. Emotional Aspects of Color
  - 1. Demonstrate understanding of how warm colors advance
  - 2. Demonstrate understanding of how cool colors recede
- C. Demonstrate Painting Techniques
  - 1. Horizontal brush strokes
  - 2. Dry brush
  - 3. Wet-on-wet
  - 4. Hard edge and soft edge
- D. Discuss Selection of Themes
  - 1. Still life
  - 2. Landscape
  - 3. Cityscape
  - 4. Portraits/self-portraits
  - 5. Seascapes/riverfronts

## Fifth Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary artists/artworks
  - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes
  - 3. Discuss influences of art on history and vice versa
  - 4. Differentiate among several themes and styles
- B. Critique
  - 1. Make knowledge-based decisions about spatial relationships in art
  - 2. Make personal choices and explain preferences relating to spatial relationships in art
- C. Critique Process
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feelings, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

### II. PRODUCING ART – SPATIAL RELATIONSHIPS

- A. Format and Placement of Objects
  - 1. Demonstrate understanding of horizontal/vertical formats
  - 2. Demonstrate understanding of foreground, middle ground and background
- B. Horizon Line/Eye Level
  - 1. Draw objects below, on and above horizon line/eye level
  - 2. Explain the use of vanishing points, converging lines, and horizon line/eye level relating to perspective
- C. Illusion of Depth on a 2-D Plane
  - 1. Demonstrate understanding of overlapping to create depth and space
  - 2. Use diminishing sizes to create illusion of depth/space
  - 3. Place objects on the picture plane to create illusion of space

## Sixth Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
  - 1. Explain contributions/influences of exemplary sculptors/sculptures
  - 2. Demonstrate understanding of a variety of sculpture media, tools, techniques and processes
  - 3. Discuss influences of 3-D art on history and vice versa
  - 4. Differentiate among several themes and styles in 3-D art
- B. Critique
  - 1. Make knowledge-based decisions about 3-D art
  - 2. Make personal choices and explain preferences relating to 3-D art
- C. Critique Process
  - 1. Discuss what is in the artwork (discussion)
  - 2. Use factual information (analysis)
  - 3. Explain feelings, ideas, or moods communicated through selected artworks (interpretation)
  - 4. Make personal decisions about artworks (judgments)

## Sixth Six Weeks

### II. PRODUCING ART – 3-D DESIGN

#### A. Architecture

1. Explain parts-to-whole aspects in architecture
2. Explain shape-to-form aspects
3. Explain differences between fine art forms and functional forms
4. Name careers associate with architecture
5. Explain the concept of form-follows-function, i.e., chairs have to be certain heights/depths for human use.

#### B. Sculpture

1. Explain shape-to-form relationships in 3-D art
2. Explain 2-D vs. 3-D
  - a. 2-D has height and width only
  - b. 3-D has height, width and depth

#### C. Techniques and Processes

1. Explain modeling techniques
2. Explain assembling process
3. Explain carving technique

#### D. 3-D Art Forms

1. Create 3-D art form by modeling technique
2. Assemble 3-D objects to create 3-D composition/form

