

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 feeling, 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
 - 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. Demonstrate understanding of the difference between geometric and organic forms
 - 4. Use the following basic shape-to-form understandings to analyze/draw 2-D objects
 - a. every object having a basic shape or a combination of shapes
 - b. ellipse shapes helping define “roundness” of cylinder shapes
 - c. contour lines defining the outer edges and inner parts of object drawings
 - d. lines having varying weights/characters
 - e. axis lines dividing an object evenly
 - f. symmetry existing in common objects
 - g. shading technique used to create value gradation (light-to-dark) relating to illusion of form
 - h. overlapping of objects in drawings creating an illusion of in-front-of/in-back-of (depth)
 - i. placement of objects in foreground/middle ground/background creating an illusion of depth
 - j. compositions relating to vertical/horizontal formats
 - k. objects relating to other objects by size and proportion (tree to a flower)
 - l. linear perspective used to create cubic forms
- B. Basic Geometric Form Drawings
 - 1. Use gradation of light-to-dark shading to create an illusion of depth in objects
 - 2. Use axis lines (center dividing lines) and ellipse shapes (squashed circle) to create an illusion depth in cylindrical forms, i.e., coke can
 - 3. Use axis lines and ellipse shapes to create an illusion of a depth in conical forms, i.e., party hat
 - 4. Use contour lines to define the outer edges and inner parts of object drawings
 - a. shape-to-form
 - b. shapes-within-shapes

First Six Weeks

5. Create a cubical form by using one-point perspective, i.e., TV set
 - a. converging lines, horizon line/eye level and vanishing points used to create illusion of form and depth
 - b. perspective used to draw objects the way humans see cubic forms because of the curvature of their eyes
 - c. cameras developed to capture images the way humans see objects
- C. Compositions Illustrating 3-D Forms
 1. Draw grouped objects such as, bottles, fruit, utensils by illustrating understandings listed IIA: 4
 2. Use overlapping and placement on the picture plane (foreground, middle ground, background) to create a composition of grouped objects
 3. Use shading technique to create illusion of form
 4. Use light source to indicate light and shadow

Second Six Weeks

I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
 1. Explain contributions/influences of exemplary 3-D artists (sculptors, architects)
 2. Demonstrate understanding of a variety of art media, tools, techniques and processes used in creating 3-D art
 3. Discuss influences of 3-D art on history and vice versa
 4. Differentiate among several themes and styles
- 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)

II. PRODUCING ART – 3-D ART FORMS

- A. Form Aspects
 1. Explain aspects of form (height, width and depth) relating to organic forms seen in the surroundings and art forms, i.e., sculpture, natural objects, and architecture
 - a. spheres-domes, apples
 - b. cylinders-columns, tree trunks
 - c. cones-steeples, mountains
 2. Analyze forms in the surroundings to identify basic geometric forms, i.e., cylindrical forms in human body
- B. Media, Tools and Processes
 1. Demonstrate understanding of a variety of materials used to create 3-D forms
 2. Demonstrate understanding of several 3-D methods/processes
 - a. modeling
 - b. carving
 - c. assembling
 3. Create 3-D forms using a variety of materials, tools and processes
 4. Create 3-D geometric forms from paper to assemble into a sculptural form

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
- B. Critique
 - 1. Make knowledge-based decisions about design
 - 2. Make personal choices and explain preferences relating to 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 design elements
 - a. line
 - b. shape
 - c. color
 - d. form
 - e. texture
 - f. space
- B. Principles of Design
 - 1. Create a main point of interest in artworks through the use of emphasis
 - a. use of unusual/unique color, shape, size
 - b. contrasting values, colors, lines, shapes
 - 2. Demonstrate understanding of balance
 - a. symmetrical – equal balance
 - b. asymmetrical – unequal balance
 - c. radial – generating from the center
 - 3. Create visual rhythm/movement in artworks
 - a. repetition of line, shape, color, value, and size
 - b. arrangement of ordered or random pattern
 - 4. Create visual harmony and mood in artworks
 - a. similarities in color – complementary, monochromatic, analogous
 - b. similarities among all elements chosen for visual compositions
 - 5. Use contrast and variety of elements and sizes to create interest in visual compositions
 - 6. Demonstrate understanding of unity as an overall sense of “oneness” in a visual composition
- C. Using Design
 - 1. Create pattern design for applied arts product (wallpaper/fabric) demonstrate understanding of ordered/random pattern
 - 2. Create 2-D designs using principles of design

Fourth 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
- B. Critique
 - 1. Make knowledge-based decisions about selected 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; mix primary with secondary colors to yield intermediate colors
 - 2. Arrange colors in proper places on the color wheel
 - 3. Paint single pieces of fruit depicting understanding of mixing primary/secondary colors (color theory)
- B. Media, Tools and Processes
 - 1. Demonstrate horizontal and vertical brushstrokes
 - 2. Demonstrate watercolor techniques
 - a. dry brush
 - b. wet-on-wet
 - c. wet-on-dry
 - d. mixing, applying washes
 - 3. Demonstrate mixing watercolors for unifying color in landscape painting
 - a. brown mixed with blue to produce sky color
 - b. brown mixed with green to produce shades of green grass
 - c. brown mixed with orange/yellow to produce shades of plant matter
 - 4. Dark/Light in watercolor
 - a. darker wash/color mixture achieved by adding more pigment
 - b. lighter wash/color mixture achieved by adding more water
- C. Watercolor Painting
 - 1. Demonstrate understanding of color modulation (dark/light) by painting single pieces of fruit
 - 2. Demonstrate understanding of watercolor techniques and unifying color mixing by painting landscapes of different seasons

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 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 – SPATIAL RELATIONSHIPS

- A. Format and Placement of Objects
 - 1. Demonstrate understanding of horizontal/vertical formats
 - 2. Demonstrate understanding of foreground, middle ground and background
 - 3. Demonstrate understanding of alignment of axis lines to the horizontal/vertical edges of the paper
- 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
 - 3. Demonstrate understanding of linear perspective to draw cubic forms
 - a. boxes in one-point perspective
 - b. boxes in two-point perspective
 - c. simple objects from perspective boxes
- C. Ways to Achieve an Illusion of Depth on a 2-D Plane
 - 1. Overlapping.
 - 2. Diminishing sizes
 - 3. Diminishing intensities and values
 - 4. Placement on the picture plane in foreground, middle ground or background

Sixth Six Weeks

I. VALUING/EVALUATING

- A. Historical/Cultural Aspects
 - 1. Explain contributions/influences of exemplary architects/architectural structures
 - 2. Demonstrate understanding of a variety of art media, tools, techniques and processes relating to architecture
 - 3. Discuss influences of architecture on history and vice versa
 - 4. Differentiate among several styles of architecture
- B. Critique
 - 1. Make knowledge-based decisions about architecture
 - 2. Make personal choices and explain preferences relating to architecture
- 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 – ARCHITECTURAL DESIGN

- A. Parts-to-Whole
 - 1. Explain how parts relate to wholes in architectural structures
 - 2. Discuss the use of geometric forms in architecture
- B. Form-Follows-Function
 - 1. Name objects in the surroundings that are considered functional
 - 2. Explain differences between fine art forms and functional forms
 - 3. Explain the concept of form-follows-function, i.e., chairs have to be certain heights/depths for human use.
- C. Careers
 - 1. Discuss careers associated to architectures, i.e., brick layers, draftsman, landscape architects
 - 2. Discuss career paths relating to architecture, i.e., colleges, coursework
- D. Scale Drawing
 - 1. Create scale drawing of a room with layout of furniture to scale
 - 2. Create scale drawing of landscape design showing walkways, garden areas, trees and sculptural forms
 - 3. Work with a small team to draw a simple one-floor house plan on scale paper
- E. Scale Models
 - 1. Create a model of a house (without roof) from cardboard or room in shoe box, indicating where the furniture will be put