

## First Six Weeks

### I. VALUING/EVALUATING

- A. Historical/Cultural aspects
  - 1. Explain contributions of exemplary artists [artworks]
  - 2. Demonstrate understanding of a variety of media, tools, techniques, and processes
  - 3. Explain how art influences history/culture and vice versa
  - 4. Discuss styles and themes
- B. Critique
  - 1. Use basic understandings to analyze and assess the quality of personal artworks and the works of others (knowledge-based)
  - 2. Rely on personal experiences and preferences to make decisions about artworks (aesthetics)

### II. PRODUCING ART – 2-D DESIGN

- A. Shape-to-Form – Grouped Objects
  - 1. Demonstrate understanding of basic understandings
    - a. blocking-in technique determines size and placement of object[s]
    - b. ellipse shapes define “roundness” and symmetry”
    - c. contour lines indicate outer edges and inner parts of object drawings
    - d. format and proper placement of objects define space
    - e. scale and proportion
    - f. shading [gradation of values] creates an illusion of form
    - g. alignment of axis and edges of shapes/forms to edges of the paper
    - h. overlapping creates an illusion of in-front-of/in-back-of
    - i. escaping/touching edges indicate exit on four sides of the paper/format
    - j. positive/negative shapes utilize space and balance
      - positive and negative shapes within a defined area
      - learning to see the shapes of negative spaces
    - k. light and shadow define illusion of form
    - l. color modulation helps to define form
  - 2. Demonstrate understanding of a variety of media, tools, techniques, and processes
    - a. techniques for shading [illusion of form]
      - stippling
      - hatch/crosshatching
      - tonal
    - b. processes and skills relating to selected media
    - c. brush strokes
- B. Figure Drawing
  - 1. Analyze posed figures for the following understandings
    - a. basic forms/volumes within the figure, i.e., sphere/oval for head, cylinder for neck/torso/arms/legs
    - b. axis lines (bone structure)
    - c. cross reference of axis points help determine scale and proportion and foreshortening
    - d. scale and proportion to determine relationship between objects
    - e. shading to create illusion of form
    - f. different ways the figure is used in visual compositions
  - 2. Figures/gestures from real life
    - a. pose
    - b. axis lines
    - c. volumes only
    - d. cross-referencing

## First Six Weeks

- C. Portrait/Self-Portraits
  - 1. Apply basic understandings
    - a. axis lines
    - b. placement/facial divisions
    - c. shape-to-form relationships
    - d. symmetry
    - e. accurate scale and proportion
- D. Linear Perspective
  - 1. Demonstrate basic understandings
    - a. optical illusion/curvature of human eye causes distortions [camera was designed to reflect this illusion]
    - b. objects above, on, and below the eye level
      - when objects are above eye level, one sees right, left, and bottom of the object
      - when objects are on eye level, one sees only right and left sides
      - when objects are below eye level, one sees right, left, and top of the objects.
    - c. converging lines and vanishing points help to define the illusion of cubic forms in space
    - d. objects drawn by using one or more vanishing points, i.e., one, two and three-point perspective
- E. Grid Method– for enlarging images
  - 1. Use a grid to enlarge an image [scale of 1” to 3”] by the following steps
    - a. collage of individual images/fragments from magazines to create 5” by 7” surrealist composition unified by a personal theme
    - b. creating a 1” grid on the art image and a 3” grid [drawn lightly so that grid lines can be erased later] of the same number of squares
    - c. duplicating the image square by square until the entire image is drawn on the large paper; apply the following
      - observation skills – concentration of curves/lines breaking through the horizontal/vertical edges of each box of the grid
      - analyzing the image segments by values, lines, curves instead of define image
- F. View Finder
  - 1. Cut a 1” x 1 “ opening in a 5” x 7” piece of poster board and use viewfinder to help locate the best composition; stress the following
    - a. with one eye shut, focus on opening, holding viewfinder at arm’s length
    - b. apply principles of design when selecting the right composition/arrangement
    - c. sketch/block-in objects

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### II. PRODUCING ART – 2-D DESIGN

#### A. Design Elements/Relationships

1. Demonstrate basic understandings
  - a. Contour line defines the outer edges and inner parts
  - b. Shape influenced by color, value, and texture
  - c. Color comes from light – white is the presence of all color; black is the absence
  - d. All elements relate in space

#### B. Design Principles

1. Demonstrate understanding of emphasis (main point of interest) created by
  - a. unique color, size, value, and
  - b. contrasting values, colors, lines, shapes, and sizes
  - c. placement in format to create dominance
2. Demonstrate understanding rhythm/movement
  - a. repetition of line, shape, color, value, & size
  - b. ordered or random pattern
  - c. visual paths
    - “S”
    - oval
    - 60/40 cross path
    - triangle
3. Demonstrate understanding of balance – stability of elements
  - a. symmetrical balance - equal
  - b. asymmetrical balance - unequal
  - c. radial – radiating from center
  - d. visual balance – how artists use art elements to create a sense of stability/order throughout the composition
  - e. scale and proportion – how objects relate in size
4. Demonstrate understanding of unity – Sense of “oneness” in arrangements are created by
  - a. whole-to-parts and parts-to-whole relationships
  - b. order among art elements creates a sense of oneness
5. Demonstrate understanding of variety/contrast
  - a. differences among art elements
  - b. extreme opposites
6. Demonstrate understanding of harmony – created by similarities of the elements
  - a. color harmonies express mood in a composition by use of the following
    - warm and cool colors
    - monochromatic color schemes – compositions using different values of a single color
    - complementary color schemes – compositions using colors opposite each other on the color wheel
    - analogous colors – compositions using colors that are side by side on the color wheel
  - b. color in design

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### II. PRODUCING ART – 2-D AND 3-D DESIGN

- A. Painting
  - 1. Demonstrate understanding of color theory relating to painting
    - a. modulation of color
    - b. mixed color, pure color, and broken color
    - c. techniques
- B. Spatial Relationships
  - 1. Use horizon line/eye level
  - 2. Demonstrate understanding of warm colors and cool colors
  - 3. Demonstrate illusion of depth/space [on a 2-D plane] by
    - a. use of overlapping
    - b. use of diminishing sizes
    - c. placement of objects on the picture plane
    - d. variations of color
    - e. use of contrasting values
    - f. use of atmospheric perspective [warm colors advance/cool colors recede]
    - g. use of diminishing values, intensities, and focus
    - h. use of linear perspective to draw objects as they appear to humans
      - camera was developed to capture images the same way as humans see objects
      - curvature of the human eye causes optical illusion
      - objects appear to “converge” at horizontal edges
    - i. use of detail/focus [illusion of “haziness” in distance]
    - j. the relationship of one subject to another determines scale
- C. Painting Knowledge and Skills
  - 1. Demonstrate and discuss media, tools, techniques, process, i.e., brushstrokes, watercolor techniques etc.
  - 2. Unify color in compositions – introduce a color and repeat a minimum of three times in the composition
  - 3. Mix colors to yield variations, i.e., brown with blue, etc.

## Third Six Weeks

- D. 3-D Design - Architecture
  - 1. Demonstrate basic architectural understandings
    - a. parts-to-whole/shape-to-form
    - b. architectural structures relate to three-dimensional forms/shapes
    - c. form follows function
    - d. man-made versus natural environments
    - e. scale drawing [scale and proportions]
    - f. needs and wants
  - 2. Demonstrate basic understandings relating to landscape architecture
    - a. scale rendering [landscape plan]
    - b. symbols
    - c. legend
    - d. horticulture
      - colors
      - seasonal/regional plants
      - design [elements and principles applied to landscaping]
      - care taking
      - walkways/pathways
  - 3. Create scale drawing and 3-D models
- E. Sculptures
  - 1. Demonstrate basic understandings
    - a. shape-to-form
    - b. parts-to-whole
    - c. design
  - 2. Demonstrate media, tools, processes
    - a. modeling
    - b. carving
    - c. construction