

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase V, March 1st, 2013

9th-12th Introduction to Art

Course Essential Questions (from Phase I report):

1. What are the Elements & Principles of Design?
2. What are art specific technical skills and how are they used?
3. How has art shaped the history of the world?
4. How do you critically evaluate a work of art?
5. What is the creative process?

Phase II Curriculum

Unit: Painting (Abstraction – Pop Art – Watercolor – Grid Painting)

Essential Questions:

- What is an abstract painting?
- How do artists use the principles of design to create abstract compositions?
- What techniques do artists use to apply paint neatly with good coverage?

- What is Pop Art and why did artists choose to work in that style?
- Who were some of the leading Pop Artists?
- Pop Art has many similarities, so how did practicing artists create a unique style within that genre?

- What does a watercolor painting look like?
- Who are some of the leading watercolorists?
- How do watercolor styles vary among artists?
- What possible occupations use this medium?

Essential Understanding:

- Students will know abstract images often depict emotion or design.
- Students will understand that artists use a variety of elements and principles of design to create abstract images.
- Students will know artists use a variety of techniques that aid in creating neat paintings.

- Students will understand the evolution of the Pop Art genre.
- Students will understand the time period in our history when Pop Art flourished.
- Students will recognize Pop Art by many different artists of that genre.
- Students will understand that all Pop Art has similarities, but each artist produced art with a unique style.

- Watercolor paintings are more translucent than most other paint mediums.
- Students will recognize famous watercolor paintings by artist.
- Watercolor styles can be very realistic to impressionistic.
- Career prospects that utilize this medium.

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| <ul style="list-style-type: none"> • How do artists use grids to create realistic images? • How do artists use the principles of design line, value, color and texture in creating a realistic image? • How do artists use proportion to create a realistic image? | <ul style="list-style-type: none"> • Students will know how artists use grids to help them measure and achieve accurate proportions. • Students will understand how artists to use line, value, texture, color to depict realistic images. • Students will understand how artists use proportion to create realistic images. |
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Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion.

C. 2 Develop an idea that is guided by personal or cultural contexts.

C.3 Understand, recognize, and use the elements, principles, patterns, relationships, skills, techniques, and applications of the visual arts discipline.

C.4 Use appropriate resources, tools, and technologies to facilitate critical decision making, problem solving, editing, and the creation of solutions.

P.1 Apply techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual arts discipline.

R.1 Observe, describe, reflect. Analyze, and interpret works of the visual arts.

R.2 Identify and describe connections across applied arts discipline and other academic disciplines.

R.3 Experience and reflect on the variety of meanings that can be derived from the results of the creative process.

R.4 Experience, analyze, and reflect on the variety of meaning that can be derived from the results of the artistic creative process.

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| Knowledge/Content | Skills/Processes |
| Students will know about.... | Students will be able to..... |

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| <ul style="list-style-type: none"> • Understand how artist develop ideas for abstract paintings. • Know appropriate painting skills. • Understand the principles of design that are used in abstract painting. • Understand how to use color harmonies • Understand the difference between organic and geometric shapes. | <ul style="list-style-type: none"> • Brainstorm and sketch possible ideas for their abstract paintings. • Demonstrate appropriate painting skills • Demonstrate the principles of balance, unity, shape and contrast in the creation of an abstraction painting. • Demonstrate appropriate use of color harmonies. • Display artwork in the school. • Write about famous abstract paintings. • Write about and evaluate their own abstract paintings. |
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| <ul style="list-style-type: none"> • The leaders of the Pop Art genre. • The time period in our history for the Pop Art genre. • The many art mediums used by Pop Artists. • The many styles of Pop Art and the commonalities. <ul style="list-style-type: none"> • A variety of book, advertising, and architectural illustrators that use watercolors. • The translucency of watercolors. • Realistic and Impressionistic styles of watercolorists. <ul style="list-style-type: none"> • Understand how to use a grid record an accurate likeness of an image. • Understand the importance of proportion, line, value, color and texture in creating a realistic image. | <ul style="list-style-type: none"> • Identify art works by several of the leading Pop Artists. • Identify Pop Artists by the style of Pop Art works they see. • Use the creative process to design, enlarge, and create their Pop Art painting. • Accurately mix and apply paint to create specific color harmonies. <ul style="list-style-type: none"> • Discuss and write about cross curriculum connections and possible careers involving watercolors. • Reflect on differences between impressionistic and realistic styles. • Demonstrate use of watercolor techniques to create a cover for a Children’s Book <ul style="list-style-type: none"> • Demonstrate how to use a grid record an accurate likeness of an image • Use drawing techniques to create realistic images (proportion, line, value, texture) • Use painting techniques to create realistic images (color, line, value, texture) • Display artwork in the hallway • Write about historical images • Write about their own images |
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

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| <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge from previous assignments, there are no interim assignments.</p> <p style="text-align: center;"><u>PERFORMANCE PROJECTS:</u></p> <ul style="list-style-type: none"> • <u>Abstract Painting</u> to demonstrate understanding of art history / styles, design (color, shape, balance, contrast focal point) and basic painting techniques. <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge</p> | |
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from previous assignments, there are no interim assignments.

PERFORMANCE PROJECT

- Pop Art painting- Must crop and enlarge a popular icon and apply color theory knowledge to mix paints for specific color harmonies. Line and color are the Elements of Design of focus. Project graded according to rubric.

Common Summative Unit Assessments 90%

While some assignments build upon knowledge from previous assignments, there are no interim assignments.

PERFORMANCE PROJECT

- Children's Book Cover-Line and color are the Elements of Design of focus. Watercolor painting will incorporate techniques learned during practice session. Graded according to rubric.

Common Summative Unit Assessments 90%

While some assignments build upon knowledge from previous assignments, there are no interim assignments.

PERFORMANCE PROJECTS:

- -Grid Drawing/Painting that demonstrates the use of use of grid and drawing/painting techniques – proportion, line, texture, value, color.
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Phase V Learning Plan

Warm-Ups: Teacher will expose students to:

- abstract artists - pop art - watercolor artists - wildlife painters
- art history - elements and principles of design - drawing/seeing skills
- These practice exercises will reinforce lesson taught during both the current and previous units.

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- appropriate painting techniques (color mixing, blending, value, brushwork, etc.)
- how the elements and principles of design can be used in painting
- how color harmonies can produce varied emotional and expressive art work
- how artists use design to express ideas
- how do artists paint abstract imagery
- how artists paint realistic imagery

- what are the differences between the various paint media and styles
- how do artists communicate ideas
- how do you interpret and analyze works of art
- what historical and cultural contexts different styles of paintings were made
- the variety of painting styles and media
- careers that use the following skills: painting, design, illustration, creativity

Guided Practice: The students will:

- complete a series of painting exercises that will allow them to practice certain art making skills
 - brainstorming
 - methods and techniques
 - exploring style
 - design: color harmonies and composition

Project: The students will create a number of paintings that demonstrate:

- ability to develop idea for a painting based on research, practice and sketching
- use of appropriate painting skills (color mixing, blending, value, brushwork, etc.)
- ability to employ the elements and principles of design
- ability to create art pieces that have expressive value
- ability to paint realistic imagery
- ability to paint abstract imagery
- ability to paint using the methods of Pop Art
- ability to paint using watercolor painting techniques
- synthesize all of this knowledge in order to make a creative, personal art piece
- ability to reflection on the strengths and weaknesses of their work

Phase II Curriculum

Unit: Perspective Drawing

Essential Questions:

- How do artists draw objects that look three-dimensional?
- What techniques do artists use to help them “see” the objects that they are drawing?

Essential Understanding:

- Students will know Artists use the techniques of perspective drawing (linear, atmospheric, anamorphic) to create images that appear three-dimensional.
- Students will know how artists use sighting techniques to measure and record the proportions of objects.

Curriculum Standards

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| <ul style="list-style-type: none">• Understand how to use one and two point perspective drawing.• Understand how artists of the Renaissance developed the techniques of perspective drawing (linear, atmospheric)• Know the terms linear, atmospheric, vanishing point, horizon line, convergence line. | <ul style="list-style-type: none">• Demonstrate how to use one and two point perspective drawing• Use sighting techniques to measure the angles of objects• Display artwork in the hallway• Write about historical images• Write about their own images |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

PERFORMANCE PROJECTS:

- 1-Point and 2-Point Perspective Drawings that demonstrate understanding of linear perspective drawing, sighting, art history and technical drawing techniques.

Phase V Learning Plan

Warm-Ups: Teacher will expose students to:

- perspective drawing - art history - elements and principles of design - drawing/seeing skills
- These practice exercises will reinforce lesson taught during both the current and previous units.

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- perspective drawing techniques and vocabulary
 - vanishing point, horizon line, convergence lines
 - one and two point perspective drawing
 - creating the illusion of depth and space
- how the elements and principles of design can be used in perspective drawing
- the history of perspective drawing from Byzantine Art to Modern
- how artists use perspective drawing in their works

- what careers use perspective drawing and creativity

Guided Practice: The students will:

- complete a series of perspective drawing exercises
 - drawing three dimensional shapes
 - one-point perspective (city street)
 - two-point perspective (house)

Project: The students will create a drawing / painting that demonstrates:

- ability to develop idea for a drawing based on research, practice and sketching
- use of appropriate perspective drawing skills
- ability to employ the elements and principles of design as they relate to perspective drawing
- ability to create an art piece that has creative value
- synthesize all of this knowledge in order to make a creative, personal art piece
- ability to reflection on the strengths and weaknesses of their work

Phase II Curriculum

Unit: Observational Drawing

Essential Questions:

- How do artists draw from observing live objects?
- What techniques do artists use to help them “see” the objects that they are drawing?
- How do artists create realistic portraits?
- How do artists measure the elements of the face to get accurate proportions?
- How do artists use value to show form?

Essential Understanding:

- Artists use gesture, proportion, and value to record live objects.
- Artists use sighting techniques to measure the proportions of objects
- Students will understand that measuring systems for accurate facial proportions were developed during the Renaissance.
- Artists use a variety of values to depict highlights and shadows on the face.

Curriculum Standards

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, and instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| <ul style="list-style-type: none"> • how artists use gesture, proportion, and value to record live objects. • how artists use sighting techniques to measure the proportions of objects. • the many drawing pencils and tools to use when creating portraiture. • the importance of value to create a sense of form in portraiture. • the Renaissance developments of measuring areas of the face to achieve accurate proportions. • the accurate way to draw the parts of a face. | <ul style="list-style-type: none"> • demonstrate how to use gesture, proportion, and value to record live objects. • demonstrate use of sighting techniques to measure the proportions of objects. • prepare art for display in the school. • demonstrate skillful use of pencils and tools specific to portraiture drawing. • apply value to create a sense of form in portraiture. • accurately depict the proportions of a face • apply what they have learned and practiced when drawing the parts of a face. |
| Phase III Textbook/Materials | |
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| Phase IV Summative Assessment Evidence | |
| <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge from previous assignments, there are no interim assignments.</p> <p style="text-align: center;"><u>PERFORMANCE PROJECT</u></p> <ul style="list-style-type: none"> • <u>Observational Drawing of a Shoe</u>- Must use line, value, accurate proportion, to render a shoe. Graded according to rubric. <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge from previous assignments, there are no interim assignments.</p> <p style="text-align: center;"><u>PERFORMANCE PROJECT</u></p> <ul style="list-style-type: none"> • <u>Self Portrait</u>-must accurately draw the parts of a face, set up proportions, and correctly use value to create form. Skillful use of tools is needed. Graded according to rubric. | |
| Phase V Learning Plan | |

Warm-Ups: Teacher will expose students to:

- value drawing -gesture/contour drawing -proportion techniques -texture techniques - art history
- elements and principles of design - drawing/seeing skills
- These practice exercises will reinforce lessons taught during both the current and previous units.

Lecture/Demonstrations: The teacher will instruct students on:

- Learning to see objects and record what they see more accurately
- Observational drawing techniques:
 - using a viewfinder, using visual tools to “measure” length and depth for accurate proportion, using gesture/varied contour lines, using the value scale and gradation to capture perceived light, using texture techniques to capture simulated texture, using a measurement system for portraiture
- Observational drawing vocabulary:
 - value, gradation, shadow, highlight, contours, gesture, texture, proportion, viewfinder, foreshortening
- How the elements and principles of design can be used in observational drawing
- The history of portraiture from the Middle Ages to Modern techniques
- What careers use observational drawing and creativity

Guided Practice: The students will:

- Complete a value scale and demonstrate proper gradation (blending) techniques
- Practice various texture techniques including hatching, cross hatching and stippling
- Complete a series of gesture, contour, blind contour and/or varied contours drawings of a simple object
- Practice the proportions of the human face/head with the teacher and then alone

Project: The students will create drawings that demonstrate:

- Ability to use observational drawing techniques to accurately record an object
- Use of appropriate observational drawing skills
- Ability to employ the elements and principles of design as they relate to observational drawing
- Synthesize all of this knowledge in order to make a more realistic recording of an object/person
- Ability to reflect on the strengths and weaknesses of their work

Phase II Curriculum

Unit: Sculpture

Essential Questions:

- What is art medium?
- What is the difference between 2D and 3D?
- What is sculpture-in-the-round?
- What is the difference between a functional and non-functional sculpture?

Essential Understanding:

- Students will understand that several different art mediums are used in creating sculptures.
- Students will understand that 2D items are flat and 3D items add the element of depth.
- Students will understand that sculptures are meant to be viewed from many angles.
- Students will understand the difference between functional sculptures and non-functional sculptures.

Curriculum Standards

C.1 Engage in creative process by problem seeking, exploring, application, aesthetic, and design choices, before completion.
 C.4 Use appropriate tools and resources to facilitate critical decision-making, problem solving, editing, & the creation of a solution.
 P.2 Demonstrate skillful use of appropriate vocabularies & tools.
 R.3 Understand the historical, contemporary, social & cultural contexts of sculpting.

Knowledge/Content

Students will know about....

- the importance of designing a sculpture that is unique and interesting. Balance will play an important role, if it is to stand.
- solving the problem of using found objects and recycled materials to create a sculpture of everyday objects.
- the process involved when working with clay and demonstrating the use of 3 distinct textures.

Skills/Processes

Students will be able to.....

- effectively use the creative process to design a unique, interesting sculpture.
- demonstrate the technical ability to create a likeness of an object with unusual materials.
- demonstrate the technical ability to create a functional sculpture in clay.
- demonstrate the use of 3 methods of creating texture.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments 90%
 While some assignments build upon knowledge from previous assignments, there are no interim assignments.
PERFORMANCE PROJECTS:

- Found Object Sculpture-Students work in teams to construct a sculpture of random

objects using recycled materials. Focus is on realism, creative thinking, and working in 3D. Graded according to rubric.

- Clay Container- Student will work with the medium of clay and design a one-of-a-kind container. Problem solving needed to design the use of 3 textures into their container. Graded according to rubric.

Phase V Learning Plan

Warm-Ups-Students will sketch or view sculptures from various artists to get a feel for the wide variety of materials used in sculpting. Sculpture vocabulary may be introduced at this time.

Lecture/Samples-Students view completed examples and step-by-step instructions for completion of project.

Guided Practice-students may create a small mock up of a sculpture using paper or other materials at hand. They are to work through the steps of their design using thought out sketches as their guide.

Project-Design, problem solve, and construct a 3 dimensional art piece. Materials used may vary from plaster, clay, found objects or wire.

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase V, March 1, 2013**

9th-12th Basic Drawing Skills

Course Essential Questions (from Phase I report):

1. What are the Elements & Principles of Design?
2. What are art specific technical skills and how are they used?
3. How has art shaped the history of the world?
4. How do you critically evaluate a work of art?
5. What is the creative process?

Phase II Curriculum

Unit: Value (Element of Design) This unit is covered 4 different times throughout semester along with other elements of design.

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is ‘value’? • What is a still life? • What is ‘composition’? • How can I achieve a wide range of values in a drawing? • What is proportion? • What is meant by ‘good use of space’? | <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Student will know what value is and work to achieve a wide range of values in their drawings. • Student will understand that drawing a picture of a still life involves keen observation of real objects. • Students will know how to arrange a strong composition. • Student will use observational skills to draw objects in correct proportion. • Student will work to use the entire space given to them for their project. |
| Curriculum Standards | |
| <p>C.3 Understand, recognize, and use the elements, principles, patterns, relationships, skills, techniques, and applications of the visual arts discipline.</p> <p>C.4 Use appropriate resources, tools, and technologies to facilitate critical decision making, problem solving, editing, and the creation of solutions.</p> <p>P.1 Apply techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.</p> <p>P.2 Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual arts discipline.</p> <p>R.1 Observe, describe, reflect. Analyze, and interpret works of the visual arts.</p> | |
| <p>Knowledge/Content Students will know about....</p> | <p>Skills/Processes Students will be able to.....</p> |
| <ul style="list-style-type: none"> • improving their ability to ‘see’ will involve repeated observations of many different objects. • compositions, by choosing objects that vary in size and shape, by overlapping objects, and by using an odd number of objects. • the importance of utilizing the entire sheet of paper when drawing. • what is involved in achieving a wide range of value in a drawing. | <ul style="list-style-type: none"> • demonstrate their ability to set up a strong composition in preparation for a drawing. • use proper proportions in their drawing. • use a wide range of values in their drawing. • execute the use of real objects as the subject of their drawing. • prepare the drawing for exhibition. • critically evaluate their still life drawing discussing new skills, techniques, and tools. |
| Phase III Textbook/Materials | |

Phase IV Summative Assessment Evidence

Common Summative Unit Assessment 90%

While some assignments build upon knowledge from previous assignments, there are no interim assignments.

PERFORMANCE PROJECTS:

- Observational drawing of a paper bag-must incorporate composition, proportion, wide range of value, horizon line, and background. Graded according to rubric.
- Observational drawing of 3 objects-must incorporate overlapping, composition, proportion, line, value, a sense of space, and a horizon and background. Graded according to rubric.
- Puzzle Piece Project-cooperative learning assignment with attention to line and value. Picture will be up-scaled and may require the use of a grid. Graded according to rubric.
- Observational drawing/Reflected Portrait-Close observation of self within the classroom as reflected on a sphere. Line and value will be used to create a sense of space. Graded according to rubric.

Phase V Learning Plan

Warm-ups- Bell work is vocabulary with pictures to help them learn concepts of value, composition, still life, proportion, horizon, cast shadows and several more drawing concepts.

Lecture/Samples-Students view and discuss completed examples and step-by-step instructions for completion of project.

Guided Practice-Students practice with various drawing pencils by creating a value study. Students are shown various methods of shading and practice each on a simple circle shape.

Project-Students will be creating 4 projects during the semester with a focus on value. Each project should contain a wide range of values from the white of the paper to very dark. The 3 observational drawings must include a thought out composition, horizon, background information and cast shadows. The "Puzzle Piece Project" is not only a lesson in value, but also a lesson in up-scaling and use of a grid. All are graded according to rubrics.

Phase II Curriculum

Unit: Collage & Abstract Series in Oil Pastels (new art media, abstraction, working in a series, Shape and Color are main Elements of focus)

Essential Questions:

- What is a collage?
- What artists create using collage as their media?
- Why it is important to have Emphasis in your collage and how to create it?
- What is abstraction?
- What is a series?
- What artists work in a series?
- Why do artists work in a series?
- What are oil pastels like?
- What is cropping
- How do I create a floating mat?

Essential Understanding:

- Students will understand what a collage is comprised of.
- Students will understand differences in collages by multiple artists.
- Student will understand that a focal point is a point of Emphasis in a work of art.\
- Student will understand a few methods of creating a focal point in a collage piece.
- Student will begin to understand what abstraction is in art.
- Student will know what makes up a series of artworks.
- Student will know that several artists have worked in a series to better understand their subject.
- Student will understand that oil pastels are an alternative drawing media.
- Student will better understand cropping.
- Student will understand what a floating mat is and when it is useful in art.

Curriculum Standards

C.1 Engage in creative process by problem seeking, exploring, application, aesthetic, and design choices, before completion.

C.2 Develop an idea, question, or problem that is guided by the personal, historical, cultural, contemporary, environmental, or economic contexts of the visual arts discipline.

C.4 Use appropriate resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.

P.4 Present, exhibit, publish, or demonstrate results of the creative process for an audience.

R.1 Observe, describe, reflect, analyze, and interpret works of the visual arts.

R.2 Identify, describe, and analyze connections across the visual arts disciplines, and other academic disciplines.

R.3 Describe, analyze, and understand the visual arts in historical, contemporary, social cultural, environmental, or economic contexts.

Knowledge/Content

Students will know about....

- collecting relatively flat objects to group together as a collage.
- aesthetics and self-expression are two reasons for communicating an idea with collage.
- the many methods of creating emphasis within a collage.
- the genre of abstraction.

Skills/Processes

Students will be able to.....

- gather several flat items that hold some meaning to them.
- demonstrate their ability to create emphasis with their gathered items before adhering items to surface.
- identify some renowned collage artists.
- identify abstract works of art.
- identify some renowned abstract artists.

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| <ul style="list-style-type: none"> • a body of work created during the abstraction genre. • the process of cropping, gridding, and enlarging to create a series of 3 abstracts. • the technical skills when using oil pastels. • following specifications for creating a floating mat and mounting artwork for display. | <ul style="list-style-type: none"> • demonstrate necessary skill to create a series of 3 oil pastel abstracts. • follow matting specs to cut a mat and mount abstracts for display. • self-evaluate their performance. |
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

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| <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge from previous assignments, there are no interim assignments.</p> <p style="text-align: center;"><u>PERFORMANCE PROJECTS</u></p> <ul style="list-style-type: none"> • <u>“YOU” Collage</u>-Student will gather items of importance to them and compile them into a collage as a means of self expression. They must create an area of emphasis. This project will be used as an aid for the next project. Graded according to rubric. • <u>Series of 3 Abstracts</u>-Student should focus on Shape and Color. They are to use a viewfinder as a tool to locate an abstracted area of their collage that can be up-scaled to a specified size. They will be using oil pastels as their art media and must work to blend colors together. Projects will then be matted according to specs. Graded according to rubric. | |
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Phase V Learning Plan

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| <p><u>Warm-ups</u>-Bell work slides of various collages by artists who use collage as a form of expression./Bell work slides of artworks from famous abstraction artists.</p> <p><u>Lecture/Samples</u>-Power point and discussion of the creation of emphasis in a collage. The contrast of size, color, or textures are examples of methods used to create emphasis. Student samples will be displayed on bulletin board for students to view.</p> <p><u>Guided Practice</u>-Camera will be set up for a live demo of the proper use of oil pastels. Students will draw along with the demonstration of layering oil pastels to create a picture of a fruit or vegetable.</p> <p><u>Project</u>-Project #1 is to create a collage about “Them”. Collage items must be arranged to create an area of “Emphasis”. They must not glue anything down until at least 3 other students in class can find</p> |
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the area of Emphasis.

Project #2 will be a series of 3 oil pastel abstracts with a focus on “Shape” and “Color”. Each abstract should have an interesting composition of shapes and multiple colors that are blended together. When all 3 abstracts are completed, the student will choose a mat color and learn how to measure and cut a mat and mount the 3 abstracts on a “floating mat”. Both are graded according to rubric.

Phase II Curriculum

Unit: Perspective (creating a sense of space through overlapping, aerial perspective, diminished size, and linear perspective).

Essential Questions:

- How do I draw the school in perspective?
- What is linear perspective?
- What is aerial perspective?
- What is diminished size?
- Why should I use overlapping in a perspective drawing?

Essential Understanding:

- The student will understand how to apply perspective techniques to correct observational sketches.
- The student will understand how to apply linear perspective to create a sense of space in a drawing.
- The student will understand how aerial perspective, diminished size, and overlapping can help create the illusion of space in a drawing.

Curriculum Standards

C.1 Engage in creative process by problem seeking, exploring, application, aesthetic, and design choices, before completion.

.2 Develop an idea, question, or problem that is guided by the personal, historical, cultural, contemporary, environmental, or economic contexts of the visual arts discipline.

C.3 Understand, recognize, and use the elements, principles, patterns, relationships, skills, techniques, and applications of the visual arts discipline.

C.4 Use appropriate resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.

P.1 Apply techniques, elements, principles, intellectual methods, concepts and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual arts discipline.

P.4 Present, exhibit, publish, or demonstrate results of the creative process for an audience.

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| Phase III Textbook/Materials | |
| Phase IV Summative Assessment Evidence | |
| <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge from previous assignments, there are no interim assignments.</p> <p style="text-align: center;">PERFORMANCE PROJECT</p> <ul style="list-style-type: none"> • <u>Creative Hall Drawing</u>-drawing must be based on one of the three hallway sketches. It must be creatively transformed into a new environment. It must include all 4 perspective rules. The elements of design focus are on Line and Space. Graded according to rubric. | |
| Phase V Learning Plan | |
| <p><u>Warm-ups</u>-Bell work slides of perspective from ancient history to contemporary time, with a focus on the Renaissance era. The Renaissance is attributed with the creation of formulas to set up proper perspective.</p> <p><u>Lecture/Samples</u>-Art work from former students will be on display for current students to observe. A power point showing visual examples of the vocabulary for this unit will be a lead-in. Student examples will be shown to spark creativity.</p> <p><u>Guided Practice</u>-Students will spend 3 days capturing fairly accurate images of the many hallways and their angles within the school. As a group, we will practice setting up their sketches from the hallways in “proper perspective”.</p> | |
| <p>Knowledge/Content Students will know about....</p> <ul style="list-style-type: none"> • the establishment of proper perspective rules during the Renaissance. • at least 4 methods of achieving a sense of space on a flat surface. • the difference between 2D and 3D • what linear perspective looks like. • what aerial perspective looks like. • what diminished size looks like. • what overlapping looks like. | <p>Skills/Processes Students will be able to.....</p> <ul style="list-style-type: none"> • observe and sketch at least 3 different areas of the school. • apply perspective rules to sketches and make necessary adjustments. • creatively redesign the sketch to transform the hallway into a new environment. • use the Creative Process to include linear & aerial perspective, diminished size, and overlapping to achieve a greater sense of space in their drawing. • accurately measure and cut a mat to ready picture for display in the school. |

Project-Students will choose their favorite perspective of a hallway and change the environment to something more creative. Their main objective is to create the illusion of “Space” using techniques from their vocabulary. Project will be finished in either graphite or colored pencil and will be graded according to rubric.

Phase II Curriculum

Unit: Chalk Pastel Drawing (experimentation with a new media and working large scale)

Essential Questions:

- What are chalk pastels like?
- What is charcoal paper?
- Why do I have to use such a large piece of paper?
- What is blend-ability?
- Why do I need hairspray?

Essential Understanding:

- Student will understand the qualities of chalk pastels.
- Student will understand why we use charcoal paper with chalk pastels.
- Student will understand why larger paper is necessary with chalk pastels.
- Student will understand that chalks are very easy to blend together to create new color combinations.
- Student will understand that a sealant is needed at completion of project.

Curriculum Standards

C.1 Engage in creative process by problem seeking, exploring, application, aesthetic, and design choices, before completion.
 P.2 Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual arts discipline.
 P.4 Present, exhibit, publish, or demonstrate results of the creative process for an audience.
 R.1 Observe, describe, reflect, analyze, and interpret works of the visual arts.
 R.2 Identify, describe, and analyze connections across the visual arts disciplines, and other academic disciplines.

Knowledge/Content

Students will know about....

- the special qualities that chalk pastels possess.
- applying prior knowledge to this final project.
- the necessity of a sealant to this project.
- a variety of artists that use chalk pastels.

Skills/Processes

Students will be able to.....

- demonstrate their ability to use the creative process to select an appealing resource.
- execute proper use of layering chalk pastels to achieve desired effect.
- effectively seal chalk project when completed.
- recognize works as chalk pastel, based on their inherent qualities.
- prepare drawing for exhibition.
- self-evaluate their performance during this project.

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| Phase III Textbook/Materials | |
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| Phase IV Summative Assessment Evidence | |
| <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge from previous assignments, there are no interim assignments.</p> <p style="text-align: center;"><u>PERFORMANCE PROJECTS</u></p> <ul style="list-style-type: none"> • <u>Chalk Pastel drawing</u> on charcoal paper. Student will be working with a new media to create a large scale drawing. Focus is on proportion and color. Graded according to rubric. | |
| Phase V Learning Plan | |
| <p><u>Warm-ups</u>-Bell work slides of major works of art done in Chalk Pastels. <u>Lecture/Samples</u>-Power point of the versatility of Chalk Pastel as an art medium, the types of papers used with chinks, and how to seal drawing will be covered. Student samples will be on display for students to observe. <u>Guided Practice</u>-Live demo using camera and projector. Students follow along with me to create 2 small scale drawings of fruit. They will learn how to use chinks and how to layer and blend colors. <u>Project</u>-Students are to first consider the resource for this project. Realism mandatory. Project will be poster sized on a full sheet of charcoal paper. Focus should be on “Color” and “Proportion” and the use of a new media. Project will be graded according to rubric.</p> | |

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| Phase II Curriculum | |
| Unit: Cartoon Commentary (illustration of an idea through a cartoon) | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is illustration? • What kind of jobs relate to illustration? • What art media are we using this time? • Why do I have to tell a story in art class? | <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Student will understand the basics of illustration. • Student will understand what types of jobs relate to illustration. • Student will understand that they have to choose the art media that will best convey their story. |

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| | <ul style="list-style-type: none"> • Student will understand that there is often an overlapping of subjects across the curriculum. |
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Curriculum Standards

C.2 Develop an idea, question, or problem that is guided by the personal, historical, cultural, contemporary, environmental, or economic contexts of the visual arts discipline.

C.4 Use appropriate resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.

P.1 Apply techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.4 Present, exhibit, publish or demonstrate results of the creative process for an audience.

R.2 Identify, describe, and analyze connections across the visual arts disciplines, and other academic disciplines.

R.4 Describe, analyze, and understand the visual arts in historical, contemporary, social, cultural, environmental, or economic contexts.

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| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| <ul style="list-style-type: none"> • the process of illustration. • some careers relating to illustration. • some famous illustrators (past and present) and their work. • skills learned in English or Speech class may come in handy in art class too. • how to raise an issue and create a solution with illustration. | <ul style="list-style-type: none"> • create an illustration to convey an idea. • identify some famous illustrators and recognize their artwork. • apply skill learned in English and Speech class to raise an issue and create a solution in the form of a cartoon. • prepare cartoon for display within the school. • evaluate their performance. |
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Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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| <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge from previous assignments, there are no interim assignments.</p> | |
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PERFORMANCE PROJECTS

- Cartoon Commentary drawing. Student will use illustration to raise an issue and come up with a solution. Line and color are the Elements of design we are focusing on. Graded according to rubric.

Phase V Learning Plan

Warm-ups-Bell work will be slides of illustrations (Comics) ranging from political satire, entertainment, and social commentaries. The idea is to get them to think about this as a possible occupation for a newspaper or magazine. Illustration is a great way to combine creative writing and drawing.

Lecture/Samples-Student samples will be on display as well as step-by-step visuals for students to follow.

Guided Practice-Brainstorm possible issues for a story line. Create a minimum of 3 original characters for story. Write story to fit a minimum of 10 “cells”.

Project-Student focus will be on the use of “Line” and “Color”. Student will creatively illustrate a cohesive story that raises an issue to be solved by the end of the cartoon. Students may finish work in either marker or colored pencil or a combination of the two art mediums. Project will be graded according to rubric.

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase V**

Painting

Course Essential Questions (from Phase I report):

6. What are the Elements & Principles of Design?
7. What are art specific technical skills and how are they used?
8. How has art shaped the history of the world?
9. How do you critically evaluate a work of art?
10. What is the creative process?

Phase II Curriculum

Unit: Landscape

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Where do artists find resources for their images? • How do artists balance their compositions? • What techniques do artists use to apply paint neatly with good coverage? • How do artists mix colors to match what they area painting? • What kinds of landscapes do/did artists paint? | <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Artists sometimes use photos as references for their paintings. • Artists often use the rule of thirds to balance the elements of their paintings. • Artists use a variety of techniques that aid in creating neat paintings. • Artists often use color theory to match the colors of the objects in their paintings. • Hudson River School, Impressionism and Regionalism are art styles in which artists have documented landscapes. |
| <p>Curriculum Standards</p> | |
| <p>C.1 Repeat creative process by problem seeking & exploring design choices before completion</p> <p>C.2 Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental and/or economic contexts of the visual arts discipline.</p> <p>C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.</p> <p>C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.</p> <p>P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.</p> <p>P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.</p> <p>P.4 Exhibit the results of the artistic/creative process for audience.</p> <p>R.1 Student will observe, reflect, and interpret works of the applied arts.</p> | |
| <p>Knowledge/Content Students will know about....</p> | <p>Skills/Processes Students will be able to...</p> |
| <ul style="list-style-type: none"> • How to find resources to create their images. • How artists visually balance their images. • Understand how artists use color theory to create color harmony. | <ul style="list-style-type: none"> • Use resources to create a landscape painting. • Use the rule of thirds to balance their image. • Create colors that match their resource images. • Exhibit work in the hallway. • Identify, compare and contrast Hudson River, Impressionism and Regionalism |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessment 90%

PERFORMANCE PROJECTS:

- Landscape painting that demonstrates understanding of art history, styles of art, design, artistic behaviors (planning / sketching, gathering resources) and specific painting techniques (basic color matching and blending).

Phase V Learning Plan

Warm-Ups: Teacher will expose students to:

- famous landscape artists and paintings
- art history - elements and principles of design (composition, color, texture, rhythm, etc.)
- drawing/seeing skills
- These practice exercises will reinforce lesson taught during both the current and previous units.

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- how artists gather resources to paint from
- appropriate painting techniques (color mixing, blending, value, brushwork, etc.)
- how the elements and principles of design can be used in painting
- how color harmonies can produce varied emotional and expressive art work
- how artists create balanced compositions
- how artists paint realistic imagery
- how do artists communicate ideas
- how do you interpret and analyze works of art
- what historical and cultural contexts different styles of paintings were made
 - specifically: Impressionism, Hudson River School, Regionalism
- careers that use the following skills: painting, design, illustration, creativity

Guided Practice: The students will:

- complete a series of painting exercises that will allow them to practice certain art making skills
 - how to paint specific things like: trees, clouds, buildings, sky, grass

Project: The students will create a landscape painting that demonstrates:

- ability to develop ideas for a painting based on research, practice and sketching
- use of appropriate painting skills (color mixing, blending, value, brushwork, etc.)
- ability to employ the elements and principles of design as they relates to landscape painting
- ability to create art pieces that have expressive value – landscape = favorite place in the world
- synthesize all of this knowledge in order to make a creative, personal art piece

- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

Phase II Curriculum

Unit: **Portrait**

Essential Questions:

- Where do artists find resources for their images?
- How do artists balance their compositions?
- What techniques do artists use to apply paint neatly with good coverage?
- How do artists mix colors to match what they area painting?
- What kinds of portraits do/did artists paint?

Essential Understanding:

- Artists sometimes use photos as references for their paintings.
- Artists often use the rule of thirds to balance the elements of their paintings.
- Artists use a variety of techniques that aid in creating neat paintings.
- Artists often use color theory to match the colors of the objects in their paintings.
- Leonardo da Vinci, Vincent Van Gogh, Pablo Picasso and Chuck Close all have distinct styles of painting portraits.
- Artists often research other artists and use that research as inspiration.

Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion

C.2 Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental and/or economic contexts of the visual arts discipline.

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.

P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|--|--|
| <ul style="list-style-type: none"> • Understand how artist develop ideas for portrait paintings. • Know appropriate painting skills. • How to visually balance their images. • Understand how to use color harmonies • About Leonardo da Vinci, Vincent Van Gogh, Pablo Picasso and Chuck Close. | <ul style="list-style-type: none"> • Use resources to create a portrait painting. • Demonstrate appropriate painting skills • Create colors that match their resource image. • Demonstrate appropriate use of color harmonies. • Display artwork in the school. • Identify, compare and contrast Leonardo da Vinci, Vincent Van Gogh, Pablo Picasso and Chuck Close. • Write about famous portrait paintings. • Write about and evaluate their own portrait paintings. |
| Phase III Textbook/Materials | |
| Phase IV Summative Assessment Evidence | |
| <p>Common Summative Unit Assessment 90% <u>PERFORMANCE PROJECTS:</u></p> <ul style="list-style-type: none"> • Portrait painting that demonstrates understanding of art history, styles of art, design, artistic behaviors (planning / sketching, gathering resources) and specific painting techniques (use of value, basic color matching and blending). | |
| Phase V Learning Plan | |
| <p>Warm-Ups: Teacher will expose students to:</p> <ul style="list-style-type: none"> - famous portrait artists and paintings - art history - elements and principles of design (value, color, texture, proportion etc.) - drawing/seeing skills - These practice exercises will reinforce lesson taught during both the current and previous units. <p>Lecture/Demonstrations: The teacher will instruct students on:</p> <ul style="list-style-type: none"> - developing ideas through research and sketching - how artists gather resources to paint from - appropriate painting techniques (color mixing, blending, value, brushwork, etc.) - how the elements and principles of design can be used in painting | |

- how color harmonies can produce varied emotional and expressive art work
- how artists create balanced compositions with portraiture
- how artists paint realistic and abstract portraits
- how do artists communicate ideas
- how do you interpret and analyze works of art
- what historical and cultural contexts different styles of paintings were made
 - specifically: Leonardo da Vinci, Vincent van Gogh, Picasso, Chuck Close
- careers that use the following skills: painting, design, illustration, creativity

Guided Practice: The students will:

- complete a series of painting exercises that will allow them to practice certain art making skills
 - how to paint specific things like: eyes, nose, lips, hair, skin tones

Project: The students will create a portrait painting that demonstrates:

- ability to develop ideas for a painting based on research, practice and sketching
- use of appropriate painting skills (color mixing, blending, value, brushwork, etc.)
- ability to employ the elements and principles of design as they relates to portrait painting
- ability to create art pieces that have expressive value – portrait = important person in their life
- synthesize all of this knowledge in order to make a creative, personal art piece
- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

Phase II Curriculum

Unit: Narrative Painting

Essential Questions:

- Where do artists find resources for their images?
- How do artists create narrative images?
- How do artists balance their compositions.
- What techniques do artists use to apply paint neatly with good coverage?
- How do artists mix colors to match what they are painting?
- What kinds of narratives do/did artists paint?
- How do artists come up with ideas for their paintings?

Essential Understanding:

- Artists sometimes use photos, objects, emotions as references for their paintings.
- Artists will use popular stories or myths or use their own lives as inspirations for paintings.
- Artists often use the rule of thirds to balance the elements of their paintings.
- Artists use a variety of techniques that aid in creating neat paintings.
- Artists often use color theory to match the colors of the objects in their paintings.
- Pieter Bruegal, Caravaggio and Chris Woods painted narratives that are evocative of their time.
- Artists often research other artists and use that research as inspiration.

Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion

C.2 Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental and/or economic contexts of the visual arts discipline.

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.

P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to... |
|--|---|
| <ul style="list-style-type: none">• How to find resources to create their images.• How artists brainstorm and sketch out images.• How artists visually balance their images.• Understand how artists use color theory to create color harmonies.• Understand how artists create narrative paintings.• How Pieter Bruegal, Caravaggio and Chris Woods documented their world through painting. | <ul style="list-style-type: none">• Use resources to create a narrative painting.• Brainstorm and sketch out ideas for their image.• Use the rule of thirds to balance their image.• Create colors that match their resources image.• Create their own narrative painting.• Display artwork in the hallway• Identify, compare and contrast Pieter Bruegal, Caravaggio and Chris Woods.• Write about historical narrative paintings.• Write about their own narrative paintings. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessment 90%
PERFORMANCE PROJECTS:

- Narrative painting that demonstrates understanding of storytelling, artistic voice, art history, styles of art, design, artistic behaviors (planning / sketching, gathering resources) and specific painting techniques (use of value, basic color matching and blending).

Phase V Learning Plan

Warm-Ups: Teacher will expose students to:

- famous narrative artists and paintings
- art history - elements and principles of design (composition, balance, movement)
- drawing/seeing skills
- These practice exercises will reinforce lesson taught during both the current and previous units.

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- how artists gather resources to paint from
- how do artists tell stories
- appropriate painting techniques (color mixing, blending, value, brushwork, etc.)
- how the elements and principles of design can be used in painting
- how color harmonies can produce varied emotional and expressive art work
- how artists create balanced compositions while telling a story
- how do artists communicate ideas
- how do you interpret and analyze works of art
- what historical and cultural contexts different styles of paintings were made
 - specifically: Pieter Bruegal, Caravaggio, Chris Woods
- careers that use the following skills: painting, design, illustration, creativity

Project: The students will create a narrative painting that demonstrates:

- ability to develop ideas for a painting based on research, practice and sketching
- use of appropriate painting skills (color mixing, blending, value, brushwork, etc.)
- ability to employ the elements and principles of design as they relates to portrait painting
- ability to create art pieces that have expressive value – narrative = historical or personal story
- synthesize all of this knowledge in order to make a creative, personal art piece
- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

Phase II Curriculum

Unit: Watercolor

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a watercolor painting? • How do artists use the principles of design to create abstract compositions? • What techniques do artists use to apply paint neatly with good coverage? • How do artists mix colors to match what they are painting? • How do artists use watercolor paint? | <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Students will be able to identify and abstract painting. • Artists sometimes use photos as references for their paintings. • Artists often use the rule of thirds to balance the elements of their paintings. • Artists use a variety of techniques that aid in creating neat paintings. • Artists often use color theory to match the color of objects in their paintings. • Artist use a variety of advanced painting techniques when working with watercolor. |
| <p>Curriculum Standards</p> | |
| <p>C.1 Repeat creative process by problem seeking & exploring design choices before completion</p> <p>C.2 Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental and/or economic contexts of the visual arts discipline.</p> <p>C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.</p> <p>C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.</p> <p>P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.</p> <p>P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.</p> <p>P.4 Exhibit the results of the artistic/creative process for audience.</p> <p>R.1 Student will observe, reflect, and interpret works of the applied arts.</p> <p>R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic creative process.</p> | |
| <p>Knowledge/Content Students will know about....</p> | <p>Skills/Processes Students will be able to.....</p> |
| <ul style="list-style-type: none"> • How artists find resources for their images. • Know appropriate painting skills. • How artists visually balance their images. • How artists use color theory to create color harmonies. | <ul style="list-style-type: none"> • Use resources to create watercolor paintings. • Use the rule of thirds to balance their images. • Create colors that match their resource images. |

- What techniques artists use in watercolor paintings.
- How much practice do artists need

- Use advanced watercolor techniques
- Understand how much practice is necessary for an artist to be successful.
- Compare and contrast watercolor paintings with acrylic and oil paintings.
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Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessment 90%

PERFORMANCE PROJECTS:

- Watercolor Landscape Paintings that demonstrate understanding of art history, styles of art, design, artistic behaviors (planning / sketching) and specific watercolor painting techniques.
- Watercolor Abstract Paintings that demonstrate understanding of art history, styles of art, design, artistic behaviors (planning / sketching) and specific watercolor painting techniques.
- Watercolor Portrait Paintings that demonstrate understanding of art history, styles of art, design, artistic behaviors (planning / sketching) and specific watercolor painting techniques.

Phase V Learning Plan

Warm-Ups: Teacher will expose students to:

- famous watercolor artists and paintings
- art history - elements and principles of design (color, value, composition)
- drawing/seeing skills
- These practice exercises will reinforce lesson taught during both the current and previous units.

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- how artists gather resources to paint from
- appropriate painting techniques (color mixing, blending, value, brushwork, etc.)
- how the elements and principles of design can be used in painting
- how color harmonies can produce varied emotional and expressive art work
- how artists create balanced compositions
- how do artists communicate ideas

- how do you interpret and analyze works of art
- what historical and cultural contexts watercolor paintings were made
- what is the difference between realism and abstraction in watercolor painting
- what is the difference between watercolor, acrylic paint and oil paint
- how to use a transparent medium like watercolor
- careers that use the following skills: painting, design, illustration, creativity

Guided Practice: The students will:

- complete a series of painting exercises that will allow them to practice certain art making skills
 - watercolor painting basics
 - how to paint specific things like: trees, sky, water, mountains, buildings
 - watercolor advanced skills (blending, charging, removing color)
 - how to paint specific things like: eyes, nose, lips, hair, skin tones

Project: The students will create a number of watercolor paintings that demonstrates:

- ability to develop ideas for a painting based on research, practice and sketching
- use of appropriate painting skills (color mixing, blending, value, brushwork, etc.)
- ability to employ the elements and principles of design as they relates to watercolor painting
- ability to paint a successful watercolor landscape
- ability to paint a successful watercolor abstraction
- ability to paint a successful watercolor portrait
- synthesize all of this knowledge in order to make a creative, personal art piece
- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase V, March 1, 2013**

9th – 12th Ceramics

Course Essential Questions (from Phase I report):

1. What are the Elements & Principles of Design?
2. What are art specific technical skills and how are they used?
3. How has art shaped the history of the world?
4. How do you critically evaluate a work of art?
5. What is the creative process?

Phase II Curriculum

Unit: Hand building technique #1 (Pinch Pot Construction)

Essential Questions:

- What is a pinch pot?
- What does the process of creating a finished ceramic piece look like?
- What is a kiln?
- What are some of the basic tools used in class?

Essential Understanding:

- Student will understand how to create a quality pinch pot.
- Student will understand the process of turning raw clay into a finished ceramic piece.
- Student will know the purpose of the kiln.
- Student will know the names and purposes of the basic tools in a ceramic studio.

Curriculum Standards

- C.1 Engage in creative process by problem seeking, exploring, application, aesthetic, and design choices, before completion.
- C.2 Develop an idea that is guided by the personal, historical, contemporary, cultural or economic contexts of the visual arts discipline.
- C.4 Use the appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.
- P.1 Apply techniques, elements, principles, and concepts of the visual arts to communicate ideas, emotions, experiences, or address opportunities to improve daily life, and solve problems with insight, reason, and competence.
- P.2 Demonstrate skillful use of appropriate vocabularies and tools.
- R.1 Observe, describe, reflect, analyze, and interpret works of the visual arts.
- R.3 Describe, analyze, and understand the visual arts in historical, contemporary, social, cultural, environmental or economic contexts.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|--|--|
| <ul style="list-style-type: none"> • how the creative process enhances art. • how to create a quality pinch pot. • the function of the kiln. • the names and purpose of many of the tools in the ceramic studio. • the purpose of glaze. | <ul style="list-style-type: none"> • effectively use the creative process to design interesting, yet functional, ceramic pieces. • demonstrate technical ability to form a pinch pot. • explain the purpose of the kiln, canvas, and glaze. • recognize and name the tools used in clay making process. • explain the difference between functional and non-functional pieces. • reflect on the process of creating ceramic pieces. • reflect on the social or cultural reasons for creating functional objects in clay to enhance our daily lives. |
| Phase III Textbook/Materials | |
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| Phase IV Assessment Evidence | |
| <p>Common Summative Unit Assessment 90% While some assignments build upon knowledge from previous assignments, there are not interim assignments.</p> <p><u>PERFORMANCE PROJECTS:</u></p> <ul style="list-style-type: none"> • <u>Salt & Pepper Shakers</u>- Student learns basic tools and procedures used in a ceramic studio. Introduced to construction of pinch pots into a functional set of S&P Shakers. Finished project is graded on creativity and functionality according to rubric. • <u>Rattle</u>- Review construction of pinch pots through the creation of a functional rattle. Students will learn an alternative finish for ceramics (other than glazing). Graded on shape and design according to rubric. • <u>Whistle</u>-Final project covering pinch pot construction. Graded on creativity and functionality according to rubric. | - |

Phase V Learning Plan

Warm-ups-Bell work at the beginning of the year is primarily a visual aid to demonstrate the vocabulary terms (such as tools and basic equipment needed in a ceramic studio) that students will be using all semester.

Lecture/Samples-Student projects will be available for students to observe closely for details. Lectures will be live demos to show the process of forming pinch pots.

Guided Practice-I will demonstrate how students can make each of the 3 pinch pot projects function. Each one has unique qualities to create functionality.

Project-Students will be creating 3 Pinch Pot projects. Salt & Pepper Shakers must be hollow and function as well as have a creative form. The Whistles must also function and be creatively sculpted. The final project is a rattle designed using Native American Symbols that are meaningful to the student. It must also function as a rattle and be creatively and skillfully designed. Students will be experimenting with an alternative finish to the standard glaze on this project. They will be burnishing and using paste was as a finish. Student must photograph each project to be used in a digital portfolio at end of semester. Each project will be graded according to rubric.

Phase II Curriculum

Unit: Hand building Technique #2 Slab Construction

Essential Questions:

- What is slab construction?
- What is a slab roller?
- What is high and low relief?
- What is a relief tile?
- What is the Majolica technique of glazing?
- What does a stain finish look like?
- What are some methods of creating texture on clay?

Essential Understanding:

- Students will understand how to build using slab construction techniques.
- Student will work with a few new tools.
- Student will know the difference between low and high relief and how to create both on a relief tile.
- Will understand how to use two new finishes (Majolica technique and staining) on a slab construction piece.
- Student will understand several methods of creating texture on clay.

Curriculum Standards

C.1 Engage in creative process by problem seeking, exploring, application, aesthetic, and design choices, before completion.

C.2 Develop an idea that is guided by the personal, historical, contemporary, cultural or economic contexts of the visual arts discipline.

C.4 Use the appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.

P.1 Apply techniques, elements, principles, and concepts of the visual arts to communicate ideas, emotions, experiences, or address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabularies and tools.
 R.1 Observe, describe, reflect, analyze, and interpret works of the visual arts.
 R.3 Describe, analyze, and understand the visual arts in historical, contemporary, social, cultural, environmental or economic contexts.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|---|--|
| <ul style="list-style-type: none"> • the tools needed and process of creating art using the slab construction technique. • high and low relief and how to create with it. • the importance of overlapping when working with high and low relief. • relief tiles throughout history. • two new finish techniques (Majolica and staining). • several methods of creating texture on clay. | <ul style="list-style-type: none"> • effectively use new tools and equipment to create a relief tile and a piece of architecture from slab construction. • creatively design and build a relief tile overlapping the low and high relief items. • apply two new finishes (Majolica and staining) to their slab construction art piece. • apply one method of creating texture to the roof of their architecture piece. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

| | |
|---|----------|
| <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge from previous assignments, there are no interim assignments.</p> <p><u>PERFORMANCE PROJECTS:</u></p> <ul style="list-style-type: none"> • <u>Slab Relief Tile</u>-Student will use the creative process to design and build a relief tile. Their focus is on overlapping the low and high relief items to add depth. Project graded according to rubric. • <u>Slab architecture</u>-Student will use the creative process to design and build an architecture piece constructed from slabs. Student will include texture on the roof and two new finish techniques (Majolica and staining). Project graded according to rubric. | <p> </p> |
|---|----------|

Phase V Learning Plan

Warm-ups-Bell work will be visual aids to vocabulary terms used in class.

Lecture/Samples-Student samples will be shared by way of a power point. Relief Tile slides from ancient history to more recent times will be shared with students.

Guided Practice-Students will research landscapes, animals, or insects in preparation for the creation of their relief tile. They must demonstrate overlapping in each sketch.

Project-Students focus is on the use of "Slabs" in the construction of an art piece. Students will be creating 3 ceramic tiles. For the first project, students must demonstrate the overlapping of the high and low relief items on their relief tile. This tile will be finished with standard glazes. The next project will have a focus on design and pattern. Students will learn how to carve into clay and to finish with a stain in lieu of a standard glaze. The final slab project will have a focus on a finish technique call "Majolica", where they create a small painting on the clay surface. Each project will be photographed for their digital portfolio to be presented at the end of semester. Each project will be graded according to rubric.

Phase II Curriculum

Unit: Hand building techniques #3 Coil Construction

Essential Questions:

- What is a coil pot?
- Is it more difficult to work on a larger clay piece?
- How do I sculpt realistic facial features?
- What are the names given to the many parts of a vase?

Essential Understanding:

- Student will understand the technique of coil building.
- Student will understand the difficulties with working on a larger vessel in clay.
- Student will understand how to sculpt realistic facial features and attach them to the coiled pot.
- Student will understand the creative necessity for adding texture to a coiled vessel.

Curriculum Standards

C.1 Engage in creative process by problem seeking, exploring, application, aesthetic, and design choices, before completion.

C.2 Develop an idea that is guided by the personal, historical, contemporary, cultural or economic contexts of the visual arts discipline.

C.4 Use the appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.

P.1 Apply techniques, elements, principles, and concepts of the visual arts to communicate ideas, emotions, experiences, or address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabularies and tools.

R.1 Observe, describe, reflect, analyze, and interpret works of the visual arts.
 R.3 Describe, analyze, and understand the visual arts in historical, contemporary, social, cultural, environmental or economic contexts.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|--|---|
| <ul style="list-style-type: none"> the process of working with the coil building technique. the added steps need to work successfully on a larger clay vessel. the process of sculpting realistic facial features. the names given to the parts of a vase. | <ul style="list-style-type: none"> use the creative process to design an interesting coiled vessel. demonstrate the process of constructing a coiled vessel. problem solve while working on a large scale vessel to insure success. demonstrate their understanding of sculpting realistic facial features on the surface of their coiled vessel. creatively incorporate texture into the design of their coiled vessel. |

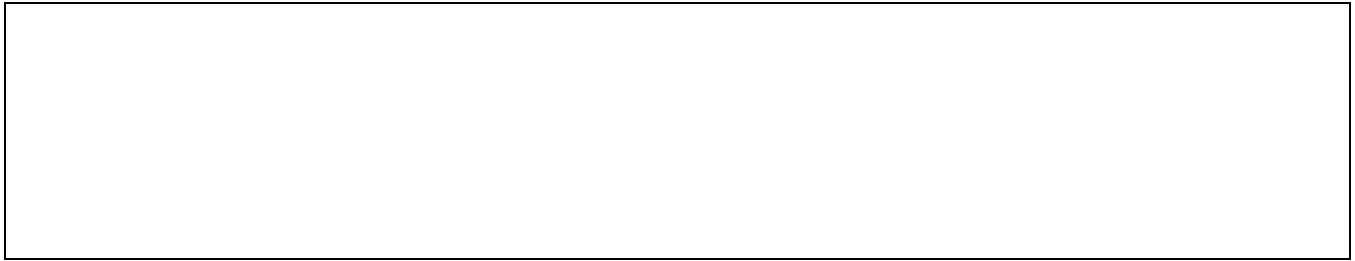
Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

| | |
|---|--|
| <p>Common Summative Unit Assessments 90% While some assignments build upon knowledge from previous assignments, there are no interim assignments.</p> <p><u>PERFORMANCE PROJECTS:</u></p> <ul style="list-style-type: none"> <u>Personality Pot</u>-Student will use the creative process to create a 6” tall, coiled pot with realistic facial features sculpted on the surface. Project graded according to rubric. | |
|---|--|

Phase V Learning Plan

Warm-ups-Bell work is visual slides related to vocabulary for this unit.
Lecture/Samples-Power point of pumpkins carved into faces and some pottery with faces on them. They are about the same size as what students will be building in clay. There are several student examples around for them to observe.
Guided Practice-Live demonstration of how to begin a coiled vessel. Each Facial feature is demonstrated live or a “You tube” video is shown.
Project-Students must problem solve by combining an interesting coiled pot shape with a unique facial expression. There must be some texture added to vessel. The coiling technique is challenging and students must construct a vessel that is 6”-8” in height. Students must photograph project to be used in digital portfolio at end of semester. Project is graded according to rubric.



Phase II Curriculum

Unit: Sculpting with clay

Essential Questions:

- Why bother creating a non-functional sculpture?
- How have animals been depicted in art throughout history?
- What is meant by ‘sculpture-in-the-round’?
- Why do I have to hollow out my sculpture?
- Can I create a sculpture of ‘Garfield’ or ‘Sonic the Hedgehog’?

Essential Understanding:

- Student will understand that non-functional sculpture can be a form of self-expression and a study in aesthetics.
- Student will understand an animal’s significance from an art history perspective and share information with class.
- Student will understand that sculpture-in-the-round should appear interesting from all points of view.
- Student will understand that a solid sculpture will undoubtedly explode during the firing process.
- Student should create their own design of an animal and NOT reproduce copyrighted images to avoid plagiarism.

Curriculum Standards

- C.1 Engage in creative process by problem seeking, exploring, application, aesthetic, and design choices, before completion.
- C.2 Develop an idea that is guided by the personal, historical, contemporary, cultural or economic contexts of the visual arts discipline.
- C.4 Use the appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.
- P.1 Apply techniques, elements, principles, and concepts of the visual arts to communicate ideas, emotions, experiences, or address opportunities to improve daily life, and solve problems with insight, reason, and competence.
- P.2 Demonstrate skillful use of appropriate vocabularies and tools.
- R.1 Observe, describe, reflect, analyze, and interpret works of the visual arts.
- R.3 Describe, analyze, and understand the visual arts in historical, contemporary, social, cultural, environmental or economic contexts.

Knowledge/Content

Students will know about....

Skills/Processes

Students will be able to.....

- aesthetics and non-functional sculptures.
- the many animals depicted in art throughout history.
- the meaning and reason for sculpture-in-the-round.
- the necessity for hollowing out a sculpted form.
- plagiarism of copyrighted items.

- creatively express their self in a non-functional sculpture.
- creatively write a paragraph on their animal's significance from an art history perspective.
- demonstrate their understanding of sculpture-in-the-round in their art piece.
- successfully hollow out their sculpted form to prevent an explosion.
- use the creative process to design an interesting sculpture that is not a reproduction of a copyrighted item.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments 90%
 While some assignments build upon knowledge from previous assignments, there are no interim assignments.

PERFORMANCE PROJECTS:

- Sculpture-student will use the creative process to design and create a sculpture-in-the-round of an animal. Project will be graded according to rubric.

Phase V Learning Plan

Warm-ups-Bell work is visual slides of vocabulary pertinent to this unit.

Lecture/Samples-There are student samples in the classroom for students to observe. Power point of student work from the past are shared along with slide examples of animals throughout history from cave art to current times.

Guided practice-Live demo of construction of an animal using sculpted technique. Importance of "hollowing" the form is stressed.

Project-Student focus is to design and create an animal sculpture that is of some significance to them. The non-functional sculpture is a form of self expression and should NOT be a replica of a copyrighted item (like Garfield or Pink Panther). Students must problem solve to create a hollow, sturdy form that is interesting from all angles. Students must photograph project for use in a digital portfolio at end of semester. Project is graded according to rubric.

Phase II Curriculum

Unit: Pottery Wheel Piece

Essential Questions:

- How do I create a piece on the pottery wheel?
- Does everyone throw exactly the same way?
- What is the difference between symmetrical and asymmetrical?
- How long has man been throwing vessels on a pottery wheel?

Essential Understanding:

- The student will use a pottery wheel to create a vessel.
- The student will understand that each potter uses similar steps, but has a unique style when throwing on the wheel.
- The student will understand that a pottery wheel is helpful in creating a symmetrical vessel.
- Student will know when man began using the pottery wheel to produce vessels.

Curriculum Standards

C.1 Engage in creative process by problem seeking, exploring, application, aesthetic, and design choices, before completion.

C.2 Develop an idea that is guided by the personal, historical, contemporary, cultural or economic contexts of the visual arts discipline.

C.4 Use the appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.

P.1 Apply techniques, elements, principles, and concepts of the visual arts to communicate ideas, emotions, experiences, or address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabularies and tools.

R.1 Observe, describe, reflect, analyze, and interpret works of the visual arts.

R.3 Describe, analyze, and understand the visual arts in historical, contemporary, social, cultural, environmental or economic contexts.

Knowledge/Content

Students will know about....

- the basic steps for throwing on the wheel and that it is okay to have your own style of throwing.
- the difference between symmetrical and asymmetrical vessels.
- the usefulness of a pottery wheel in the production of vessels.

Skills/Processes

Students will be able to.....

- create a symmetrical vessel on the wheel and add a hand built element.
- demonstrate the steps for creating a pot on the wheel.
- throw on the wheel using a style that is most comfortable to them.
- understand the historical implications of the pottery wheel technology in the vessel making process.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments 90%

While some assignments build upon knowledge from previous assignments, there are no interim assignments.

PERFORMANCE PROJECTS:

- Wheel Thrown Piece-Student will create a wheel thrown piece. A hand built element must be added to the form. Project graded according to rubric.

Phase V Learning Plan

Warm-ups-Bell work is visual slides of vocabulary terms pertinent to this unit.

Lecture/Samples-Student Samples are spread about the classroom for students to observe. Live demo in the media center with process projected on a large screen.

Guided Practice-I am in class room and readily available to assist students with the technique if needed. They are simply expected to experiment a few times before they call on me.

Project-Student focus is to TRY to throw one cylinder shape on the pottery wheel. To this piece, they must add something hand-built. Students must photograph project for use in a digital portfolio at end of semester. Project is graded according to rubric.

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase V**

Drawing 2

Course Essential Questions (from Phase I report):

11. What are the Elements & Principles of Design?
12. What are art specific technical skills and how are they used?
13. How has art shaped the history of the world?
14. How do you critically evaluate a work of art?
15. What is the creative process?

Phase II Curriculum

| Unit: Observational Drawing | |
|--|---|
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do artists draw from observing live objects? • What techniques do artists use to help them “see” the objects that they are drawing? • How do artists record color, value, and texture? | <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Artists use gesture, proportion, color and value to record live objects. • Artists use sighting techniques to measure the proportions of objects. • Artists use a variety of marking and blending techniques to record color, value and texture. |
| Curriculum Standards | |
| <p>C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.</p> <p>C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.</p> <p>P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.</p> <p>P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.</p> <p>P.4 Exhibit the results of the artistic/creative process for audience.</p> <p>R.1 Student will observe, reflect, and interpret works of the applied arts.</p> <p>R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.</p> | |
| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
| <ul style="list-style-type: none"> • Understand how artists use gesture, proportion, color and value to record live objects. • Understand how artists use sighting techniques to measure the proportions of objects. • Understand how artists record color, value, and texture. | <ul style="list-style-type: none"> • Demonstrate how to use gesture, proportion, color and value to record live objects. • Use sighting techniques to measure the proportions of objects. • Use a variety of marking and blending techniques to record color, value, and texture. • Display artwork in the hallway. |

- Write about observational drawings.
- Write about their own images.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

PERFORMANCE PROJECTS:

- Self-Portrait drawing that demonstrates an understanding of gesture, sketching, line, value, color, texture, proportion, balance and visual problem solving skills.
- Still Life drawing that demonstrates an understanding of gesture, sketching, line, value, color, texture, proportion, balance and visual problem solving skills.

Phase V Learning Plan

Warm-Ups: Teacher will expose students to:

- famous illustrators and their drawings
- art history - elements and principles of design (color, value, composition, gesture, proportion)
- drawing/seeing skills - specific drawing skills
- These practice exercises will reinforce lesson taught during both the current and previous units.

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- how artists gather resources to draw from
- how do artists draw from “real life”
- how artists prepare before starting an observational drawing
- appropriate drawing techniques (sighting, blending, etc.)
- how the elements and principles of design can be used in drawing
- how artists create balanced compositions
- how do artists communicate ideas
- how do you interpret and analyze works of art
- what historical and cultural contexts mean to a work of art
- careers that use the following skills: design, illustration, creativity, animation, fine arts

Guided Practice: The students will:

- complete a series of drawing exercises that will allow them to practice certain art making skills
 - elements of design of drawing: line, shape, value, texture, etc.
 - variety in mark making

- gesture studies – blind contour
- sighting and proportion
- quality of line

Project: The students will create a number of observational drawings that demonstrates:

- ability to develop ideas for a drawing based on research, practice and sketching
- use of appropriate drawing skills (sighting, blending, proportion, etc.)
- ability to employ the elements and principles of design as they relates to drawing
- ability to draw a successful still life
- ability to draw a successful self-portrait
- ability to draw a successful advanced observational drawing
- synthesize all of this knowledge in order to make a creative, personal art piece
- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

Phase II Curriculum

Unit: **Illustration**

Essential Questions:

- How do artists tell a story with their artwork?
- How do artists communicate a message with their artwork?
- How do artists draw comics and cartoons?
- How do artists decide on a media?
- How do artists decide on a style?
- How do artists work with a client?

Essential Understanding:

- Artists use symbolism, characters, props, and setting to tell a story or communicate a message with their artwork.
- Artists simplify forms and exaggerate ideas when drawing comics and cartoons.
- Artists experiment (sketch) to discover a style and/or medium that work for the story.
- Artists must communicate ideas about their work to gain the confidence of their client.
- Artists must ask question to discover what the client goals and expectations are.

Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion.

C. 2 Develop an idea that is guided by personal or cultural contexts.

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.

P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|--|---|
| <ul style="list-style-type: none">• How to tell a story with their artwork.• How to communicate a message with their artwork.• How to draw comics and cartoons.• How to choose a medium and style.• How to work with a client. | <ul style="list-style-type: none">• Tell a story or communicate a message with their art.• Use simplification and exaggeration to illustrate stories, characters, ideas.• Experiment and sketch to discover what style works best for them and their client.• How to communicate ideas and solve problems that arise in the client/ artist relationship.• Exhibit / publish their work.• Write about professional illustrations. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

PERFORMANCE PROJECTS:

- Comic Project that demonstrates the use of exaggeration/simplification, planning/sketching, visual communication skills, and specific drawing skills (illustration).
- Children’s Book Illustration Project that demonstrates the use of exaggeration/simplification, planning/sketching, visual communication skills, and specific drawing skills (illustration). Demonstration of ability to work with a client to collaborate on a project.

Phase V Learning Plan

Warm-Ups: Teacher will expose students to:

- famous illustrators and their drawings
- art history - elements and principles of design (color, value, composition, gesture, proportion)
- drawing/seeing skills - simplification and exaggeration
- These practice exercises will reinforce lesson taught during both the current and previous units.

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- how artists gather resources to draw from
- how do artists draw from “real life”
- how artists prepare before starting an illustration
- appropriate drawing techniques (simplification and exaggeration)
- how the elements and principles of design can be used in drawing
- how do artists choose a medium and style
- how do artists use symbols in their artwork
- how do artists work with clients
- how artists create balanced compositions
- how do artists communicate ideas, messages, and stories
- how do artists create cartoons and comics
- how do artists illustrate books and magazine articles
- how do you interpret and analyze works of art
- what historical and cultural contexts mean to a work of art
- careers that use the following skills: design, illustration, creativity, animation, fine arts

Guided Practice: The students will:

- complete a series of drawing exercises that will allow them to practice certain art making skills
 - experimentation with style
 - experimentation with medium
 - simplification and exaggeration
 - drawing symbols

Project: The students will create a number of illustrations that demonstrates:

- ability to develop ideas for a drawing based on research, practice and sketching
- use of appropriate drawing skills (value, line quality, color, blending, etc)
- use of appropriate illustration skills (simplification and exaggeration)
- ability to employ the elements and principles of design as they relates to illustration
- ability to make choices about subject, media, style, etc.
- ability to create successful comics, cartoons and illustrations
- synthesize all of this knowledge in order to make a creative, personal art piece
- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

| Unit: Experimental Drawing | |
|--|---|
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a ground? • What are the different kinds of media that artists use? • What kinds of styles do artists use? • How do artists come up with creative ideas? | <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Artists use paper, canvas, board for a ground on which to draw/paint. • Artists use paint, charcoal, pencil, pastel to create images. • Artists work in a variety of styles from realism to abstraction to emotionalism. • Artists will experiment with media and style to come up with creative ideas. |
| Curriculum Standards | |
| <p>C.1 Repeat creative process by problem seeking & exploring design choices before completion.</p> <p>C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.</p> <p>C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.</p> <p>P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.</p> <p>P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.</p> <p>P.4 Exhibit the results of the artistic/creative process for audience.</p> <p>R.1 Student will observe, reflect, and interpret works of the applied arts.</p> <p>R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.</p> | |
| Knowledge/Content | Skills/Processes |
| <p>Students will know about....</p> <ul style="list-style-type: none"> • Understand what a ground is. • Know the different media that artists use. • Understand how artists come up with creative ideas. | <p>Students will be able to.....</p> <ul style="list-style-type: none"> • Create an image, starting with a ground. • Create an image in which they experiment with style and media. • Explore experimental solutions to visual problem solving. • Exhibit artwork in the hallway. |
| Phase III Textbook/Materials | |
| | |

Phase IV Summative Assessment Evidence

PERFORMANCE PROJECTS:

- Experimental Drawing Project that demonstrates knowledge of art media and styles, experimentation, creativity and visual problem solving skills.

Phase V Learning Plan

Warm-Ups: Teacher will expose students to:

- famous artists who use experimental drawing techniques
- art history - elements and principles of design (various)
- drawing/seeing skills - exploration and experimentation
- These practice exercises will reinforce lesson taught during both the current and previous units.

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- how artists gather resources to draw from
- where do ideas come from - creativity
- how do artists draw from emotional and expressive states
- how artists prepare before starting an experimental drawing
- appropriate drawing techniques (loose, gestural vs. tight, controlled)
- how the elements and principles of design can be used in drawing
- how do artists choose a medium and style
- how do artists choose supplies (ground, materials, etc.)
- how do artists use symbols in their artwork
- how artists create balanced compositions
- how do artists communicate ideas, messages, and stories
- how do you interpret and analyze works of art
- what historical and cultural contexts mean to a work of art
- careers that use the following skills: design, illustration, creativity, animation, fine arts

Guided Practice: The students will:

- complete a series of drawing exercises that will allow them to practice certain art making skills
 - experimentation with style
 - experimentation with medium
 - experimentation with subject
 - being expressive
 - creating a ground

Project: The students will create a number of drawings that demonstrates:

- ability to develop ideas for a drawing based on research, practice and sketching
- ability to develop ideas for a drawing based on experimentation and exploration
- use of appropriate drawing skills (various)
- ability to employ the elements and principles of design as they relates to drawing
- ability to make choices about subject, media, style, etc.
- willingness to explore, experiment – leading to creative problem solving

- ability to create successful experimental drawings
- synthesize all of this knowledge in order to make a creative, personal art piece
- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase V, 3/1/2013**

Interior Design

Course Essential Questions (from Phase I report):

1. **How does housing design meet basic human needs from past to present?**
2. **What are the elements and principles of housing design?**
3. **What does an aesthetically pleasing and functional space look like?**
4. **What is the creative process?**
5. **What skills, knowledge and education are needed for career pathways in the field of housing and interior design?**

Phase II Curriculum

Unit: Housing

Essential Questions:

- **How does housing meet basic human needs?**
- **How has housing evolved based on human need?**
- **What are the universal standards for housing design?**
- **What are some of the basic functions and features of American architecture?**

Essential Understanding:

- **How housing fulfills both physical and psychological needs for humans.**
- **How housing has evolved over time based on location, available materials and growing human needs.**
- **The need for universal structural systems to accommodate all people.**
- **How American architecture has evolved over time and how it influences design today.**

Curriculum Standards

ART.V.VA.HS.3 Compare the materials, technologies, techniques, and processes of the visual arts with those of other arts disciplines as they are used in creating and types of analysis. ART.IV.VA.HS.1 Reflect on how the subjects, ideas, and symbols of artworks differ visually, spatially, temporally, and functionally with respect to history and culture. ART.I.VA.HS.4 Be involved in the process and presentation of a final product or exhibit. ART.II.VA.HS.3 Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others. ART.II.VA.HS.4 Apply and adapt subjects, symbols, and creative ideas in the artworks and use the skills gained to solve problems in daily life.

Knowledge/Content

Students will know about....

Skills/Processes

Students will be able to.....

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| <ul style="list-style-type: none"> -The physical and psychological human needs that relate to housing. -The evolution of housing over time and the housing trends that have lasted over time. -Designing interiors and products to accommodate all people. -The distinguishing features of American architecture. -How architecture influences the decisions of an interior designer. | <ul style="list-style-type: none"> -Explain how housing meets basic human needs. -Explain how housing in America has evolved and what trends have stood the test of time. -Explain the term “universal design” and why it’s important. -Recognize distinguishing features of American architecture. -Apply design accommodations based on the architectural style of a structure. |
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

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| <p>Common Summative Unit Assessments:</p> <ul style="list-style-type: none"> • <u>Architecture/Housing Project</u>: Students complete an internet/book study of a specific style of home from American Architecture, complete an original drawing of the home, and provide important background information (including distinguishing features) to determine appropriate research. • <u>Architecture/Housing Presentations</u>: Students present their work on the Housing Project to peers to determine understanding of the unique style of Architecture presented. (The class fills out a corresponding chart for each style of home presented.) • <u>Interior Design Portfolio</u>: Highlights outstanding work done in the housing unit including writing and drawing examples to demonstrate the ability to practice effective job-seeking strategies. | <p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p> <ul style="list-style-type: none"> • <u>Architecture Slide ID Quiz</u>: Evaluates student knowledge of each style of home from American Architecture presented. • <u>Chapter 14&15 Quiz</u>: Evaluates that students can identify common architectural features from American Architecture. • <u>Universal Design Techniques</u>: Students take a walking tour of the school and one building/home from their neighborhood, identifying universal design techniques. These techniques are then incorporated into their Room Design Projects in Unit 4 to evaluate their understanding of Universal Design. |
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Phase V Learning Plan

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| <p><u>Lecture/Samples</u></p> <ul style="list-style-type: none"> • Prezi (digital presentation) on the history and evolution of housing over time and the idea of Universal Design. • Students read and review Chapter 1 of their text books (Housing & Society) and complete a worksheet of guided questions to help them retain content. • Power point presentation on American Architecture and the premier styles of homes from early America through modern times. • Students review Chapters 14 & 15 (Early Home Styles & Home Styles Since 1700) in their |
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textbooks.

Guided Practice

- Students do a walking tour of the high school and 1 other public place in their community to identify signs of Universal Design.
- Students fill in an American Architecture styles chart while viewing the Architecture power point and while reviewing the respective chapters in their text.
- Students research one significant housing style from the history of American architecture, obtain photographs and identify the distinguishing features of that style of home.

Project

- Students write a summary of their Universal Design findings and complete 3 case studies on how they would incorporate Universal Design in certain situations.
- Students create a visual display and an original drawing that illustrates their style of home, highlights the distinguishing features of the home and includes important supplemental information. Each student presents their displays to the class.

Interior Design

Course Essential Questions:

6. How does housing design meet basic human needs from past to present?
7. What are the elements and principles of housing design?
8. What does an aesthetically pleasing and functional space look like?
9. What is the creative process?
10. What skills, knowledge and education are needed for career pathways in the field of housing and interior design?

Phase II Curriculum

Unit: The Elements and Principles of Design

Essential Questions:

- What are the Elements and Principles of Design?
- How do Interior Designers use and manipulate the Elements and Principles in their work?
- What is the difference between color theory and color psychology and how do they each relate to design?

Essential Understanding:

- The meaning of each element and principle and how they can be used in design.
- The elements and principles of design are like building blocks that set the structure for a design plan.
- Color theory is a guide to mixing and manipulating hues.
- Color psychology appeals to the feelings and moods evoked by certain colors and color harmonies.

Curriculum Standards

ART.III.VA.HS.3 Describe how expressive features and organizational principles cause responses. ART.III.VA.HS.1 Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices. ART.II.VA.HS.2 Create artworks that use organizational principles and functions to solve specific visual arts problems. ART.II.VA.HS.6 Create media productions that demonstrate knowledge, contexts, values, and aesthetics. ART.I.VA.HS.3 Apply organizational principles and functions to solve specific visual arts problems.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| <p>-The visual impact of each element and principle of design.</p> <p>-Combining elements and principles in order to create an aesthetically pleasing and functional environment.</p> <p>-Mixing colors and the visual impact of color combinations also known as harmonies.</p> <p>-The universal symbolism associated with each color and the known psychological effects these colors have on human moods and emotions.</p> | <p>-Identify each element and principle in an interior designed environment.</p> <p>-Demonstrate how elements and principles can be combined and how one or more can be exemplified in a design.</p> <p>-Complete a color wheel including hues, tints and shades of primary, secondary and tertiary colors and the fundamental color harmonies associated.</p> <p>-Complete a color profile and psychology chart relating certain colors to moods, emotions and universal ideas.</p> |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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| <p>Common Summative Unit Assessments:</p> <ul style="list-style-type: none"> • <u>Color Wheel</u>: Students complete a color wheel to assess understanding of color theory. • <u>Color Profile and Psychology Chart</u>: Students complete a color profile and psychology chart to demonstrate the understanding of color impact on the human psyche. • <u>1-Point Perspective Elements and Principles Room Design</u>: Students complete a room design drawing project focusing on one design element or principle to demonstrate how that element/principle anchors a room and how it can be exemplified. • <u>Interior Design Portfolio</u>: Highlights outstanding work done in the elements and principles unit including color schemes, research materials and psychology charts to demonstrate the ability to practice effective job-seeking strategies. | <p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p> <ul style="list-style-type: none"> • <u>Elements and Principles Group Research Project</u>: Working in groups of 3, the class researches one previously designed room for each element and principle that they feel exemplifies each design element and principle (design magazines/internet). • <u>Class Elements and Principles Project Critique</u>: Each group hangs their chosen design for each element and principle. The class discusses, eliminates weak examples and highlights strong examples to determine whether or not students can identify each element and principle in a designed space. • <u>Chapters 17-19 Quiz</u>: Quiz that evaluates knowledge of elements and principles of design, color theory and psychology. |
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Phase V Learning Plan

Lecture/Samples

- Color Theory and Color Psychology Power Points and class discussion.
- Color Photographs of the “ideal” room designed around each element and principle of design.
- Color Wheel template and research.
- Elements and Principles of Design Research.
- Elements and Principles of Design Power Point.
- Home Interior Magazines and color photos.

Guided Practice

- Students research the basic ideas of color theory and psychology.
- Color Theory Practice 1: Students fill in examples of complimentary, analogous, monochromatic, split-complimentary, triadic, warm and cool color schemes with colored pencils.
- Color Theory Practice 2: Students get a worksheet with pictures of 5 colorless rooms. They must color in each room in a different color scheme.
- Color Psychology Notes: Students take notes on a worksheet that breaks color up by category.
- Color Psychology Practice: Students use their notes to complete a practice quiz and then choose a color scheme for 3 case studies. Students must visit a paint supply store and obtain paint samples for their chosen colors for each of the three rooms.
- Students get into groups and locate color photos (magazines or internet) of home designs that exemplify each of the elements and principles of design. Students either mount their photos or prepare as a digital presentation.

Project

- Color: Students design a foyer/entry way that focuses on one of the color schemes we have studied. Students must choose furniture/art/accessories, complete a finished drawing of the space and present to the class.
- Elements and Principles Critique: Students hang their work from the elements and principles practice and discuss the strengths and weaknesses of each grouping. We determine as a class the best examples of each group to keep as examples.
- Elements and Principles Room Design: Students complete a room design drawing project focusing on one design element or principle to demonstrate how that element/principle anchors a room and how it can be exemplified.

Interior Design

Course Essential Questions:

- 11. How does housing design meet basic human needs from past to present?**
- 12. What are the elements and principles of housing design?**
- 13. What does an aesthetically pleasing and functional space look like?**
- 14. What is the creative process?**
- 15. What skills, knowledge and education are needed for career pathways in the field of housing and interior design?**

Phase II Curriculum

Unit: Careers in Interior Design

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the specific job duties of an interior designer? -What other career fields and areas of study are important for an interior designer to be familiar with? -What skills, knowledge and education does an interior designer need? | <p>Essential Understanding:</p> <ul style="list-style-type: none"> -The various career pathways in the field of Interior Design including: Interior Designer, Furniture Designer, Buyer, Interior Architect and related fields such as Industrial Design, Contracting and Real Estate. -The skills, experience and education necessary to pursue a career in the field of interior design. |
| <p>Curriculum Standards</p> | |
| <p>ART.V.VA.HS.2 Describe the characteristics of a variety of visual arts careers. ART.III.VA.HS.2 Identify intentions of artists, explore the implications of various purposes, and justify analysis of purposes in particular works. ART.II.VA.HS.6 Create media productions that demonstrate knowledge, contexts, values, and aesthetics.</p> | |
| <p>Knowledge/Content Students will know about....</p> | <p>Skills/Processes Students will be able to.....</p> |
| <ul style="list-style-type: none"> -The kinds of careers available in the field of Interior Design. -The jobs of other professionals who are typically needed to assist in the design process. -The job requirements of various careers in the field of Interior Design. | <ul style="list-style-type: none"> -Research job postings to determine what skills a potential employer is looking for. -Determine what team of professionals is necessary to carry out a variety of design jobs. -Present information to their peers about various careers and what those careers entail. |
| <p>Phase III Textbook/Materials</p> | |
| <p>Phase IV Summative Assessment Evidence</p> | |
| <p>Common Summative Unit Assessments:</p> <ul style="list-style-type: none"> • <u>Visual Want Ad Project:</u> Students create a “visual want-ad” board to determine appropriate research of a specific design related career including necessary skills, education, salary, job duties and advancement opportunities. • <u>Visual Want Ad Presentations:</u> Students present their work to peers and the class to determine understanding of the career presented. (The class fills out a corresponding chart for each type of career presented.) • <u>Interior Design Portfolio:</u> Highlights outstanding work done in the careers unit including writing and drawing examples to demonstrate the ability to practice effective job-seeking strategies. | <p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p> <ul style="list-style-type: none"> • <u>Want Ad Quiz:</u> Asks students to answer want ads for a sampling of specific careers in the design field to determine understanding of job requirements. • <u>Chapter 4 Quiz:</u> Students must match professionals with particular jobs to determine that students understand the skills required of each professional. |

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| Phase V Learning Plan | |
| <u>Lecture/Samples-</u> | |
| <ul style="list-style-type: none"> • Examples of job postings in the Interior Design and Housing fields. • Guest speaker from the College for Creative Studies' Interior Design program. • Prezi and Xtranormal (digital presentations) on career opportunities in Interior Design and Housing. • HGTV videos that show an interior designer in action and what jobs are delegated and/or contracted out. | |
| <u>Guided Practice-</u> | |
| <ul style="list-style-type: none"> • Students conduct internet research to find information about various jobs in the Interior Design and Housing fields. • Guided worksheet for students to take notes on design videos to determine the kinds of jobs that interior designers do, who they work with and the skills necessary to perform the job. | |
| <u>Project-</u> | |
| <ul style="list-style-type: none"> • Visual Want Ad: Students research a given career in the field of Interior Design and Housing and put together a visual display that gives information on job duties, required experience, salary, and required education. Students present their findings and visuals to the class. • Interior Design Portfolio: Students build a portfolio throughout the semester that highlights their skills and work as a designer. | |

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| <i>Interior Design</i> | |
| Course Essential Questions: | |
| <p>16. How does housing design meet basic human needs from past to present?</p> <p>17. What are the elements and principles of housing design?</p> <p>18. What does an aesthetically pleasing and functional space look like?</p> <p>19. What is the creative process?</p> <p>20. What skills, knowledge and education are needed for career pathways in the field of housing and interior design?</p> | |
| Phase II Curriculum | |
| Unit: The Design Process | |
| Essential Questions: | Essential Understanding: |
| <ul style="list-style-type: none"> - How do Interior Designers develop their ideas and put them into action? -What is the step by step design process that interior designers use? | <ul style="list-style-type: none"> -How to identify the design goal. -How to assess client characteristics. -How to analyze the environment. -How to develop a budget. |

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| <p>-What are the skills needed to follow through a design process?</p> | <p>-How to compile a design resource file. -How to plan the use of space. -How to choose design elements. -How to present the design plan.</p> |
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Curriculum Standards

ART.V.VA.HS.3 Compare the materials, technologies, techniques, and processes of the visual arts with those of other arts disciplines as they are used in creating and types of analysis. ART.III.VA.HS.2 Identify intentions of artists, explore the implications of various purposes, and justify analyses of purposes in particular works. ART.III.VA.HS.1 Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices. ART.II.VA.HS.6 Create media productions that demonstrate knowledge, contexts, values and aesthetics. ART.II.VA.HS.5 Demonstrate an improved ability to integrate structures, characteristics and principles to accomplish commercial, personal, communal, or other purposes of art. ART.I.VA.HS.4 Be involved in the process and presentation of a final product or exhibit. ART.I.VA.HS.3 Apply organizational principles and functions to solve specific visual arts problems. ART.I.VA.HS.2 Intentionally use art material and tools effectively to communicate ideas.

| <p>Knowledge/Content Students will know about....</p> | <p>Skills/Processes Students will be able to.....</p> |
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| <p>-Client assessment profiles. -Planning a budget. -Floor plans and room elevations. -Design materials including flooring, walls and windows. -Arranging a space. -Presenting design ideas in a professional and polished manner.</p> | <p>-Interview a client using a systematic checklist and analyze information according to the goals for the space to be designed. -Develop and adhere to a budget. -Draw interior floor plans and room elevations with accurate measurements and universal symbols. -Research materials and determine quantities in order to compile a resource file to share with the client. -Develop visual presentation tools such as perspective drawings for use in presenting to the client. -Present information in individual and group settings in a professional and polished manner.</p> |
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Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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| <p>Common Summative Unit Assessments:</p> <ul style="list-style-type: none"> • <u>Partner Studio Apartments:</u> Students are assigned a partner from class. Each partner is each other’s “client.” Students design a room for their partner in web-based software following the 10-step design process and complete a presentation board to demonstrate an understanding of the 10-step process and knowledge of important design techniques. (Adhering to “client guidelines” and rubric). | <p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p> <ul style="list-style-type: none"> • <u>Chapter 20 Quiz:</u> Multiple choice quiz to demonstrate understanding of the 10-step Design process. • <u>Chapter 21 Quiz:</u> Multiple choice quiz to demonstrate understanding of design implementation strategies. • <u>Identifying the Design Goal Activity:</u> Students watch videos of 2 real life interior designers in action and complete a worksheet to demonstrate an |
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- Interior Room Project #2: Teacher is the client and assigns a design goal. Students design a room in web-based software following the 10-step design process and complete a presentation board to demonstrate an understanding of the 10-step process and knowledge of important design techniques. (Adhering to “assigned goal” and rubric).
- Dream Room Final Design Project: Students are free to design the room of their dreams. Students design a room in web-based software following the 10-step design process and complete a presentation board to demonstrate an understanding of the 10-step process and knowledge of important design techniques. (Students come up with their own project idea and push their creativity to the limits).
- Interior Design Portfolio: Highlights outstanding work done in the design unit including floor plans, elevations, client profiles, resource examples, budgets, color schemes and final design photos. Compiling a portfolio demonstrates the ability to practice effective job-seeking strategies.

understanding of how designers identify design goals and interview clients.

- Client Interviews: Students are assigned partners for a simulated “client interview.” Each designer interviews their client and composes a client profile worksheet to use for the “Partner Studio Apartments” project. Assesses understanding of client needs and style which must be incorporated into the design.
- Analyzing the Environment Preliminary Sketching: Students get into groups to measure the dimensions of the classroom (which will be the dimensions for their studio apartments.) Students identify fixed barriers such as windows, doors, outlets and beams and complete a preliminary sketch of the space with measurements to use as a blue print for planning their designs. Assesses measuring and basic computing skills (area, subtracting dead space, etc.) as well as an understanding of design parameters.
- Budget Worksheets: Students complete a budget worksheet based on their client profiles, given budget and preliminary sketches to demonstrate ability to build a design budget.
- Compile a Resource File: Students perform multiple research tasks to compile a design resource file for their client. Demonstrates research ability and design resourcefulness as well as the importance of checking in with the client for feedback.
- Floor Plans and Room Elevations: Students complete floor plans and room elevations based on data from their preliminary sketches, which incorporates all of their chosen design elements. Demonstrates knowledge of and ability to complete a floor plan and room elevation.

Phase V Learning Plan

Lecture/Samples-Students view completed examples and step-by-step instructions for completion of project.

- Presentation strategies
- Style worksheets
- Floor plan/elevation
- Budgets
- Research strategies

- Project organization strategies

Guided Practice-

- Students work with partners and interview each other as “clients” to practice taking a client preferences inventory and filling out the client profile worksheet.
- Practice sketching room interiors and filling in concrete features of a room that can’t be changed (support beams, outlets, etc.)
- Floor planning and elevation practice assignment.
- Learning to use Interior Design software and free web tools.
- Budget planning practice assignment.

Project-

- Studio Apartment Room Design
- Student Vote Room Design (Baby nursery, game room, office, etc.)
- Dream Room Design

Design, problem solve, and construct an interior room design including, planning, budget, fulfilling client needs, sketching, 3D design/rendering and presenting finished design ideas.

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase V**

Computer Graphics / Animation

Course Essential Questions (from Phase I report):

16. What are the Elements & Principles of Design?
17. What are art specific technical skills and how are they used?
18. How has art shaped the history of the world?
19. How do you critically evaluate a work of art?
20. What is the creative process?

Phase II Curriculum

Unit: Computer Graphics

Essential Questions:

- How do artists combine photos, shapes and text?
- How do designers market their advertisements to specific audiences?
- How do artists plan and sketch for digital images?
- How do artists use the text tool in Photoshop?
- How do artists use layers in Photoshop?
- How do artists create harmonious images?
- How do artists balance their images?

Essential Understanding:

- Graphic designers must consider how photos, shapes and text relate to each other.
- Designers must consider and make decisions that will appeal to their audience.
- Artists sometimes brainstorm and sketch ideas before they begin working with digital images.
- The layer style function and text tool are used by graphic designers to create

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| | <p>interesting examples of word art in Photoshop.</p> <ul style="list-style-type: none"> • Artists use the design principles to create harmony. • Artists balance the elements of their composition. |
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| Curriculum Standards | |
| C.1 Repeat creative process by problem seeking & exploring design choices before completion. | |
| C.2 Develop an idea that is guided by personal or cultural contexts. | |
| C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline. | |
| C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions. | |
| P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence. | |
| P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline. | |
| P.4 Exhibit the results of the artistic/creative process for audience. | |
| R.1 Student will observe, reflect, and interpret works of the applied arts. | |
| R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process. | |

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| <ul style="list-style-type: none"> • How to market their designers for a specific audience. • How to prepare/sketch ideas before starting the final project. • How to use the text tool and the layer style function in Photoshop. • How to create balanced images. • How to create harmonious images. • How to combine photos, shapes and text. | <ul style="list-style-type: none"> • Create an advertisement that is marketed to a specific audience. • Brainstorm, plan, sketch, ideas to be used in the project. • Create a images that combines shapes, text, and photos. • Create an image that considers the harmony and balance of the digital elements. • Exhibit their work. |

Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

PERFORMANCE PROJECTS:

- Self-Portrait Project demonstrating the use of elements and principles of design, specific Photoshop techniques, visual communication and problem solving skills.
- Music Festival Poster demonstrating the use of elements and principles of design, planning/sketching, specific Photoshop techniques, meeting client needs, visual communication and problem solving skills.
- Local Advertisement demonstrating the use of elements and principles of design, planning/sketching, specific Photoshop techniques, meeting client needs, visual communication and problem solving skills.
- Restaurant Identity Campaign demonstrating the use of elements and principles of design, planning/sketching, specific Photoshop techniques, meeting client needs, visual communication and problem solving skills.

Phase V Learning Plan

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- appropriate Photoshop techniques
- basic editing techniques
 - layers, compositing, text, filters, image adjustments, etc.
- how the elements and principles of design can be used in computer graphics
 - composition, balance, harmony, shape, color, line, etc.
- how do artists appease clients or an audience
- how artists use design to express ideas
- how do artists communicate ideas
- how to interpret and analyze works of computer graphic art
- how to share work with others on class websites
- careers that use the following skills: computer graphics, design, illustration, creativity

Guided Practice: The students will:

- complete a series of computer graphics exercises practicing specific art making skills
 - compositing
 - composition / balance
 - masking
 - using the text tool
 - blending modes

Project: The students will create a number of computer graphic assignments that demonstrate:

- ability to develop idea for computer art based on research, practice and sketching
- use of appropriate Photoshop skills and techniques
- ability to choose the appropriate tool or technique in the creation of a computer art piece
- ability to employ the elements and principles of design as they relate to computer art
- ability to create computer graphic art that meets the needs of clients/audience
- synthesize all of this knowledge in order to make a creative, personal or expressive art
- knowledge of how to share work with others on class websites
- ability to reflect on the strengths and weaknesses of their

Phase II Curriculum

Unit: Basic Animation

Essential Questions:

- What is storyboarding?
- How do animators plan their films?
- How do you change the speed of an object in an animation?
- How do you tell a story with your animation?
- How do you design a character?

Essential Understanding:

- Storyboards are visual sketches that describe the action of an animation.
- Sketches and storyboards are used to plan animations.
- Adding drawings in between other drawings will slow an animation.
- Spacing out the action between drawings will speed up an animation.
- Setting, plot, characters, props all help to tell a story.
- Simplification and exaggeration are ways to create a character.

Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion.

C.2 Develop an idea that is guided by personal or cultural contexts.

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.

P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| <ul style="list-style-type: none"> • How to plan, sketch, storyboard their animations. • How to speed up or slow down the action in their animation. • How to tell a story with their animations. • How to create characters for their animations. | <ul style="list-style-type: none"> • Plan, sketch, storyboard their animations. • Speed up or slow down their animations. • Tell a story with their animation. • Create characters for their animation. • Exhibit their animations. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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| <p style="text-align: center;"><u>PERFORMANCE PROJECTS:</u></p> <ul style="list-style-type: none"> • Flipbook / Thaumatrope Project demonstrating knowledge of advanced animation skills, planning, problem solving and the creative process. • Moving Face Project demonstrating knowledge of advanced animation skills, planning, problem solving, characterization, motion, and the creative process. • In and Out Project demonstrating knowledge of advanced animation skills, planning, problem solving, characterization, motion, and the creative process. | <p> </p> |
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Phase V Learning Plan

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- appropriate photo and video editing techniques
- basic editing techniques
 - layers, compositing, text, filters, image adjustments, etc.
- how the elements and principles of design are used in the field of animation
- how to write a story and script
- what is a storyboard and how to create one
- what is the basic structure of a story
- how to create characters through simplification and exaggeration
- basic animation techniques – persistence of vision, repetition, motion

- how do artists appease clients or an audience
- how artists use design to express ideas
- how do artists communicate ideas
- how artists solve visual problems
- how to interpret and analyze works of animation
- how to share work with others on class websites
- careers that use the following skills: animation, design, illustration, creativity

Guided Practice: The students will:

- complete a series of animation exercises practicing specific skills
 - compositing
 - flipbooks – basic motion and movement
 - creating characters
 - storyboarding
 - creating GIFS
 - video editing
 - how to save to class websites

Project: The students will create a number of animated short films that demonstrate:

- ability to develop ideas based on research, practice, storyboarding and sketching
- use of appropriate Photoshop/Premiere skills and techniques
- ability to choose the appropriate tool or technique in the creation of a animation
- ability to employ the elements and principles of design as they relate to animation
- ability to create short films that exhibit basic animation techniques
- knowledge of how to share work with others on class websites
- ability to reflect on the strengths and weaknesses of their work

Phase II Curriculum

Unit: **Advanced Animation**

Essential Questions:

- What is storyboarding?
- How do animators plan their films?
- How do you change the speed of an object in an animation?
- How do you tell a story with your animation?
- How do you design a character?
- How do you add sound to your animation?
- How do you make characters talk?
- What are the various styles of animation?

Essential Understanding:

- Storyboards are visual sketches that describe the action of an animation.
- Sketches and storyboards are used to plan animations.
- Adding drawings in between other drawings will slow an animation.
- Spacing out the action between drawings will speed up an animation.
- Setting, plot, characters, props all help to tell a story.
- Simplification and exaggeration are ways to create a character.
- Voice, music, and sound effects can be

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| | <p>added via the computer.</p> <ul style="list-style-type: none"> • Paper, stop motion, and computer animation are the various styles. |
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Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion.

C.2 Develop an idea that is guided by personal or cultural contexts.

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.

P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|---|--|
| <ul style="list-style-type: none"> • How to plan, sketch, storyboard their animations. • How to speed up or slow down the action in their animation. • How to tell a story with their animations. • How to create characters for their animations. • How to add sound to their animations. • How to make their characters talk. • How to create many different styles of animations. | <ul style="list-style-type: none"> • Plan, sketch, storyboard their animations. • Speed up or slow down their animations. • Tell a story with their animation. • Create characters for their animation. • Add sound to their animation. • Make their characters talk. • Exhibit their animations. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

PERFORMANCE PROJECTS:

- Advanced Animation Projects demonstrating knowledge of advanced animation skills, planning, problem solving, characterization, motion, and the creative process. Demonstration of animating with advanced movements and sound (speech, sound effects).

Phase V Learning Plan

Lecture/Demonstrations: The teacher will instruct students on:

- developing ideas through research and sketching
- appropriate photo and video editing techniques
- basic editing techniques
 - layers, compositing, text, filters, image adjustments, etc.
- advanced editing techniques
 - adding vocals - adding music - video effects
- how the elements and principles of design are used in the field of animation
- how to write a story and script
- what is a storyboard and how to create one
- what is the basic structure of a story
- how to create characters through simplification and exaggeration
- the different artistic styles of animated films
- basic animation techniques – persistence of vision, repetition, motion
- how do artists appease clients or an audience
- how artists use design to express ideas
- how do artists communicate ideas
- how artists solve visual problems
- how to interpret and analyze works of animation
- how to share work with others on class websites
- careers that use the following skills: animation, design, illustration, creativity

Guided Practice: The students will:

- complete a series of animation exercises practicing specific skills
 - adding audio tracks
 - adding music

Project: The students will create a number of animated short films that demonstrate:

- ability to develop ideas based on research, practice, storyboarding and sketching
- use of appropriate Photoshop/Premiere skills and techniques
- ability to choose the appropriate tool or technique in the creation of a animation
- ability to employ the elements and principles of design as they relate to animation
- ability to create animations that meets the needs of clients/audience
- synthesize all of this knowledge in order to make a creative, personal or expressive animated short film
- knowledge of how to share work with others on class websites
- ability to reflect on the strengths and weaknesses of their work

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase V**

Photography

Course Essential Questions (from Phase I report):

21. What are the Elements & Principles of Design?
22. What are art specific technical skills and how are they used?
23. How has art shaped the history of the world?
24. How do you critically evaluate a work of art?
25. What is the creative process?

Phase II Curriculum

Unit: Pinhole Camera

Essential Questions:

- How does photography work?
- How do pinhole cameras work?
- How do you build a pinhole camera?
- What makes a good photograph?
- How do artists take good quality photographs?

Essential Understanding:

- Photography is based on the science of light and the chemistry of light sensitive materials.
- Pinhole cameras record images on light sensitive materials as light passes through it's opening.
- Pinhole cameras can be built out of any box shaped light-tight box.
- Good photographs are well composed and well exposed.
- Photographers must experiment with times, settings and composition in order to take good photographs.

Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion.

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.

P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|---|--|
| <ul style="list-style-type: none"> • The basic science of photography. • How to build and use a pinhole camera. • How to take good quality images. • How to experiment with their pinhole cameras. • How to develop photographic paper in the darkroom. • How to use a darkroom enlarger. | <ul style="list-style-type: none"> • Build a pinhole camera. • Take quality photographs with their pinhole cameras. • Develop pinhole paper prints in the darkroom. • Use a darkroom enlarger. • Exhibit their photographs. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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| <p>Common Summative Unit Assessment 90% <u>PERFORMANCE PROJECTS:</u></p> <ul style="list-style-type: none"> • Build a pinhole camera and produce three pinhole photographs that demonstrate knowledge of basic photographic principles (exposure, lighting) as they relate to pinhole camera techniques. Understanding of basic darkroom procedures (photographic paper development, using the enlarger). | <p> </p> |
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Phase V Learning Plan

Lecture/Demonstrations: The teacher will instruct students on:

- how a pinhole camera works
- how to build a pinhole camera
- the history of the camera obscura
- the science / chemistry of photography
- how to use a darkroom
- the importance of testing / experimentation
- how the elements and principles of design can be used in photography (value, balance, etc.)
- how artists communicate ideas, messages, and stories
- how you interpret and analyze works of art
- what are the historical and cultural contexts of pinhole photography
- careers that use the following skills: design, photography, creativity, fine arts

Guided Practice: The students will:

- complete a series of pinhole photographs that will allow them to practice certain art making skills
 - working the camera
 - lighting
 - developing your photographs
 - darkroom usage

Project: The students will create a number of pinhole photographs that demonstrates:

- successful creation of a well built pinhole camera
- photographs that are well composed, possessing a wide range of values and correctly developed
- ability to employ the elements and principles of design as they relates to photography
- willingness to explore, experiment – leading to creative problem solving
- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

Phase II Curriculum

Unit: Digital Imaging

Essential Questions:

- How do artists combine photos, shapes and text?
- How do designers market their advertisements to specific audiences?
- How do artists plan and sketch for digital images?
- How do artists use the text tool in Photoshop?
- How do artists use layers in Photoshop?
- How do artists create harmonious images?
- How do artists balance their images?
- How do artists create natural looking composites?

Essential Understanding:

- Graphic designers must consider how photos, shapes and text relate to each other.
- Designers must consider and make decisions that will appeal to their audience.
- Artists sometimes brainstorm and sketch ideas before they begin working with digital images.
- The layer style function and text tool are used by graphic designers to create interesting examples of word art in Photoshop.
- Artists use the design principles to create harmony.
- Artists balance the elements of their composition.
- Artists use the mask tool and color adjustments to create natural looking

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| | composites. |
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| Curriculum Standards | |
| C.1 Repeat creative process by problem seeking & exploring design choices before completion. | |
| C. 2 Develop an idea that is guided by personal or cultural contexts. | |
| C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline. | |
| C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions. | |
| P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence. | |
| P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline. | |
| P.4 Exhibit the results of the artistic/creative process for audience. | |
| R.1 Student will observe, reflect, and interpret works of the applied arts. | |
| R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process. | |

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to... |
|---|---|
| <ul style="list-style-type: none"> • How to market their designers for a specific audience. • How to prepare/sketch ideas before starting the final project. • How to use the text tool and the layer style function in Photoshop. • How to crate balanced images. • How to create harmonious images. • How to combine photos, shapes and text. | <ul style="list-style-type: none"> • Create an advertisement that is marketed to a specific audience. • Brainstorm, plan, sketch, ideas to be used in the project. • Create images that combines shapes, text, and photos. • Create an image that considers the harmony and balance of the digital elements. • Exhibit their work. |

Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessment 90%

PERFORMANCE PROJECTS:

- Self- Portrait digitally manipulated harmonious and balanced. Using Photoshop layers, filters, text tools. Demonstrating visual communication and problem solving skills. Demonstration of planning and sketching.
- Advertisement digitally manipulated harmonious and balanced. Using Photoshop layers, filters, text tools. Demonstrating visual communication and problem solving skills. Meets needs of the intended audience. Demonstration of planning and sketching.
- Musical Illustration digitally manipulated harmonious and balanced. Using Photoshop layers, filters, text tools, image adjustments, blending modes, transforming and selection tools. Demonstrating visual communication and problem solving skills. Demonstration of planning and sketching.
- Magazine Cover digitally manipulated harmonious and balanced. Using Photoshop layers, filters, text tools, image adjustments, blending modes, transforming and selection tools. Mastery of the mask tool to composite various different images into a unified whole. Demonstrating visual communication and problem solving skills. Demonstration of planning and sketching.

Phase V Learning Plan

Lecture/Demonstrations: The teacher will instruct students on:

- how to use Adobe Photoshop
- how to use a digital camera
- how to combine photos, text, shape
- how to consider an audience or client
- how to sketch and gather resources for projects
- how to use advanced digital imaging techniques
- how the elements and principles of design can be used in digital imaging (harmony, balance, etc.)
- how artists communicate ideas, messages, and stories
- how you interpret and analyze works of art
- what are the historical and cultural contexts of digital imaging
- careers that use the following skills: design, photography, creativity, fine arts

Guided Practice: The students will:

- complete a series of digital images that will allow them to practice certain art making skills
 - Adobe Photoshop basics
 - how to import images from a camera
 - how to scan images
 - how to combine images
 - how to use advanced Photoshop tools and techniques

Project: The students will create a number of digital images that demonstrates:

- understanding of how to use Adobe Photoshop
- ability to make decisions about subject, themes, etc.
- ability to employ the elements and principles of design as they relates to photography
 - balance - harmony - color - etc.
- willingness to create for a specific audience or client
- ability to use advanced Adobe Photoshop techniques
- willingness to explore, experiment – leading to creative problem solving
- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

Phase II Curriculum

Unit: Black and White Film Photography

Essential Questions:

- How does photography work?
- How do photographers use cameras?
- What are some subjects/themes photographers look for?
- What makes a good photograph?
- How do artists take good quality photographs?
- How do you develop film?
- How do you enlarge negatives to make prints?

Essential Understanding:

- Photography is based on the science of light and the chemistry of light sensitive materials.
- A camera is a complicated machine with many settings and adjustments.
- General subjects for photography are patterns, portraits, landscapes.
- Photographers must experiment with times, settings, and composition in order to take good photographs.
- Film chemistry and the mastery of the enlarger are necessary to make quality prints.

Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion.

C. 2 Develop an idea that is guided by personal or cultural contexts.

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.

P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|--|---|
| <ul style="list-style-type: none"> • How to market their designs for a specific audience. • How to prepare/sketch ideas before starting the final project. • How to use the text tool and the layer style function in Photoshop. • How to create harmonious images. • How to combine photos, shapes and text. | <ul style="list-style-type: none"> • Create and advertisement that is marketed to a specific audience. • Brainstorm, plan, sketch, ideas to be used in a digital project. • Create images that combine digital shape, text, and photos. • Create images that consider the harmony and balance of the elements. • Exhibit their work. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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| <p>Common Summative Unit Assessment 90% <u>PERFORMANCE PROJECTS:</u></p> <ul style="list-style-type: none"> • Patterns, Shadows, Reflections - demonstration of design (repetition, value, balance) and use of basic photographic techniques -developing of film and printing. • Portraits - demonstration of design (value, balance) and use of basic photographic techniques –lighting, developing of film and printing. • Landscape - demonstration of design (value, balance, space, contrast, focal point) and use of basic photographic techniques –lighting, developing of film and printing. • Motion - demonstration of design (value, balance, movement) and use of basic | <p> </p> |
|--|----------|

- photographic techniques –lighting, developing of film and printing.
- Experimentation and Expression - demonstration of design (value, balance), artistic voice and use of basic photographic techniques –lighting, developing of film and printing.

Phase V Learning Plan

Lecture/Demonstrations: The teacher will instruct students on:

- how a film camera works
- the history of photography
- the science / chemistry of photography
- what makes up a good photograph
- how artists choose theme, subject, etc.
- how to operate a 35 mm manual film camera
- how to develop black and white film
- how to use a darkroom
- how to use a photographic enlarger
- the importance of testing / experimentation
- how the elements and principles of design can be used in photography (value, balance, etc.)
- how artists communicate ideas, messages, and stories
- how you interpret and analyze works of art
- what are the historical and cultural contexts of photography
- careers that use the following skills: design, photography, creativity, fine arts

Guided Practice: The students will:

- participate in a series of practice exercises that showcase:
 - working the camera
 - lighting
 - composition
 - developing your film negatives
 - darkroom usage / chemistry / enlarger
 - making prints

Project: The students will create a number of black and white photographs that demonstrates:

- understanding of how to use a 35 mm manual camera
- ability to make decisions about subject, themes, etc.
- ability to successfully use chemistry to develop film negatives
- ability to successfully make photographic prints that:
 - are well composed, possessing a wide range of values and correctly developed
- ability to employ the elements and principles of design as they relates to photography
- willingness to explore, experiment – leading to creative problem solving
- willingness to display work
- ability to reflection on the strengths and weaknesses of their work

ADVISORY CURRICULUM COUNCIL
Phase V

Advanced Art

Course Essential Questions (from Phase I report):

- 26. What are the Elements & Principles of Design?
- 27. What are art specific technical skills and how are they used?
- 28. How has art shaped the history of the world?
- 29. How do you critically evaluate a work of art?
- 30. What is the creative process?

Phase II Curriculum

Unit: Thematic Series

Essential Questions:

- How do professional artists make decisions on subject, style, and medium?
- How much planning and sketching goes into an artists work?
- Why do artists work thematically?
- What kinds of self-assessments do artists make?
- At what point do artists allow themselves to move on to a new idea?
- How do artists discipline themselves to work through their struggles?
- How do artists set and meet deadlines?

Essential Understanding:

- Professional artists explore ideas about subject, style, and medium through practice and sketching.
- Artists often spend a lot of time planning and sketching in order not to waste time or money.
- Working thematically allows an artist to explore their ideas over a long period of time.
- Artists are constantly self-assessing their work.
- During their self-assessment, artists are forming new ideas brought on by the work of the current project.

Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion.

C.2 Develop an idea that is guided by personal or cultural contexts.

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.

P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|--|--|
| <ul style="list-style-type: none"> • How artists make decisions about subject, style, and medium. • How much planning goes into an artists work. • Why and how artists work thematically. • How to self-assess their artwork. • When to move on and when to struggle through a problem. • How to set and meet deadlines. | <ul style="list-style-type: none"> • Create an artistic thematic series. • Brainstorm and sketch out ideas for their series. • Self-assess their work at various points along the project. • Struggle through issues that come up during their series. • Set and meet deadlines through a written contract with the instructor. • Display artwork in the hallway and at an art show. • Write about historical thematic artwork. • Write about their own thematic series. |
| Phase III Textbook/Materials | |
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| Phase IV Summative Assessment Evidence | |
| <p style="text-align: center;"><u>PERFORMANCE PROJECTS:</u></p> <ul style="list-style-type: none"> • Projects that demonstrate the elements and principles of design, analysis of own and others artwork, development of ideas, problem solving skills, improvement of art techniques related to working within the context of a theme. | |
| Phase V Learning Plan | |

Lecture/Demonstrations: The teacher will instruct students on:

- developing thematic ideas through research and sketching
- how artists develop ideas and create art works
- why artists plan and sketch
- what are the benefits to work within thematic limitations
- how artists self-assess and reflect on their processes
- when is a work of art complete
- when do artist move on to a new thematic subject
- how artists discipline themselves to meet deadlines
- how artists create personal, expressive and creative art pieces
- how artists make choices about design, culture, self-expression
- how to solve problems that are inherent to the creative process
- what historical, cultural and personal contexts famous work of art present
- how their work fits into the context of art today
- what careers are supported by creativity, problem solving and art making
- how and why artists show their work

Projects: The students will create a thematic series of art work that demonstrates:

- thoughtful research, planning and sketching
- a well developed idea
- ability to make decisions about style, media, context, subject, etc.
- a set of limitations and timeframe decided upon by the student and the instructor
- ability to reflect on progress, style, problem solving, design, self-expression, context, etc.
- ability to apply knowledge gained from previous art courses to current project
- willingness to show their work other students and the general public
- synthesis of knowledge in the production of a completed thematic series

Phase II Curriculum

Unit: Portfolio Series

Essential Questions:

- How do professional artists make decisions on subject, style, and medium?
- How much planning and sketching goes into an artists work?
- What kinds of self-assessments do artists make?
- How do artists discipline themselves to work through their struggles?
- What are the basic skills required for artists to be successful?
- What are colleges looking for when accepting student artists for admission and scholarships.

Essential Understanding:

- Professional artists explore ideas about subject, style, and medium through practice and sketching.
- Artists often spend a lot of time planning and sketching in order not to waste time or money.
- Artists are constantly self-assessing their work.
- During their self-assessment, artists are forming new ideas brought on by the work of the current project.
- Professional artists are responsible enough to keep working through their problems.
- Artists must have quality, focus, and breadth in their work.

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| | <ul style="list-style-type: none"> • Artists must possess basic art skills and creativity when applying to art college. |
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Curriculum Standards

C.1 Repeat creative process by problem seeking & exploring design choices before completion.

C.2 Develop an idea that is guided by personal or cultural contexts.

C.3 Understand, recognize and use the elements, principles, patterns, relationships, techniques, skills, and applications of the visual arts discipline.

C.4 Use best available resources & tools to facilitate critical decision making, problem solving, editing, & create solutions.

P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.

P.2 Demonstrate skillful use of appropriate vocabulary, tools, & instruments of applied arts discipline.

P.4 Exhibit the results of the artistic/creative process for audience.

R.1 Student will observe, reflect, and interpret works of the applied arts.

R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|--|--|
| <ul style="list-style-type: none"> • How artists make decisions about subject, style, and medium. • How much planning goes into an artists work. • How to self-assess their artwork. • When to move on and when to struggle through a problem. • What are the basic skills artists need to gain acceptance to an art college. | <ul style="list-style-type: none"> • Create a portfolio series. • Brainstorm and sketch out ideas for their portfolio. • Self-assess their work at various points along the project. • Struggle through issues that come up during their projects. • Set and meet deadlines through a written contract with the instructor. • Display artwork in the hallway and at an art show. • Write about historical artwork. • Write about their own portfolio series. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

PERFORMANCE PROJECTS:

- Projects that demonstrate the elements and principles of design, analysis of own and others artwork, development of ideas, problem solving skills, improvement of art techniques related to working within the context of preparing a portfolio for admission to an art college.

Phase V Learning Plan

Lecture/Demonstrations: The teacher will instruct students on:

- developing artistic ideas through research and sketching
- how artists develop ideas and create art works
- why artists plan and sketch
- how artists self-assess and reflect on their processes
- when is a work of art complete
- how artists discipline themselves to meet deadlines
- how artists create personal, expressive and creative art pieces
- how artists make choices about design, culture, self-expression
- how to solve problems that are inherent to the creative process
- what historical, cultural and personal contexts famous work of art present
- how their work fits into the context of art today
- what careers are supported by creativity, problem solving and art making
- how and why artists show their work
- what kinds of work and quality of work do art colleges consider for scholarships

Projects: The students will create a portfolio of art work that demonstrates:

- thoughtful research, planning and sketching
- well developed ideas
- ability to make decisions about style, media, context, subject, etc.
- a set of limitations and timeframe decided upon by the student and the instructor
- ability to reflect on progress, style, problem solving, design, self-expression, context, etc.
- ability to apply knowledge gained from previous art courses to current project
- willingness to show their work to other students and the general public
- synthesis of knowledge in the production of a completed portfolio of art work