

Overview of Year

Drawing and Painting – East High School

Transfer Goals: Understand how the artistic process may create a lens for better understanding a society's norms and sense of morale. (Advocate for self and others)

Art and the artistic endeavor may be used to bridge divides of race, religion, socio economic status, and even political affiliation. (Advocate for self and others)

The creative process uses skills of self-reflection and critique to evaluate and better artistic outcome. (Thinking purposefully)

Revision through critique and practice is a natural and important process in creating art work. (Be tenacious)

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6				
Rituals and Routines	Value	Color and Color Theory	Perspective	Illustration and Symbolism	Landscape Painting				
Line	Still Life	Emphasis and Unity	Space		Advanced Painting Techniques				
Pattern and Texture	Advanced rendering	-color wheel tangle	Balance						
-pattern design project/still life	Shape	-							
-line design roots/tangles with watercolor	-sphere with background								
	-ribbon and hand/group piece								
	-written word with ribbon/flag – lyrical analysis								

Unit 1	Understanding	Essential Question
National Standards for the Arts #VA:Cr1.1, 1.2 #VA:Cr2.2	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their

#VA:Cr3.1, HSIII		communities through art-making?
Performance Task: Unit one performance tasks concentrate on developing a sound understanding of the rituals and routines of the art room. These concepts will be discussed and modeled through the lens of early project completion. Students will learn the importance of Line as well as Texture in the world of art and art history. The students will create an original art work utilizing a still life drawing of their own creation. Using the still life drawing as a starting block the students will create value and texture within the drawing using pattern and design. The students should consider how lighter and darker areas within their drawing may be created through smaller and/or darker patterns and designs.		
Criteria for assessment: East High School Department Rubric for lessons in line/pattern, texture, originality, craftsmanship and effort.		

Unit 2	Understanding	Essential Question
#VA:Cr1.1, 1.2	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
Performance Task: Unit 2 performance tasks concentrate on developing skills in rendering objects realistically with a multitude of differing materials. Students will concentrate on elements of art such as shape and value and create original artwork of still life as well as hand gesture drawing. Particular focus will be placed on developing skills to represent objects with value detail and cast shadow. Performance task projects will be original student created projects in pencil of a 4 object still life, as well as a		
Criteria for Assessment: East High School Department Rubric for lessons in Value, Still Life, Rendering, and shape		

Unit 3	Understanding	Essential Question
#VA:Cr1.1, 1.2	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	How do artists determine what resources are needed to formulate artistic investigations?
Performance Task: Student creation of unique color wheel in which the original student design explores color theory, mixing, and application of acrylic paint.		
Creation of a landscape painting in which students use watercolor paint with cotton swabs to create a pointillist painting considering the aspects of color theory.		
Understanding of color theory and how artists apply color through a unique palette to create mood.		

Criteria for assessment: East High School Department Rubric for lessons on color, color theory, emphasis, and unity

Unit 4	Understanding	Essential Question
VA:Cn10.1.HSIII #VA:Cr1.1, 1.2	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Performance Task: The students will consider the concept of linear perspective and its place in art history as well as a framework for career work in architecture and design.</p> <p>Creation of original design of historical architecture using rules of three-point perspective. Overview of one and two point perspective through the medium of graphic novels coupled with the creation of an original scene from an illustrated book.</p>		

Unit 5	Understanding	Essential Question
#VA:Re7.2 #VA:Cr1.1, 1.2	Visual imagery influences understanding of and responses to the world.	What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
<p>Performance Task: word design – Students will use concepts learned in illustration to create a word illustration in which the chosen word is created through the elements that define the word.</p> <p>Children’s book illustration based on a popular story, poem, novel, and parable.</p>		
Criteria for assessment: East High School Department Rubric for lessons book illustrations, word illustration as well as symbolism in art and illustration.		

Unit 6	Understanding	Essential Question
#VA:Pr5.1 #VA:Cr1.1, 1.2 #VA:Cr2.2	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

<p>Performance Task: Student creation of acrylic/watercolor landscape painting considering a specific color palette to determine mood. Focus on (fore, middle, and background)</p> <p>Creation of year end culminating project – Original artwork based on theme and material of the students interest/choosing as per discussion with the instructor.</p>		
<p>Criteria for assessment: East High School Department Rubric for lessons in landscape painting as well as independent final project based on media and topic considered by student and instructor</p>		