

Overview of Year**___9-12___ Grade ___Studio in Art___ Curriculum**

SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Unit 1 Review E&P & Color theory	Unit 2 Zentangle (line, shape pattern)	Unit 3 Value	Unit 4 Color	Unit 5 Perspective/Space	Unit 6 Form	Unit 7 Composition			

Unit 1	Understanding	Essential Question
Elements/ Principles & Color theory	Students will review the Elements of art (line, shape, color, value, form, texture, space) and the Principles of Design (balance, contrast, emphasis, movement, pattern, rhythm, unity) to gain an understanding of students backgrounds and starting levels. They will create a booklet that will be used and referenced throughout the school year. Students will then learn and understand the color wheel and color theory.	Why is it important to understand the basics in art to produce original ideas?
Performance Task: <ul style="list-style-type: none"> • Elements and Principles booklet • Color wheel 		
Criteria for Assessment: Rubric, Critique		

Unit 2	Understanding	Essential Question
Zentangle	The students will understand the relationships between the elements of art and the principles of design, specifically line, shape, value, space, balance, contrast and pattern. Students will use their knowledge to create a Zentangle focusing on their personal culture including concepts of typography, positive/negative space, and symbol development.	How does art help us to understand the lives of people of different times, places and cultures?

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<p>Performance Task:</p> <ul style="list-style-type: none"> • Typography activity • Pattern Development • Symbol/text development • Zentagle
Criteria for Assessment: Rubric

Unit 3	Understanding	Essential Question
Value	Students will understand the process of creating a value portrait. Students will look at various works from portrait artists, focusing on American Artist Chuck Close. Students will experiment with value studies, gridding exercise, facial features/proportions investigations, use of blending sticks and drawing pencils (different leads) all culminating in a gridding self-portrait lesson.	How do artists grow and become accomplished in art forms?
<p>Performance Task:</p> <ul style="list-style-type: none"> • Value Study • Grid 1 • Grid 2 • Self-portrait 		
Criteria for Assessment: Rubric, Peer-Review, Gallery Critique		

Unit 4	Understanding	Essential Question
Color	Students will understand the medium of watercolor painting and paper choices. Students will learn about British Artist William Turner and French artist Edgar Degas. They will understand painting techniques and be able to translate that into a landscape composition selecting a location that has specific reference to a place of significance to each scholar.	<p>How does art preserve aspects of life?</p> <p>How can a specific location/ landscape connect to individuals on a personal level?</p>
<p>Performance Task:</p> <ul style="list-style-type: none"> • Technique painting • Collage painting 		

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<ul style="list-style-type: none"> • Demo landscape paintings (step by step tutorial) • Final landscape painting with personal reference
Criteria for Assessment: Rubrics, questions

Unit 5	Understanding	Essential Question
Perspective	Students will gain knowledge of Architecture styles throughout history and study in depth the element of space and creating the illusion of 3D space on 2D surface. Color/shading will also be important part to this unit. Students will study 1 point and 2 point perspective and apply that knowledge to a final composition of a house (dream house).	How does learning about art impact how we perceive the world?
Performance Task: <ul style="list-style-type: none"> • Perspective workbook • 1 point shapes • 2 point house • Final perspective 2 point piece. • Self-Portrait 		
Criteria for Assessment: Rubric, workbook		

Unit 6	Understanding	Essential Question
Sculpture	Students will study sculpture and form. They will look at the art history movement of Pop Art learning about different artist and focusing the final on Claes Oldenburg and oversized sculptures. The students will need to use balance, and color appropriately to convey ideas through using paper Mache and acrylic paint.	How do pop artists and designers determine whether a particular direction in their work is effective?
Performance Task: <ul style="list-style-type: none"> • Study of forms • Art History – Pop Art – focus on Claes Oldenburg • Wire/ papier-mâché mini project – bowl on pop artist • Paper Mache with cardboard- Large pop art sculptures 		
Criteria for Assessment: Rubric, Gallery Critique, Display/presentation		

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Unit 7	Understanding	Essential Question
Still-Life	The students will learn and understand Chalk Pastel techniques and tools in creating still life compositions. Students will start with drawing their hands in chalk pastel and build to looking at still-lives. Students will become familiar with using a view finder/ grid view finder and create a triptych of one object.	What role does persistence play in revising, refining, and developing work?
Performance Task: <ul style="list-style-type: none">• Hand Drawings (4- 2 best go on class poster)• Still-life studies• Triptych Still life Chalk Drawing		
Criteria for Assessment: Rubric, Critique		

*Every 5 weeks we will meet as a department to review our formative assessment piece. We will take concepts and specific projects broken into 3 levels (needs improvement, proficient, and mastery) to evaluate and assess as a reflective collegial group. We will look at student works within 5 weeks and select assignments that can be analyzed.