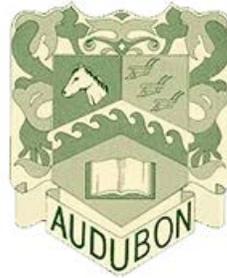


Audubon Public School District

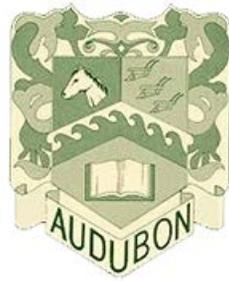


Art and Design I
Curriculum Guide

Developed by:
Mrs. Janelle Mueller
July 01, 2020

Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Pages 4
Unit 1	Pages 5-8
Unit 2	Pages 9-12
Unit 3	Pages 13-15
Unit 4	Pages 16-19
Appendix	Pages 20-29



Course Description

Art and Design I

This is an introductory course which covers the fundamentals of two dimensional design, drawing, painting, printmaking, ceramics, advertising design, mixed media, and art history. The students' knowledge of the principles and elements of art presented at earlier levels of learning will be reinforced through an exploratory and experimental approach to art. The course will also orient students to the art room, art facilities, supplies, tools of the artist and art in the world today. Development of each student's visual perception (ability to see, observe, and translate creatively) will be stressed. Students taking this course should have a real interest in art, a desire to be creative, and the willingness to express their imagination. Art and Design I is a prerequisite for any of the other advanced Art courses.

Overview / Progressions

Overview	Focused Visual and Performing Art Standards	Companion Standards
Unit 1	<ul style="list-style-type: none"> ● 1.5.12prof.Cr1a ● 1.5.12prof.Cr2a ● 1.5.12prof.Cr2b 	<ul style="list-style-type: none"> ● 1.5.12acc.Pr6a
Unit 2	<ul style="list-style-type: none"> ● 1.5.12prof.Cr1a ● 1.5.12prof.Cr2b ● 1.5.12prof.Pr4a ● 1.5.12prof.Pr6a 	<ul style="list-style-type: none"> ● 1.5.12acc.Re8a
Unit 3	<ul style="list-style-type: none"> ● 1.5.12prof.Re7a ● 1.5.12prof.Re7b ● 1.5.12prof.Re8a ● 1.5.12prof.Cn11a 	<ul style="list-style-type: none"> ● 1.5.12acc.Re9a ● 1.5.12prof.Cn11b ● 1.5.12prof.Pr6a ● 1.5.12prof.Cn10a
Unit 4	<ul style="list-style-type: none"> ● 1.5.12prof.Pr5a ● 1.5.12prof.Re7b ● 1.5.12prof.Re8a ● 1.5.12prof.Re9a ● 1.5.12prof.Cn10a 	<ul style="list-style-type: none"> ● 1.5.12acc.Cr2a ● 1.5.12acc.Cr2b ● 1.5.12acc.Re9a

Art and Design I	Grades 9, 10, 11	Unit 1	Marking Period 1
-------------------------	-------------------------	---------------	-------------------------

	Focus Standards	Companion Standards
Unit 1	<ul style="list-style-type: none"> ● 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. ● 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. ● 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 	<ul style="list-style-type: none"> ● 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Formative Assessments Unit 1	Summative Assessments Unit 1
<ul style="list-style-type: none"> ● Open Discussion ● Thumbnail sketches ● Daily Warm-up ● Sketchbook/Journal ● Teacher Observation ● Self observation ● Class critique 	<ul style="list-style-type: none"> ● Projects ● Research assignments ● Daily/Weekly Participation grade
Suggested Primary Resources Unit 1	Suggested Supplemental Resources Unit 1
<ul style="list-style-type: none"> ● Teacher created presentations and activities 	<ul style="list-style-type: none"> ● Youtube.com

<ul style="list-style-type: none"> ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● ART21 ● Google Arts and Culture
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Math ~ understanding ruler measurements ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication 	
Enduring Understanding Unit 1	Essential Questions Unit 1
<ul style="list-style-type: none"> ● Reintroduction to the Art Room ● Reintroduction of available supplies ● Review how we maintain our workspace ● Creativity and innovative thinking are essential life skills that can be developed. ● How can looking at a variety of artist styles help me with ideas and techniques? ● Why do people value objects, artifacts and artworks, and select them for presentation? 	<ul style="list-style-type: none"> ● Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? ● How does knowing the contexts, histories and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists determine what resources and criteria are needed to formulate artistic investigations? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists and designers learn from trial and error?

Differentiation

Enrichment	<ul style="list-style-type: none"> ● Individualized grading expectations ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Individualized grading rubrics and expectations ● Modified expectations of performance ● Utilize “skeleton notes” where some required information is already filled in for the student ● Multiple options for completion of a skill ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Work with ELL teachers for checks for understanding outside of classroom, compromise and completion of work ● Provide translations ● Demonstrate expectations as much as possible
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication 	

- Collaboration
- Relevance of content and project ideas

Integrating Technology

- Chromebooks
- Strong use of Google Classroom
- Internet research
- Presentations using presentation hardware and software

Art and Design I	Grades 9, 10, 11	Unit 2	Marking Period 2
-------------------------	-------------------------	---------------	-------------------------

	Focus Standards	Companion Standards
Unit 2	<ul style="list-style-type: none"> ● 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. ● 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. ● 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation. ● 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 	<ul style="list-style-type: none"> ● 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Formative Assessments Unit 2	Summative Assessments Unit 2
<ul style="list-style-type: none"> ● Open Discussion ● Thumbnail sketches ● Daily Warm-up ● Sketchbook/Journal 	<ul style="list-style-type: none"> ● Projects ● Research assignments ● Daily/Weekly Participation grade

<ul style="list-style-type: none"> ● Teacher Observation ● Self observation ● Class critique 	
Suggested Primary Resources Unit 2	Suggested Supplemental Resources Unit 2
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Internet research
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Math ~ understanding ruler measurements ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication 	
Enduring Understanding Unit 2	Essential Questions Unit 2
<ul style="list-style-type: none"> ● People create and interact with objects, places and design that define, shape, enhance, and empower their lives. ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. 	<ul style="list-style-type: none"> ● How can looking at a variety of artist styles help me with ideas and techniques? ● How do artists and designers create works of art or design that effectively communicate? How do objects, places and design shape lives and communities? ● How does learning about art impact how we perceive the world? ● Why do artists follow or break from established traditions? ● What conditions, attitudes and behaviors support creativity and innovative thinking? ● How does collaboratively reflecting on a work help us experience it more completely? ● How does refining artwork affect its meaning to the viewer?

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Individualized grading expectations ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Individualized grading rubrics and expectations ● Modified expectations of performance ● Utilize “skeleton notes” where some required information is already filled in for the student ● Multiple options for completion of a skill ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Work with ELL teachers for checks for understanding outside of classroom, compromise and completion of work ● Provide translations ● Demonstrate expectations as much as possible
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	

- Problem Solving
- Communication
- Collaboration
- Relevance of content and project ideas

Integrating Technology

- Chromebooks
- Strong use of Google Classroom
- Internet research
- Presentations using presentation hardware and software

Art and Design I	Grades 9, 10, 11	Unit 3	Marking Period 3
-------------------------	-------------------------	---------------	-------------------------

	Focus Standards	Companion Standards
Unit 3	<ul style="list-style-type: none"> ● 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. ● 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts. ● 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. ● 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. 	<ul style="list-style-type: none"> ● 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings ● 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art. ● 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works. ● 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Formative Assessments Unit 3	Summative Assessments Unit 3
<ul style="list-style-type: none"> ● Open Discussion ● Thumbnail sketches ● Daily Warm-up ● Sketchbook/Journal ● Teacher Observation ● Self observation ● Class critique 	<ul style="list-style-type: none"> ● Projects ● Research assignments ● Daily/Weekly Participation grade

Suggested Primary Resources Unit 3	Suggested Supplemental Resources Unit 3
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Internet research
Cross-Curricular Connections Unit 3	
<ul style="list-style-type: none"> ● Math ~ understanding ruler measurements ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication ● 	
Enduring Understanding Unit 3	Essential Questions Unit 3
<ul style="list-style-type: none"> ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. ● Visual arts influences understanding of and responses to the world. 	<ul style="list-style-type: none"> ● How do visual arts influence our views of the world? ● How do life experiences influence the way you relate to art? ● How does engaging in creating art enrich people's lives? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Differentiation

Enrichment	<ul style="list-style-type: none"> ● Individualized grading expectations ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Individualized grading rubrics and expectations ● Modified expectations of performance ● Utilize “skeleton notes” where some required information is already filled in for the student ● Multiple options for completion of a skill ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Work with ELL teachers for checks for understanding outside of classroom, compromise and completion of work ● Provide translations ● Demonstrate expectations as much as possible
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication 	

<ul style="list-style-type: none"> ● Collaboration ● Relevance of content and project ideas
Integrating Technology
<ul style="list-style-type: none"> ● Chromebooks ● Strong use of Google Classroom ● Internet research ● Presentations using presentation hardware and software

Art and Design I	Grades 9, 10, 11	Unit 4	Marking Period 4
-------------------------	-------------------------	---------------	-------------------------

	Focus Standards	Companion Standards
Unit 4	<ul style="list-style-type: none"> ● 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented. ● 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts. ● 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. ● 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works. 	<ul style="list-style-type: none"> ● 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. ● 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work. ● 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

	<ul style="list-style-type: none"> ● 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. 	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Formative Assessments Unit 4	Summative Assessments Unit 4
<ul style="list-style-type: none"> ● Open Discussion ● Thumbnail sketches ● Daily Warm-up ● Sketchbook/Journal ● Teacher Observation ● Self observation ● Class critique 	<ul style="list-style-type: none"> ● Projects ● Research assignments ● Daily/Weekly Participation grade ● Art Show Participation
Suggested Primary Resources Unit 4	Suggested Supplemental Resources Unit 4
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Internet research
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Math ~ understanding ruler measurements ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication 	
Enduring Understanding Unit 4	Essential Questions Unit 4
<ul style="list-style-type: none"> ● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. ● Create, refine, and prepare a cohesive group of works for presentation. 	<ul style="list-style-type: none"> ● How does one determine criteria to evaluate a work of art? ● What is the value of engaging in the process of art criticism? ● What methods and processes are considered when preparing artwork for presentation or preservation? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Individualized grading expectations ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Individualized grading rubrics and expectations ● Modified expectations of performance ● Utilize “skeleton notes” where some required information is already filled in for the student ● Multiple options for completion of a skill ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Work with ELL teachers for checks for understanding outside of classroom, compromise and completion of work ● Provide translations ● Demonstrate expectations as much as possible
21st Century Skills	

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Relevance of content and project ideas

Integrating Technology

- Chromebooks
- Strong use of Google Classroom
- Internet research
- Presentations using presentation hardware and software

Appendix

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written by: Anne Marie Harris,
Approved: June, 2017

Course Title: Fundamentals of Art
Unit Name: The Foundation: Understanding & Creating Visual Art
Grade Level: 9 to 12

<p>Content Statements In this unit students will Study the fundamentals in creating visual art. Art history, criticism, and aesthetics are studied in conjunction with selected artworks and lead to the development of a personal philosophy and the creation of original art. The works are identified in terms of form, function, history, culture and aesthetics.</p>	<p>NJSLS: 9.1.12.A.1-4, B.1-3, C.1-5 1.1.12.D.1-3 1.2.12.A.,B.1,2 1.3.12.D.1 -5 1.4.12.A.1 -4, B.1-3</p> <p>Companion Standards: RST 9-12.5</p>
<p>Overarching Essential Questions What factors contribute to something being considered art? How do artists make convincing, informed judgments about the characteristics, functions, meaning, and purposes of art and present well-supported defenses of these judgments? How can looking at a variety of artist styles help me with ideas and techniques?</p>	<p>Overarching Enduring Understandings Visual art is form and content. Students reflect on the history and nature of art in addition to aesthetic issues concerning the meaning and significance of visual art.</p>

<p>Unit Essential Questions</p> <p>What are linear perspective, overlapping, and placement to create an illusion of depth on a two-dimensional picture plane?</p> <p>What are the various mediums one can use to create two-dimensional and three-dimensional art?</p> <p>Can I use the principals of design in my compositions?</p> <p>How do the visual arts relate to culture, history and other disciplines?</p> <p>How does the philosophy of art help in the study of art?</p> <p>What are the criteria that can be used to determine if something is art?</p> <p>What is the role of an art critic?</p> <p>How does reflecting on the work of both peers and artists improve one’s own artistic abilities and understanding?</p> <p>In the creation of art, what is the role of listening to and reading alternate responses to works of art?</p> <p>What careers are available, and in demand in today’s market place, that utilize visual communication?</p> <p>How does an increased knowledge of art theories better equip a person to understand and interpret the mass media that is all around them?</p> <p>Why does an artist research and write about the existence of art movements, periods, and styles?</p> <p>How does an artist get ideas?</p> <p>How is art a part of everyday life?</p> <p>What factors determine and contribute to something being considered a piece of art?</p> <p>How does art communicate ideas?</p>	<p>Unit Enduring Understandings</p> <p>Art can provide cultural and historical information.</p> <p>Artists are able to perceive and describe the media and subjects of a variety of past and present artworks.</p> <p>Artists utilize concepts and images from a variety of sources to create original art.</p> <p>Artists have a working knowledge of the vocabulary of art.</p> <p>There is an understanding that art encompasses many disciplines.</p> <p>Art critics use the criteria of design quality, expressiveness, and originality to evaluate art.</p> <p>Artists recognize, apply and evaluate the use of elements of art in an aesthetic composition.</p> <p>Artists recognize and identify figure and ground (positive and negative shape) relationships.</p> <p>Identify the knowledge and skills gained in art experiences that transfer to daily life.</p> <p>Art history, criticism, and aesthetics are studied in conjunction with selected artworks and lead to the development of a personal philosophy of art.</p> <p>Works of art are identified in terms of function, history, culture and aesthetics.</p> <p>Linear perspective is used to create the illusion of space and depth in a two-dimensional composition.</p> <p>Artists brainstorm, research, plan and design works of art.</p> <p>All communication involves some type of visual rendering.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Unit Rationale Demonstrate the ability to create works that integrate media, processes, or concepts of other art forms. Identify the knowledge and skills gained in art experiences that transfer to daily life. Identify criteria of professional artwork and reflect on the strengths of their own work. Students must understand the factors that lead to the creation, interpretation and analyzing a work of art. Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression. Demonstrate ability to create works (artwork, debates, critiques) that powerfully communicate in-depth knowledge and understanding of a concept through integrated study.</p>	<p>Unit Overview Students will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</p>
<p>Authentic Learning Experiences Creating visual art in a style that reflects society, social groups, cultures, politics, religion, history and philosophy. Visual documentation of ideas through creative and critical thinking skills. Experiment with a variety of media and techniques.</p>	
<p>21st Century Skills and Themes Global: research world events, issues, cultures, politics, religion, art and history of art from around the world Collaboration: all activities are collaborative in nature Problem solving: answering research questions, learning to translate ideas into visual form Technology: utilizing the internet to access and analyze information; utilizing computer art programs and the tools associated with these programs</p>	
<p>Unit Learning Targets/Scaffolding to CPIs</p>	

This unit introduces the study of art processes and techniques, aesthetic issues, art criticism and art history. Students form goals, become familiar with current and past artists, and develop good work habits. Knowledge of the arts in relation to culture, history, and other disciplines will be promoted through visual, verbal, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art.

Key Terms

Aesthetics - The appreciation of, and sensitivity towards, works of art, designs, products, objects or artifacts. (vels.vcaa.vic.edu.au/dct/glossary.html)

Bone Dry – Greenware that is completely dry, containing no moisture. (www.maycocolors.com)

Casting – The art of pouring slip in a plaster mold; also the object is formed. (www.maycocolors.com)

Casting Slip – liquid clay used for casting a mold. (www.maycocolors.com)

Ceramics – In broad terms, any type of clay that is fired into a permanent shape in the kiln. Any fired body. (www.maycocolors.com)

Clay – Earth that is relatively pure alumina and silica; one of the materials used in the manufacture of china and pottery. (www.maycocolors.com)

Clay bodies – earthenware, porcelain and stoneware. (www.maycocolors.com)

Color Wheel - A radial diagram of colors in which primary and secondary, and sometimes intermediate colors are displayed as an aid to color identification, choosing, and mixing. A color wheel with primary (red, yellow, blue) and secondary (orange, green, and violet) colors can be seen to the left below. The complement to each color is the color opposite that color on the color wheel. To the right below are diagrams of complementary colors, demonstrating the ratios devised by Johannes Itten, in response to these colors' relative intensities and values. (<http://www.artlex.com>)

Complimentary – Those colors that are directly opposite each other on the color wheel. (www.maycocolors.com)

Composition: The organization of the art elements in a drawing or painting. These art elements include shape, color, movement, line, tone, color, edges and perspective. (<http://www.creativeglossary.com>)

Cross Hatch – Criss-cross scratched marks where two pieces of clay are to be joined. Also refers to the application of glaze, forming 45 degree angles to the previous coat. (www.maycocolors.com)

Earthenware – Non-vitreous (porous) body made from low firing clays. (www.maycocolors.com)

Firing – Maturing ceramic products at recommended heats. (www.maycocolors.com)

Foreshortening - A way of representing a subject or an object so that it conveys the illusion of depth so that it seems to thrust forward or go back into space. (<http://www.artlex.com>)

Form and content - In art and art criticism, form and content are considered distinct aspects of a work. The term form usually refers to the work's style or methods and content to its "core" or essence.

(en.wikipedia.org/wiki/Form_and_content)

Glaze – A glass coating on a ceramic piece. (www.maycocolors.com)

Gloss Glaze – A shiny glaze with a high reflective surface, unlike a matte or satin glaze.

(www.maycocolors.com)

Greenware – Clay item before it is subjected to bisque firing. (www.maycocolors.com)

Kiln – A heating chamber for maturing clay glazes and other ceramic materials.

(www.maycocolors.com)

Opaque – Not transparent; completely covers any other color underneath. (www.maycocolors.com)

Perspective and proportion - Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (<http://www.creativeglossary.com>)

Relief – A raised design. (www.maycocolors.com)

Slab – A rolled out section of clay.

Space - 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space.

(<http://www.creativeglossary.com>)

Styles - a form of appearance, design, or production; for example type or make a new style of house

(<http://www.creativeglossary.com>)

Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture.

(<http://www.artlex.com>)

Visual movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (<http://www.princetonol.com>)

Instructional Strategies

Lecture

Monitor

Facilitate

Model and demonstrate

Customizing Learning/ Differentiation

Special needs- students will act as peer coaches to support students with special needs

ELL- these students will be encouraged their cultural perspective

Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material

Formative Assessments

Journal or a log

Sketchbook

Guided questions

Demonstrations and sketches

Research reports

Interdisciplinary Connections

Language arts- writing, logging, oral communication

Math- measurements, proportions

Social studies- cultural and history of art

Resources

Internet research

Art In Focus, McGraw-Hill

Art21: series, teacher Guide and video clips

Maycocolors.com

www.glencoe.com

www.ilovetocreate.com

Suggested Activities for Inclusion in Lesson Planning

Observe and discuss words that describe feelings and the use of varied line in creating expression.

Experiment with creating expressive line in a style that reflects a particular artist's influence.

Complete a color wheel; also identify analogous, complementary, monochromatic, cool, warm color schemes and describe how artists use these to express feelings.

Study the art and sculpture of ancient Greece and create a clay coil vessel in the style of these artists.

Study Greek and Roman art, DaVinci's Virtuous Man concerning the proportions of the human form and face and complete drawings.

Draw a self portrait in four different styles (include one that is realism).

Create an interpretive clay sculpture of a human form that expresses mood.

Create a pen and ink or a mixed media collage that reflects the visual essence of one of the four seasons, using the principles of perspective.

Research Renaissance Artists DaVinci and Michelangelo; write a short research paper on each. Compare and contrast the styles of Classical and Romantic periods; print out examples of both and write out your findings.

Research the Impressionists and complete a research paper describing six artists use of technique, style, use of color and educational background. Create and Impressionism acrylic painting that reflects one of these artist's style.

Create a linoleum cut print in the style of Expressionism.

Design a cut paper piece in the style of Matisse.

Create a mixed media piece in the style of Surrealism.

Create a Cubist piece using at least four different views of two objects (choice of medium).

Study Asian Art; Sung, Ming Dynasty, Kamakura Period, Zen Buddhism. Create a silk painting using the watercolor technique.

Complete critiques for each project using proper use of art terms and vocabulary.

Unit Timeline

Suggested- first , second, third and fourth marking periods (thirty-six weeks)

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software