

**CURRICULUM FRAMEWORK**

**CONTENT AREA: VISUAL ARTS**

**GRADE LEVEL/COURSE ART II**

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p><b>STANDARDS/BENCHMARKS</b></p> <p><i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i></p> <ol style="list-style-type: none"> <li>Students recognize and use visual arts as a form of communication</li> <li>Students know and apply elements of art, principles of design and expressive features of visual arts.</li> <li>Students know and apply visual arts materials, tools, techniques and processes</li> <li>Students relate the visual arts to various historical and cultural traditions</li> <li>Students analyze and evaluate the characteristics, merits, and meaning of works of art.</li> </ol>	<p><b><i>I. Unit 1 Review of elements of art principles and art criticism</i></b>                      -Students Demonstrate knowledge of elements and principles through critiques                      Standard 2: Students know and apply elements of art, principles of design and expressive features of visual arts.                      Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.</p> <p><b><i>II. Unit 2: Drawing and Composition</i></b>                      - Students demonstrate different drawing techniques and mastery of drawing tools.                      - Students create observational and subjective art work                      Standard 2: Students know and apply elements of art, principles of design and expressive features of visual arts.                      Standard 3: Students know and apply visual arts materials, tools, techniques and processes</p>	<p><b><i>III. Unit 3 Pattern and Design</i></b>                      - Students demonstrate cultural techniques and styles in their designs                      Standard 3: Students know and apply visual arts materials, tools, techniques and processes                      Standard 4: Students relate the visual arts to various historical and cultural traditions</p>	<p><b><i>IV. Unit 4 Paints</i></b>                      - Students demonstrate an understanding of techniques and processes of different paint medias.                      - Students work on composition and communication in their art work                      Standard 1: Students recognize and use visual arts as a form of communication                      Standard 3: Students know and apply visual arts materials, tools, techniques and processes</p> <p><b><i>V. Unit 5 Batik process</i></b>                      -Students demonstrate the Batik process as well as communicate their expressions                      Standard 1: Students recognize and use visual arts as a form of communication                      Standard 3: Students know and apply visual arts materials, tools, techniques and processes</p>	<p><b><i>VI. Unit 6 Student defined learning project</i></b>                      -Students express themselves through self-chosen projects                      Standard 1: Students recognize and use visual arts as a form of communication                      Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.</p>

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<p><b>PERFORMANCE ASSESSMENT</b> <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i> Criteria for assessment</p> <ul style="list-style-type: none"> <li>-Impact of performance</li> <li>-Work quality and craftsmanship</li> <li>-Adequacy of methods and behaviors</li> <li>-Validity of content</li> <li>-Degree of expertise</li> </ul> <p><b>VALIDATION</b> Isolated skill performances, tests, quizzes etc.</p>	<p>(see hand-on activities below)</p> <ol style="list-style-type: none"> <li>1. Sketch book and portfolio</li> <li>2. Portfolio review</li> <li>3. Production/project rubric</li> </ol>	<p>(see hand-on activities below)</p> <ol style="list-style-type: none"> <li>1. Sketch book and portfolio</li> <li>2. Portfolio review</li> <li>3. Production/project rubric</li> </ol>	<p>(see hand-on activities below)</p> <ol style="list-style-type: none"> <li>1. Sketch book and portfolio</li> <li>2. Portfolio review</li> <li>3. Production/project rubric</li> <li>4. In school display of 5 or more works</li> </ol>	<p>(see hand-on activities below)</p> <ol style="list-style-type: none"> <li>1. Sketch book and portfolio</li> <li>2. Portfolio review</li> <li>3. Production/project rubric</li> <li>4. Community display of 5 or more works</li> </ol>
<p><b>TOPICAL or CURRICULUM ALIGNMENT</b></p> <p>Ex: Genres and materials <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p> <ul style="list-style-type: none"> <li>• Hands on activities</li> </ul>	<p><b><i>I. Unit 1 Review of elements of art principles and art criticism</i></b></p> <ul style="list-style-type: none"> <li>• critique that studies elements and principles</li> <li>• make handouts illustrating elements and principles</li> </ul> <p>- review thumbnail sketch criteria</p> <p><b><i>II. Unit 2: Drawing and Composition</i></b></p> <p>A. Line drawing</p> <ol style="list-style-type: none"> <li>1. continuous line still life</li> <li>2. horizontal and vertical of a human</li> <li>3. cross contour</li> </ol> <p>B. Value chart</p> <ol style="list-style-type: none"> <li>1. study forms and shading</li> <li>2. boxes and bags</li> <li>3. shading techniques- hatching, cross hatching, stippling</li> </ol> <p>C. Subjective vs objective</p> <ul style="list-style-type: none"> <li>• micro and macro observational drawings</li> <li>• still life fantasy and dreams</li> <li>• profile expression on black</li> </ul>	<p><b><i>III. Unit 3 Pattern and Design</i></b></p> <p>A. Islamic art motif</p> <ul style="list-style-type: none"> <li>• create business cards</li> </ul> <p>B. Native American art motif</p> <ul style="list-style-type: none"> <li>• create a bead design and make a medicine pouch</li> </ul> <p>C. Greek and Roman architecture</p> <ul style="list-style-type: none"> <li>• use a column motif for paper casting</li> </ul> <p>D. Romanesque and Gothic design</p> <ul style="list-style-type: none"> <li>• create an eraser signature stamp</li> </ul>	<p><b><i>IV. Unit 4 Paints</i></b></p> <p>A. Watercolors</p> <ol style="list-style-type: none"> <li>1. mixing colors</li> <li>2. watercolor techniques in a grid or free form</li> </ol> <ul style="list-style-type: none"> <li>• forest wash project</li> <li>• 4 seasons project (colored pencil design, water color mixing, acrylic window with taping)</li> </ul> <p>B. Acrylic</p> <ol style="list-style-type: none"> <li>1. demonstration on technique and qualities</li> <li>2. problem painting</li> </ol> <p><b><i>V. Unit 5 Batik process</i></b></p> <p>A. Movie on topic</p> <p>B. Planning, focusing and brainstorming</p> <p>C. Sketching</p> <ul style="list-style-type: none"> <li>• Begin Batik</li> </ul>	<p><b><i>VI. Unit 6 Student defined learning project</i></b></p> <p>A. Brainstorm ideas-message ideas, feelings</p> <p>B. Sketches on 3 ideas</p> <p>C. Choose main idea</p> <p>D. Sketches on that idea</p> <p>E. Focus and plan</p> <p>F. Move sketches to development</p> <p>G. Begin production</p>

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	<ul style="list-style-type: none"> <li>• paper</li> <li>• portraits, figures, grids</li> <li>• human figure</li> </ul>			
<p><b>COMPETENCIES</b>  <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	Visual communication Planning/problem solving Technology			→
<p><b>INSTRUCTIONAL STRATEGIES</b></p>	Demonstrations Hands on			→