

Time Frame	Content	Skills	Assessment
<p>September</p> <p>*****</p> <p>Unit 1 – Fit it All In 6 class days</p>	<p>*****</p> <ul style="list-style-type: none"> - Create artwork within a certain set of parameters. - Create a full interesting composition (Used to assess student art ability levels) - Properly presenting a work of art. - Grading Rubric and Evaluations Criteria - Previous Student Examples 	<p>*****</p> <ul style="list-style-type: none"> - Work within a specific set of parameters - Create man made and naturally occurring objects - Fit all required objects into a “plausible” composition. - Properly present a work of art - Evaluate a work of art. - Public Speaking. - Think and write critically about art. - Time Management. - Organization 	<p>*****</p> <ul style="list-style-type: none"> - Performance Assessment - Rubric Based Assessment <ul style="list-style-type: none"> A. Care B. Lesson Objectives C. Creativity D. Completeness E. Evaluation (written) <ul style="list-style-type: none"> 1. What did the artist do well? 2. What didn’t the artist do well? 3. What could have been done to make a better piece? (5-7 sentences per question, stressing on backing up their opinions with facts from the artwork.) F. Evaluation – Oral
<p>*****</p> <p>Unit 2 – Line 8 class days</p>	<p>*****</p> <ul style="list-style-type: none"> - 12 Line Styles - Shape vs. Form - Line Drawings, IE. Blind and Modified Contour drawings - the illusion of 3d on a 2d plane. - Unusual techniques when creating artwork - Thinking about art in a different way - Previous Student Examples 	<p>*****</p> <ul style="list-style-type: none"> - Identify 12 line styles - Use only lines to create a work of art, IE, using a technique the student wouldn’t normally think of or use. Create an artwork within a specific set of parameters - Using minimal technique to create a “naturalistic” composition - Identify unusual art making techniques. - Creating the illusion of 3d on a 2d plane by usage of contour lines. - Ability to create a full and interesting composition. - Properly present a work of art - Evaluate a work of art. - Public Speaking. - Think and write critically about art. - Time Management. - Organization 	<p>*****</p> <ul style="list-style-type: none"> - Performance Assessment - Rubric Based Assessment <ul style="list-style-type: none"> A. Care B. Lesson Objectives C. Creativity D. Completeness E. Evaluation (written) <ul style="list-style-type: none"> 1. What did the artist do well? 2. What didn’t the artist do well? 3. What could have been done to make a better piece? (5-7 sentences per question, stressing on backing up their opinions with facts from the artwork.) F. Evaluation – Oral

<p>October</p> <p>*****</p> <p>Unit 3 – Value 8 class days</p>	<p>*****</p> <ul style="list-style-type: none"> -The Law of Light. - Creating the illusion of 3d on a 2d plane by use of varied shades of pencil. - Highlight, Form Shadow, Cast Shadow, Reflected Light - Specific “Value” Tools - Unusual techniques when creating artwork - Thinking about art in a different way - Value as related to Mass and Volume. - Importance of technique as it relates to creating “naturalistic” artwork. - Examples from “famous” artists. - Previous Student Examples 	<p>*****</p> <ul style="list-style-type: none"> - Identify aspects and elements of an artwork that uses “Value” to create the Illusion of 3d on a 2d plane. - Identify and be able to place shadows correctly in a naturalistic composition. - Properly use graded pencils, kneaded erasers, blending stumps, IE. tools, to create “believable” and “natural” compositions. - Use only shading to create a work of art, IE, using a technique the student wouldn’t normally think of or use. Create an artwork within a specific set of parameters. - Using minimal technique to create a “naturalistic” composition - Ability to create a full and interesting composition. - Identify unusual art making techniques. - Properly present a work of art - Evaluate a work of art. - Public Speaking. - Think and write critically about art. - Time Management. - Organization 	<p>*****</p> <ul style="list-style-type: none"> - Performance Assessment - Rubric Based Assessment <ul style="list-style-type: none"> A. Care B. Lesson Objectives C. Creativity D. Completeness E. Evaluation (written) <ol style="list-style-type: none"> 1. What did the artist do well? 2. What didn’t the artist do well? 3. What could have been done to make a better piece? (5-7 sentences per question, stressing on backing up their opinions with facts from the artwork.) F. Evaluation – Oral
<p>*****</p> <p>Unit 4 – Perspective 10 Class Days</p>	<p>*****</p> <ul style="list-style-type: none"> - 1 & 2 Point Perspective Technique - Interior vs. Exterior Techniques - Eye Level, Horizon Line, Vanishing Points, Vertical, Horizontal, Orthogonal, Parallel, etc. - Creating the illusion of 3d on a 2d plane by use of varied shades of pencil. - Importance of technique as it relates to creating “naturalistic” artwork. - Appearance vs. Actual Size - How math relates to this art making technique - Brunelleschi – Supposed inventor of the technique - Examples from “famous” artists. - Previous Student Examples 	<p>*****</p> <ul style="list-style-type: none"> - Identify aspects and elements of an artwork that uses “Perspective” to create the Illusion of 3d on a 2d plane. - Properly use rulers, straight edges, triangles, t-squares, IE. tools, to create “believable” and “natural” compositions. - Use math skills to create a work of art. - Use only perspective to create a work of art. Create an artwork within a specific set of parameters. - Using minimal technique to create a “naturalistic” composition - Ability to create a full and interesting composition. - Identify renaissance artists and drive to develop this technique. - Properly present a work of art - Evaluate a work of art. - Public Speaking. - Think and write critically about art. - Time Management. - Organization 	<p>*****</p> <ul style="list-style-type: none"> - Performance Assessment - Rubric Based Assessment <ul style="list-style-type: none"> A. Care B. Lesson Objectives C. Creativity D. Completeness E. Evaluation (written) <ol style="list-style-type: none"> 1. What did the artist do well? 2. What didn’t the artist do well? 3. What could have been done to make a better piece? (5-7 sentences per question, stressing on backing up their opinions with facts from the artwork.) Evaluation – Oral

<p>November</p> <p>*****</p> <p>Unit 5 – The Human Figure 12 Class Days</p>	<p>*****</p> <ul style="list-style-type: none"> - The proportions of the human head and figure. - Symmetry as related to human figure. - Features of the face and human body - Using the human figure in a work of art - Gesture Drawings - Using Value and contour lines to create the illusion of “volume” on the human figure. - Life drawing from student models - Working together effectively to complete a task. - Identify “environment” in a work of art. - Examples from “famous” artists. - Previous Student Examples 	<p>*****</p> <ul style="list-style-type: none"> - Identify the human figure and all its parts, as well as how these parts relate to one another in proximity and proportion. - Properly use graded pencils, kneaded erasers, blending stumps, IE. tools, to create “believable” and “natural” compositions. - Use the human figure to create a work of art. Create an artwork within a specific set of parameters - Creating the illusion of 3d on a 2d plane by usage of value and contour lines. - Ability to create a full and interesting composition w a person within an environment. - Working cooperatively. - Properly present a work of art - Evaluate a work of art. - Public Speaking. - Think and write critically about art. - Time Management. - Organization 	<p>*****</p> <ul style="list-style-type: none"> - Performance Assessment - Rubric Based Assessment <ul style="list-style-type: none"> A. Care B. Lesson Objectives C. Creativity D. Completeness E. Evaluation (written) <ol style="list-style-type: none"> 1. What did the artist do well? 2. What didn’t the artist do well? 3. What could have been done to make a better piece? (5-7 sentences per question, stressing on backing up their opinions with facts from the artwork.) Evaluation – Oral
---	---	--	--