

Enduring Understandings

- Artists use tools and resources as well as their own experiences and skills to create art.
- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions

- How do the artist’s tools affect the outcome of a work of art?
- Why are processes, skills and vocabulary unique to each art form?
- How does artwork reflect the time period, culture, geography, and status of the region's inhabitants?
- How are the elements of art and principles of design used to convey meaning in graphic design?

Standards	Content	Skills/Competency	Assessment
<p>9.1.12B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.12C Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.1.12H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p> <p>9.1.12J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <p>9.3.12A Explain and apply the critical examination processes of works in the arts and humanities.</p>	<p>Background, brief history of Photography <i>Intro:</i> What is Black and White Photography? What is Digital Photography?</p> <p>Basic computer skills</p> <p>Responsibilities and expectations for the course</p> <p>Responsibility/ownership of tools, materials and supplies</p> <p>Introduction to 35mm SLR, parts and operation</p> <p>Knowledge of parts of 35mm SLR and film</p>	<p>View examples of Tin Types, Daguerreotypes, Photos, etc. and identify which is which Timeline</p> <p>Test Login and password and locate personal drive</p> <p>Fill out and send home paperwork to be signed; explanation of lab fees Visit Mrs. Troxell’s webpage for assignments, etc.</p> <p>Collect paperwork signed</p> <p>Digital cameras – who has them and who will need to borrow cameras? Assign SLR cameras (camera card) – Name, HR, etc. and distribute film and paper</p> <p>Collect paperwork signed</p> <p>Introduce SLR camera - parts and operation - identification</p> <p>Review camera parts and operation – use cameras and handout with parts to identify:</p> <ul style="list-style-type: none"> • Identify parts • Explain the purpose of each part 	<p>Observation Discussion Written quiz</p> <p>Successfully login in to computer to test log in and password Interest survey and Data record are completed and turned in during class. Expectations and Camera Sign Out form are taken home to be signed</p> <p>paperwork is signed and returned Observation and practice Complete camera card info Name written of film and paper distributed to those who have brought in signed paperwork and lab fees</p> <p>Review parts of camera with PowerPoint – identify parts of camera verbally – verbal quiz</p>

	<p>Knowledge and Understanding of parts and operation of 35mm SLR, exposure settings</p> <p>Point of View</p> <p>Use of camera</p> <p>Reading and Writing</p> <p>Film development and equipment:</p> <ul style="list-style-type: none"> • Tank • Lid • Reel • Spool • can opener • spool • film • black bag • developer • stop bath • fixer • water 	<ul style="list-style-type: none"> • Explain the relationship of aperture to shutter speed • Read light meter(s) and use to set correct exposure <p>Explain parts of film – layers, film speeds</p> <p>Practice taking pictures –use light meter to determine exposure settings and “take pictures” – practice, no film in camera</p> <p>Shooting assignment - Subject Relating to the Environment</p> <p>Comprehend bird’s eye and worm’s eye views</p> <p>Load film in camera</p> <p>Read light meter</p> <p>Apply correct exposure setting by setting aperture and shutter speed accurately</p> <p>Apply comprehension of point of view when taking pictures</p> <p>Rewind film</p> <p>Read an article about “Exposure Settings” in Photography and respond to writing prompt in the “Photo Blog”</p> <p>Read an article about “Common Mistakes” in photography and respond to writing prompt in the “Photo Blog”</p> <p>Transfer film to tank</p> <p>Identify developing tank parts</p> <p>Explain purpose of each tank part</p> <p>Understand film developing procedures</p> <p>Process film</p> <p>Understand how to dry film</p> <p>Dry film</p>	<p>Exposure exercise-observe using the built in light meter, determine exposure settings, set aperture and shutter speed and “take a picture” and record settings on handout</p> <p>Successfully load film in camera-monitored through observation in class</p> <p>Written response posted to the Photo Blog</p> <p>Written response posted to the Photo Blog</p> <p>Monitored with direct guidance, peer review and observation</p>
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	<ul style="list-style-type: none"> • Perma wash • photo flow <p>The Darkroom, enlargements and equipment:</p> <ul style="list-style-type: none"> • Enlargers • contact sheet/photogram frame • film • cardboard • negative sleeve • negative carrier • photographic paper • paper cutter • scissors • developer • stop bath • fixer • water • squeegee • drying cabinet <p>Collect, organize and store digital images</p> <p>Guidelines for good composition</p> <p>Equipment:</p> <ul style="list-style-type: none"> • Digital camera • Card reader • Computer and software • Visual examples/digital slide show 	<p>Create enlargements:</p> <ul style="list-style-type: none"> • Create test strips for contact sheet • Create a contact sheet for roll of film • Create test strips for enlargements • Enlarge negatives • process prints <p>Use card readers to read digital material and transfer images from card to individual student's "Z" drive.</p> <p>Review and view images that exhibit the basic guidelines for composition:</p> <ul style="list-style-type: none"> • Simplicity • Rule of Thirds • Lines and Shapes- [C-curves; S-curves; Diagonal lines; Triangles etc.] • Balance • Framing • Mergers <p>Composition Skills Assignment – digitally, shoot examples of examples of guidelines compositions. Use Photoshop to create a contact sheet of the images that are examples of the 6 guidelines (change info of each image to identify the rule/guideline represented)</p>	<p>Verbal checks for understanding Assessed with checklist/rubric</p> <p>Digital images are transferred to "Z" drive and are in the "images" folder within the "photo" folder</p> <p>Digital images are transferred to "Z" drive, saved in the "composition skills: folder, and a contact sheet is created with Photoshop and images are labeled identifying which Compositional Guideline is represented</p>
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	<p>Photo Blog and reading and writing</p> <p>The Darkroom, enlargements and equipment:</p> <ul style="list-style-type: none"> • Enlargers • contact sheet/photogram frame • film • cardboard • negative sleeve • negative carrier • photographic paper • paper cutter • scissors • developer • stop bath • fixer • water • squeegee • drying cabinet 	<ul style="list-style-type: none"> • use the menu option to “create contact sheet II” • locate the folder the images are stored in determine the size and layout of the thumbnails, • execute the contact sheet • save <p>Read an article about” Composition in Photography</p> <p>Create enlargements:</p> <ul style="list-style-type: none"> • Identify enlarger parts • Explain purpose of each enlarger part • Understand how to enlarge a print • Compare camera (capture) to enlarger (projection) • Create test strips and a contact sheet of negatives • Enlarge a negative • Identify developing chemicals • Explain purpose of each chemical • Understand how to develop a print • Enlarge a negative- Create test strips and 5”x7” print • Develop a print • Understand how to dry prints • Dry prints 	<p>Written response posted to the Photo Blog</p> <p>Quiz on enlarging Successfully enlarge and create test strips, contact sheet, prints – assessed with Photo Rubric</p>
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10th Grade: *Course Title: Advanced Art 1*

Duration: Month 2

Enduring Understandings

- Artists use tools and resources as well as their own experiences and skills to create art.
- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions

- How do artists use tools and resources, as well as their own experiences and skills, to create art.
- Why are processes, skills and vocabulary unique to each art form.
- Artists use elements and principles of design to organize visual communication.

Standards	Content	Skills/Competency	Assessment
<p>9.1.12A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.12B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.12C Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.1.12H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p> <p>9.3.12A Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>9.3.12E Examine and evaluate various types of critical analysis of works in the arts and humanities.</p>	<p>Digital Photography and Photo-editing Tools: Photoshop and the following tools: Crop Tool Selection tools:</p> <ul style="list-style-type: none"> • marquis • lasso • quick selection <p>Move tool Erase tool</p> <p>Menu options and Keyboard shortcuts: New file - Cmd/Ctr N Open file – Cmd/Ctr O Feather and fill Select, de-select – Cmd/Ctr D, invert selection Copy – Cmd/Ctr C, paste – Cmd/Ctr V, image paste into</p> <p>Layers, the layers palette, filter gallery and keyboard shortcuts</p> <ul style="list-style-type: none"> • Selection tools • Create new layer • Select layers • Re-select selections • Filter gallery 	<p>Create a simple design:</p> <ul style="list-style-type: none"> • make a “New page” File>New (Cmd/Ctr N) • Use “Marquis” tool (rectangular, oval, bar) to create areas of selection • Fill selected areas with colors: <ul style="list-style-type: none"> ○ to create shapes ○ deselect ○ create more ○ feather ○ fill <p>Use lasso tools to select part of an image; use the “Move” tool to move that selection to somewhere else in the image</p> <p>Create a composite:</p> <ul style="list-style-type: none"> • Combine 2 images in on by using the “Move“ tool to drag one image into another (background). • Soften the combination by erasing part of the image added to the background image <p>Select part of an image that you want to draw attentions to create a center of interest. Invert selection to create a vignette. Fill with white, black or subtle color and lower opacity to create soft frame or border</p> <p>Create a digital collage:</p> <ul style="list-style-type: none"> • Select part of an image with a selection tool of choice • Create a new layer – Cmd/Ctr J, “New Layer” icon in layers palette, “Layer”, “New Layer” in Menu Bar • Click on layer to make active 	<p>Checklists and observation</p>

	<p>Subject matter for photography:</p> <ul style="list-style-type: none"> • portrait • landscape • close-up <p>Demonstrate knowledge of and use of the SLR cameras.</p> <p>Demonstrate that the exposure settings on the camera can be manipulated to create the desired effect.</p> <p>Knowledge of the Elements of Composition.</p> <p>Produce a CONTACT SHEET that summarizes photos.</p> <p>Use the darkroom and enlargers to create prints from negatives.</p> <p>Tools:</p> <ul style="list-style-type: none"> • 35mm camera • B&W film <p>reading and writing</p> <ul style="list-style-type: none"> • What is Depth of Field? • What makes a good portrait? • Landscape info • proper use of camera <p>Critique/criticism model</p>	<ul style="list-style-type: none"> • Cmd/Ctr click in the thumbnail in the layer to re-select • Sample filter gallery (all folders in filter gallery, at least half of the filters in folder)by applying to selections of the image <p>Take pictures in the following genres controlling Depth of Field – the range of focus in photograph: Use a SLR 35mm cameras, to take 36 pictures that demonstrate different variations of depth of field – shallow depth of field (close-up, details), medium depth of field (portraits 3-6ft.), great depth of field (panoramic, landscape, everything in sharp focus) Keep a log of conditions, camera settings, date, etc. to create that photograph - this log will be turned in with film and will describe subject matter, identify the lighting, and record exposure settings.</p> <p>Develop your film and store your negatives in a plastic protector in binder.</p> <p>Create a contact sheet and store in binder with test strips.</p> <p>Create 1, 5"x7" B&W enlargements</p> <p>Read an article on "The importance of Depth of Field in Photography" and respond to writing prompt in writing</p> <p>Read Photo Blog: "Light Usage" "Portrait" "Portrait elements"</p> <p>Read an article on "Landscape Guidelines" and respond to writing prompt in writing</p> <p>Read an article on "Common Mistakes" and respond to writing prompt in writing</p>	<p>Shoot the entire roll of film. Subject is framed and composed, proper exposure settings image is in focus. Images reflect shallow, medium and deep Depth of Field. Documented with completed log sheet – could be assessed with rubric</p> <p>Film developed, create, print and turn-in a contact sheet of all shots taken – assessed with checklist TWO 5 x 17 images printed and placed in sheet protectors in binder – assessed with Photo Rubric</p> <p>Responses posted to the Photo Blog following writing prompt</p>
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	<ul style="list-style-type: none"> • Describe • Analyze • Evaluate • Judge 	Hang 1 example of shallow, medium, and great depth of field Use criticism model to critique photos	
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10th Grade: *Course Title: Advanced Art 1*

Duration: Month 3

Enduring Understandings

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- People have expressed experiences and ideas through the arts throughout time and across cultures.

Essential Questions

- How do the artist's tools affect the outcome of a work of art?
- How does an individual's informed choices and appropriate application of media, techniques and/or process enhance personal expression and determine the quality of art.
- How do artists use style to express an experience or idea?

Standards	Content	Skills/Competency	Assessment
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<p>9.1.12B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.12C Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.2.12.C: Relate works in the arts to varying styles and genre and to the periods in which they were created</p> <p>9.2.12.K: Identify, explain and analyze traditions as they relate to works in the arts</p> <p>9.1.12H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p> <p>9.1.12J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <p>9.3.12A Explain and apply the critical examination processes of works in the arts and humanities.</p>	<p>Genres of subject matter in photography:</p> <p>Abstraction and Close-up</p> <p>Techniques in photography:</p> <ul style="list-style-type: none"> • Bracketing • Film development • Enlargements <p>Images of community</p> <p>Artists work in various styles to express experiences and ideas.</p> <p>Reading and Writing</p> <ul style="list-style-type: none"> • Abstraction in Photography • The use of light in photography <p>Critique/criticism model</p> <ul style="list-style-type: none"> • Describe • Analyze • Evaluate • Judge <p>Digital Editing (Photoshop):</p> <ul style="list-style-type: none"> • Corrections/adjustments • Image paste into/fill • Artistic changes • Layers • Keyboard shortcuts 	<p>Take pictures with 35mm SLR:</p> <p>Abstraction – use framing to compose abstract image that relies on value, shape, line and contrast. Get close to image to eliminate details and simplify composition</p> <p>Bracketing: take at least 6 pictures – 2 will be the correct exposure 2 will be overexposed (by adjusting shutter speed and aperture) 2 will be underexposed (by adjusting shutter speed and aperture)</p> <p>Community – your sense of community (pictures taken both with SLR and digital camera)</p> <p>Develop film, create contact sheet, and create 4 enlargements of abstraction</p> <p>Prints for community will be used in 4th month photo collage/montage</p> <p>Classify photos in terms of style, e.g. realistic, abstraction, etc. and explain why the photographers chose a particular style for each work.</p> <p>Read articles for Photo Blog and using writing prompts respond to: “Abstraction in Photography” “Use of Light”</p> <p>Hang examples of abstraction. Use criticism model to critique photos</p> <p>Using digital pictures taken by student:- Make corrections and adjustments; Dodge and burn Adjust levels and balance Dust and scratches</p> <p>Use filters to create a “cartoon effect”</p>	<p>Roll of developed film that has images that reflect: Abstraction Community</p> <p>Properly printed contact sheet and test strips – may be assessed with rubric Properly developed and printed enlargements – assessed with Photo Rubric</p> <p>Completed Photo Blog posts for topics following writing prompts</p> <p>Completed cartoon effect, oil painting effect, line art, watercolor effect, motion blur (all above could be assessed with required criteria in checklist/rubric)</p>
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	<ul style="list-style-type: none"> • Image size • Action sets 	<p>Create “line art” effect with digital photo: filters, layers, blend modes, adjust levels</p> <p>Add a white border to photo: keyboard shortcuts, resize an image, copy and paste</p> <p>Add a motion blur to a photo – visual effect: adjustments layer, filters, layer masks</p> <p>Create an “oil painting effect” : create an action set, adjust saturation, filters, effect layers, keyboard shortcuts, adjustments – de-saturate, blend modes, change opacity, apply action to other photos</p> <p>Create an “watercolor effect” : create an action set, adjust saturation, filters, effect layers, keyboard shortcuts, adjustments – de-saturate, blend modes, change opacity, apply action to other photos</p>	
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10th Grade: *Course Title: Advanced Art 1*

Duration: Month 4

Enduring Understandings

- Artists use tools and resources as well as their own experiences and skills to create art.
- The arts provide a medium to understand and exchange ideas.
- People have expressed experiences and ideas through the arts throughout time and across cultures.
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Essential Questions

- How are the skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.
- How do artists use tools and resources, as well as their own experiences and skills, to create art.
- How do the artist’s tools affect the outcome of a work of art?
- How does multimedia art help people understand ideas?
- How do artists use style to express an experience or idea?

- Why do people value and engage with art?

Standards	Content	Skills/Competency	Assessment
<p>9.1.12B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.12C Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.1.12G. Analyze the effect of rehearsal and practice sessions.</p> <p>9.1.12.E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>9.1.12J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <p>9.3.12A Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>9.4.12.B: Describe and analyze the effects that works in the arts have on groups, individuals and the culture</p>	<p>Genres of subject matter in photography: Action</p> <p>Critique/criticism model</p> <ul style="list-style-type: none"> • Describe • Analyze • Evaluate • Judge <p>Narrative/documentary</p> <p>Reading and writing articles</p> <p>Techniques in photography:</p> <ul style="list-style-type: none"> • Collage • Montage <p>History – Examples of:</p> <ul style="list-style-type: none"> • Narrative • Action • collage/ mixed media artists <p>Romeare Bearden Larry Rivers Robert Rauschenberg</p> <p>The study of aesthetics includes the examination of the nature and value of</p>	<p>Take pictures with 35mm SLR camera: Take action – use shutter speed to: Freeze action Create a motion blur with panning Create a total blur</p> <p>Hang 1 example of: freeze, blur, and pan. Use criticism model to critique photos</p> <p>Digital pictures: Narrative – images based upon a theme tell and story and have a beginning, middle and end Develop storyline in journal:</p> <ul style="list-style-type: none"> • mission statement – what is theme and what is story about • outline • document taking pictures that tell story <p>Create a video with pictures and create music to add to video</p> <p>Read articles for Photo Blog and using writing prompts respond to: “Action” “Expressions of Emotion”</p> <p>View examples and discuss techniques used to create collages/montages Discuss how artists work in various styles to express experiences and ideas.</p> <p>Plan and develop collage/photomontage in sketch journal</p> <p>Create a collage/photomontage – can be traditional B&W, digital or a combination Can be mixed media in the manner of Bearden, Rivers and/or Rauschenberg</p> <p>Describe the nature and value of a particular work of art using terms from aesthetics.</p>	<p>Roll of film shot, developed and contact sheet created and images reflects action – assess with Photo Rubric</p> <p>Narrative video completed – assessed with rubric</p> <p>Post written responses to the Photo Blog</p> <p>Progress of collage/montage could be monitored/assessed through: Exit tickets Checklists Observation Interviews (peer, teacher)</p>

	<p>art.</p> <p>Digital Editing:</p> <ul style="list-style-type: none"> • Corrections/adjustments • Image paste into/fill • Artistic changes • Action sets <p>History-</p> <ul style="list-style-type: none"> • Mandalas • Pop art – Warhol and Lichtenstein • Apple, iTunes, iTunes cards 	<p>Create a Mandala Create an alternate versions of mandala by applying adjustment layer(s)</p> <p>Use selection tools, filters and adjustment layers to create an “Andy Warhol” type screen print effect</p> <p>Use filters and adjustment layers to create a “Lichtenstein Comic Book Effect”</p> <p>Use selection tools, layers, fill, transparency, text, gradients, vector art to create and iTunes card</p>	<p>Progress monitored/assessed through: Observation Checklists Peer review</p>
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10th Grade: *Course Title: Advanced Art 1*

Duration: Month 5

Enduring Understandings

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- The arts provide a medium to understand and exchange ideas.
- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions

- How are the elements of art and principles of design used to convey meaning in a work of art?
- What elements/principles of design do artists use?
- How are elements/ principles of design used to create art?
- How do the artist’s tools affect the outcome of a work of art?
- How do artists use style to express an experience or idea?
- What role does the critique play in an artist’s development?
- How does art reflect culture and history?

- How does art influence culture and history?
- What is the value of feedback and self-evaluation?

Standards	Content	Skills/Competency	Assessment
9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.E, 9.1.12.H 9.1.12.K, 9.1.12.D, 9.1.12.J 9.2.12.C 9.3.12.A, 9.3.12.B, 9.3.12.E, 9.3.12.G	<p>Overview of course: the importance of sketchbooks/homework the importance of drawing from life</p> <p>Contour Line Drawing</p> <p>Blind Contour Line Drawing</p> <p>Review of rendering: value contrast gradation hard/soft edges techniques: shading, hatch/cross-hatching, stippling and scribbling</p> <p>Drawing pencils: use of, differences between 6H through 6B</p> <p>Erasers: use of, differences between vinyl, kneaded, “pink”</p> <p>Composition: the rule of thirds negative space unity balance focal point</p>	<p>recognize the importance that practice and drawing from life have in developing one’s drawing skill and portfolio of work</p> <p>define art vocabulary (bold terms in “Content” section)</p> <p>discuss their artwork and that of others using art vocabulary (bold terms in “Content” section)</p> <p>create a contour line drawing</p> <p>create a blind contour line drawing</p> <p>create a shaded pencil drawing</p> <p>create contrast and a full range of value in a pencil drawing</p> <p>choose the right tools (pencils and erasers) to accomplish the desired effects in a drawing</p> <p>create a composition that demonstrates a consideration of the rule of thirds, negative space, unity, variety, balance and focal point</p> <p>create and use thumbnail sketches to plan</p>	<p>Content vocabulary through quiz/test/discussion (for example)</p> <p>all other content and skills through products</p>

	<p>variety thumbnail sketches</p> <p>Blocking-in</p> <p>Foreshortening</p> <p><u>homework</u>: practice in drawing from life, focusing especially on creating visual texture that represents real texture</p>	<p>ideas and composition</p> <p>demonstrate the skill of blocking-in a composition before starting any detailed drawing</p> <p>draw a foreshortened object correctly (the way it appears from one's point of view)</p> <p>create visual texture that represents real texture</p>	
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Enduring Understandings

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- The arts provide a medium to understand and exchange ideas.
- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions

- How are the elements of art and principles of design used to convey meaning in a work of art?
- What elements/principles of design do artists use?
- How are elements/ principles of design used to create art?
- How do the artist's tools affect the outcome of a work of art?
- How do artists use style to express an experience or idea?
- What role does the critique play in an artist's development?
- How does art reflect culture and history?
- How does art influence culture and history?
- What is the value of feedback and self-evaluation?

Standards	Content	Skills/Competency	Assessment
9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.E, 9.1.12.H 9.1.12.K, 9.1.12.D, 9.1.12.J 9.2.12.C 9.3.12.A, 9.3.12.B, 9.3.12.E, 9.3.12.G	<p><u>homework</u>: practice in drawing from life, observation skills; focusing especially on creating visual texture that represents real texture</p> <p>portrait, ¾ view, self-portrait from life</p> <p>to obtain a true likeness of a person the artist must observe the very subtle differences in shape of the facial features of different people</p> <p>foreshortening as it applies to facial features in a ¾ view</p> <p>color theory, color-mixing:</p>	<p>create visual texture that represents real texture</p> <p>define art vocabulary (bold terms in “Content” section)</p> <p>discuss their artwork and that of others using art vocabulary (bold terms in “Content” section)</p> <p>create a self-portrait in ¾ view that has a good likeness to themselves and demonstrates the ability to observe and recreate shape subtleties, foreshortening, value and color</p>	<p>Content vocabulary through quiz/test/discussion (for example)</p> <p>all other content and skills through products</p>

	<p>primaries secondaries neutrals intermediates/tertiaries complementaries cool colors and warm colors cooler vs. warmer versions of a color intensity/brightness dull the intensity of a color with its complement making good shadow colors: by adding a cooler color by adding the complement adding black---least desirable making highlight colors: by adding white by warming up the color black: is dull/lifeless, makes colors dull/lifeless when added to them better to make it from dark brown and dark blue---has more energy and interest</p> <p>acrylic painting techniques: brush techniques mixing techniques blending techniques: wet-in-wet scumbling drybrush glazing texture techniques:</p>	<p>demonstrate knowledge of color theory by mixing color to recreate realistic color and value they see in life</p> <p>demonstrate the ability to use acrylic paint and painting tools to achieve a likeness from life</p>	
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	<p>scumbling drybrush gel medium using a neutral ground</p> <p>styles and techniques of professional artists (current and/or historical)---investigating the style and technique of one or more artists and using the knowledge gained to influence the students own work</p>	<p>demonstrate the knowledge of a professional artist's style or technique by using some aspect of it in their own work and being able to discuss what was learned and how it was applied to their own work</p>	
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10th Grade: *Course Title: Advanced Art 1*

Duration: Month 7

Enduring Understandings

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- The arts provide a medium to understand and exchange ideas.
- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions

- How are the elements of art and principles of design used to convey meaning in a work of art?

- What elements/principles of design do artists use?
- How are elements/ principles of design used to create art?
- How do the artist's tools affect the outcome of a work of art?
- How do artists use style to express an experience or idea?
- What role does the critique play in an artist's development?
- How does art reflect culture and history?
- How does art influence culture and history?
- What is the value of feedback and self-evaluation?

Standards	Content	Skills/Competency	Assessment
9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.E, 9.1.12.H 9.1.12.K, 9.1.12.D, 9.1.12.J 9.2.12.C 9.3.12.A, 9.3.12.B, 9.3.12.E, 9.3.12.G	<p><u>homework</u>: practice in drawing from life, focusing especially on drapery, reflective surfaces and observation of detail</p> <p>graphic vs. gradual rendering</p> <p>depth in a work of 2D art</p> <p>collage: what is it? history of collage in fine art well-known collage artists and their work materials techniques: work background to foreground work general to more and more detailed manipulating materials to create a more three-dimensional effect/texture painting glue/water solution for tissue paper</p>	<p>improved drawing and observation skills</p> <p>define art vocabulary (bold terms in “Content” section)</p> <p>discuss their artwork and that of others using art vocabulary (bold terms in “Content” section)</p> <p>identify and create both a graphically rendered artwork and a gradually rendered artwork</p> <p>recognize the work of a couple of well-known collage artists</p> <p>brainstorm ideas and plan a composition that has depth</p> <p>create an image by cutting/tearing and gluing shapes of color/value/texture together</p> <p>creatively solve problems that arise from trying to create an image in this unfamiliar</p>	<p>Content vocabulary through quiz/test/discussion (for example)</p> <p>all other content and skills through products</p>

	layering tissue paper for color-mixing and blending tearing vs. cutting small vs. large pieces gradation with pieces of color/value	way render with collage techniques create and use texture in a work of art	
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10th Grade: *Course Title: Advanced Art 1*

Duration: Month 8

Enduring Understandings

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- The arts provide a medium to understand and exchange ideas.
- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions

- How are the elements of art and principles of design used to convey meaning in a work of art?
- What elements/principles of design do artists use?
- How are elements/ principles of design used to create art?
- How do the artist’s tools affect the outcome of a work of art?
- How do artists use style to express an experience or idea?
- What role does the critique play in an artist’s development?
- How does art reflect culture and history?
- How does art influence culture and history?
- What is the value of feedback and self-evaluation?

Standards	Content	Skills/Competency	Assessment
9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.E, 9.1.12.H, 9.1.12.K, 9.1.12.D, 9.1.12.J 9.2.12.C 9.3.12.A, 9.3.12.B, 9.3.12.E, 9.3.12.G	<p><u>homework</u>: practice in drawing from life, focusing especially on art history: styles of various artists/art movements.</p>	<p>define art vocabulary (bold terms in “Content” section)</p> <p>discuss their artwork and that of others using art vocabulary (bold terms in “Content” section)</p>	<p>Content vocabulary through quiz/test/discussion (for example)</p> <p>all other content and skills through products</p>

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