

# K-6 Elementary Art Curriculum 2008

## ***Elements and Principles of Art***

When students can identify the elements and principles, and evaluate the role these play in a work of art, then the world of art and creation can be more fully understood. The students will be equipped to address whether a work of art is successful, and why.

The elements of art are important for several reasons. First, a person can't create art without utilizing at least a few of them. No elements, no art, end of story. Secondly, knowing what the elements of art are enables us to (1) describe what an artist has done, (2) analyze what is going on in a particular piece and (3) communicate our thoughts and findings using a common language.

The Elements of Art are the building blocks of art creation. The elements include color, value, line, shape, form, texture, and space. They can be analyzed, organized, and manipulated by artists. They are the VISUAL LANGUAGE of art. Each Element is important in an art work, but not every element is employed into each art piece.

The Principles of Art refer to the organization of a work of art. Principles of art organize the art elements into a composition that expresses feelings and ideas. By studying these, student art will become more sophisticated, more skilled. The principles we study are balance, unity, proportion, and pattern.

*"Artists can color the sky red because they know it's blue. Those of us who aren't artists must color things the way they really are or people might think we're stupid." - Jules Feiffer*

# National Visual Art Standards K – 6

- 1. Understanding and applying media, techniques, and processes**
  - A. Students know the differences between materials, techniques, and processes
  - B. Students describe how different materials, techniques, and processes cause different responses.
  - C. Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
  - D. Students use art materials and tools in a safe and responsible manner.
  
- 2. Using knowledge of structures and functions**
  - A. Students know the differences among visual characteristics and purposes of art in order to convey ideas
  - B. Students describe how different expressive features and organizational principles cause different responses
  - C. Students use visual structures and functions of art to communicate ideas
  
- 3. Choosing and evaluating a range of subject matter, symbols, and ideas**
  - A. Students explore and understand prospective content for works of art
  - B. Students select and use subject matter, symbols, and ideas to communicate meaning
  
- 4. Understanding the visual arts in relation to history and cultures**
  - A. Students know that the visual arts have both a history and specific relationships to various cultures.
  - B. Students identify specific works of art as belonging to particular cultures, times, and places.
  - C. Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.
  
- 5. Reflecting upon and assessing the characteristics and merits of their work and the works of others**
  - A. Students understand there are various purposes for creating works of visual art
  - B. Students describe how people's experiences influence the development of specific artworks.
  - C. Students understand there are different responses to specific artworks.
  
- 6. Making connections between visual arts and other disciplines**
  - A. Students understand and use similarities and differences between characteristics of the visual arts and other art disciplines.
  - B. Students identify connections between the visual arts and other disciplines in the curriculum.

## **Unit 1: Line Element**

A line is defined as a mark with length and direction, created by a point that moves across a surface. A line can vary in length, width, direction, curvature, and color. Line can be two-dimensional (a pencil line on paper), three-dimensional (wire), or implied

### **Essential Questions**

1. What different types of lines do we create?
2. What are the three line directions? (Horizontal, Vertical, Diagonal)
3. What are the three line families? (Straight, Curve, Angle)

## **Unit 2: SHAPE ELEMENT**

A flat figure created when actual or implied lines meet to surround a space. A change in color or shading can define a shape. Shapes can be divided into geometric (square, triangle, circle) and free-form (irregular in outline).

### **Essential Questions**

1. What are geometric shapes?
2. What are free-form shapes?

## **Unit 3: COLOR ELEMENT**

Color or hue. Artists use color to create different moods in their art. Colors can be realistic or make-believe (fantasy). A color wheel is an artist tool showing the relationships of colors. Colors have value which means how light (tint) or dark (shade) or pure it is. Colors schemes are groupings of certain colors that communicate a mood such as warm and cool, complementary colors, and neutral colors.

### **Essential Questions**

1. Name the primary, secondary and intermediate colors?
2. How do you mix the secondary and intermediate colors?
3. How does a color wheel work?
4. What are complementary colors?
5. Name the warm and cool colors?
6. How are tints (light colors) and shades (dark colors) produced with paint?
7. What is a neutral color?

## **Unit 4: SPACE ELEMENT**

Space in a work of art refers to a feeling of depth or three dimension. Real space is three-dimensional. The illusion of depth can be shown on a two-dimensional surface as well. The area around the main objects in a work of art is known as negative space, while the space occupied by the primary objects is known as positive space.

### **Essential Questions**

1. What is depth? (near and far)
2. How is overlap created to show depth? (Objects drawn behind another show front and behind or near and far.)
3. How does shrinking and/or diminishing sizes show depth? (Objects close-up are larger than objects far away, which seem smaller.)
4. How is one-point and/or two-point perspective used to make depth?
5. What is the horizon line? (The line separating sky from land.)
6. What is positive and negative space?

## **Unit 5: FORM (3D) ELEMENT**

Forms are 3-Dimensional. They occupy actual space or give the illusion that they occupy the space.

### **Essential Questions for Form – 3D Sculpture**

1. What is a 3-D form? (A form is solid. You can see all sides of a form.)
2. What does 3-D stand for? Three Dimensional – height, width, depth
3. What is sculpture? A Form

### **Essential Questions for Form – The illusion of 3D forms.**

1. What causes shadows to happen/
2. Why do artists add shadows and shading to their art? (To make it 3D and more realistic)

## **Unit 6: VALUE ELEMENT - Drawing**

Value describes the lightness or darkness of a color. It is also can make an object appear three-dimensional. In other words, it is value and the changing values in pictures that cause the perception of not just shapes, but the illusion of three-dimensional forms.

### **Essential Questions**

1. What is value? (Dark, medium, light)
2. How is value made with crayons and pencils? (shading)
3. What is a 3-step value scale? (light, medium, dark of one color)
4. What is shading? (Gradual change of color to give form to an object.)

## **Unit 7: TEXTURE ELEMENT**

The way a surface feels (actual texture) or how it may look (implied texture). Texture can be sensed by touch and sight. Textures are described by words such as rough, silky, or pebbly.

### **Essential Questions**

1. What is texture? (Texture is the way something feels)
2. What is Real Texture? (Something you can feel with your fingers.)
3. What is Visual Texture? (not-real) something you can see but cannot feel.)
4. Name some words that describe textures. (*Rough, smooth, bumpy*)

## **Unit 8: PATTERN PRINCIPLE**

Artists create pattern by repeating a line, shape or color over and over again.

### **Essential Questions**

1. How are patterns created? (Repeating a line, shape or color creates patterns.)

## **Unit 9: BALANCE PRINCIPLE - Symmetrical/Asymmetrical**

Balance is a sense of stability in the body of work. Balance can be created by repeating same shapes and a feeling of equal weight. Balance is arranging elements so that no one part of a work overpowers, or seems heavier than any other part. Two different kinds of balance are symmetrical and asymmetrical. Symmetrical (or formal) balance is when both sides of an artwork, if split down the middle, appear to be the same. Asymmetrical is when the elements of the composition are unbalanced.

### **Essential Questions**

1. What does balance/symmetry mean? (When both halves of a shape are exactly the same.)
2. What does asymmetrical mean (*ain't symmetrical*)

## **Unit 10: UNITY PRINCIPLE**

Unity (unified) is the feeling that everything in the art piece works together and looks like it fits or belongs together. To achieve unity some elements in the art work are repeated such as lines, shapes and colors.

### **Essential Questions**

1. How do you show unity in art? (Repeating lines, shapes, and colors create a feeling of unity)
2. What feeling does a well unified art give? (The feeling that it belongs together.)

## **Unit 11: PROPORTION PRINCIPLE**

Proportion (sometimes called scale) describes the relative sizes and locations of objects in the artwork. It refers to the relationships of the size of objects when compared to each other in a work of art.

### **Essential Questions**

1. What does proportion mean?
2. Does proportion matter when drawing a realistic portrait?

## **Unit 12: CRITICAL THINKING**

Critical thinking allows students to examine art, contribute observations and ideas, and to build understanding together. Students will describe, analyze, interpret, and finally judge (synthesize) the artwork.

### **Essential Question**

1. What is the process to become a critical thinker?
  - a. What's going on in this picture?
  - b. What do you see that makes you say that?
  - c. What more can you see?

## **Suggested Projects**

### **Kindergarten:**

#### **1. Fluffy Feathered Birds**

**Unit: Shape**

**National Standards**

1-C

2-A, B & C

#### **2. Clay Sculpture**

**Unit: Form and Pattern**

**National Standards**

2-A, B, & C

### **First Grade:**

#### **1. Alligators**

**Units: Shape and Pattern**

**National Standards**

2-A, B, & C

6-A & B

#### **2. Scarecrow**

**Units: Line and Shape**

**National Standards**

2-A, B & C

#### **3. Self portrait**

**Units: Shape and Proportion**

**National Standards**

1-A, B, C & D

2-A, B & C

5-B

### **Second Grade:**

#### **Gum Ball**

**Units: Shape and Color**

**National Standards**

1-A & D

2-A, B & C

### **Third Grade:**

#### **1. Colorful Frog**

**Units: Line, Shape, Value and Space**

**National Standards**

1-A, B, C & D

2-A, B & C

## **2. Dragons**

**Units: Form, Unit and Proportion**

**National Standards**

- 1: A, B, C, & D
- 2: A, B & C
- 4: A & B

## **3. Barn**

**Units: Line and Space**

**National Standards**

- 1:A, B, C, & D
- 2: A, B & C
- 5: B

## **Fourth Grade:**

### **1. Plaster craft Masks**

**Unit: Line, Shape, Color and Balance**

**National Standards**

- 2-A, B, & C
- 3-B
- 5-B & C

### **2. Cartoon Aliens**

**Units: Form, Color, Value & Space**

**National Standards**

- 1: A, C & D
- 2: A, B & C

## **Fifth Grade:**

### **1. M.C. Escher**

**Units: Shape, Color, and Space**

**National Standards**

- 1-C
- 2-A, B & C
- 4-A
- 5-B & C

### **2. Picasso**

**Units: Line, Color, Shape & Pattern**

**National Standards**

- 1. A, C & D
- 2. A, B & C
- 3: B
- 4: B
- 5: C

## **Sixth Grade:**

### **1. Metal Tooling Masks**

**Units: Line, Shape, Texture, Pattern and Balance**

**National Standards**

1-A, B, C & D

2-A, B, & C

4-A, B & C

6-A & B

### **2. Cave Art**

**Units: Pattern, Space & Color**

**National Standards**

1. A, B, C & D

2. A, B & C

3: B

4: B

5: B

6: B

### **3. Color Wheel**

**Units: Color, Balance, Unity, Space and Proportion**

**National Standards**

1: A, B, C & D

2: A, B & C

3: B

5: A & C



# Assessment

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For all grade levels the student art projects are assessed by the criteria below:

## 1. WORKMANSHIP

- a. Ability to express ideas clearly.
- b. To carefully and neatly cut, color, glue, draw, shade, etc.

## 2. Visual Objectives

- a. Ability to use the specific elements & techniques taught.
  - b. Followed all instructions of specific project
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<b>E</b>	Advance Level	Strong Skills, exceeds expectations. Art shows control of technique and skill.
<b>S+</b>	Proficient Level	Effective Skills, the strengths outweigh the weakness.
<b>S</b>	Basic Level	Developing Skills, the strengths and weaknesses are about equal.
<b>S-</b>	Below Basic Level	Emerging Skills, weaknesses outweighs strengths, isolated parts hint at understanding skills.
<b>U</b>	Unsatisfactory	Shows no effort in work or to complete project

## SEVENTH GRADE ART-TRIMESTER COURSE

### POTTERY

#### Essential Questions:

1. What are the stages clay goes through to become pottery?
2. How do you prepare clay for joining and adding pieces?
3. What is the difference between functional and decorative pottery?
4. What is the difference between gloss, matte, and transparent glaze and the proper technique in applying the glaze?

#### Content Standards:

1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

#### Content Standards:

2.0 Using knowledge of structures and functions

##### Achievement Standards:

Students select and use the qualities of structures and functions of art to improve communication of their ideas

#### Suggest Activities/Projects

- ❖ Banks
- ❖ Containers w/lids
- ❖ Mugs

#### Assessments:

Finished Project

#### Terminology:

Form, three-dimensional, shape, texture, color, proportion, clay, pottery, fired, glaze, green-ware, bisque-ware, kiln, slip, scoring, modeling, slab, subtractive, plastic, potter's wheel, porous, functional, decorative

## SEVENTH GRADE ART-TRIMESTER COURSE

### ONE POINT LINEAR PERSPECTIVE

#### Essential Questions:

1. What is the purpose in using a vanishing point?
2. Why do you place a horizon line in some pictures and not others?
3. How do you create the illusion of depth on a flat surface by using overlapping, sizes, details, placement, and fore-shortening.
4. What are the directions of lines? Horizontal, vertical, and diagonal/angled?

#### Content Standards:

1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

#### Content Standards:

2.0 Using knowledge of structures and functions

##### Achievement Standards:

Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work

Students select and use the qualities of structures and functions of art to improve communication of their ideas

#### Content Standards:

3.0 Choosing and evaluating a range of subject matter, symbols, and ideas

##### Achievement Standards:

Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

#### Content Standards:

4.0 Understanding the visual arts in relation to history and cultures

##### Achievement Standards:

Students know and compare the characteristics of artworks in various eras and cultures

#### Content Standards:

5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others

##### Achievement Standards:

Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

#### Content Standards:

6.0 Making connections between visual arts and other disciplines

##### Achievement Standards:

Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

**Suggest Activities/Projects**

- ❖ City/Street drawings
- ❖ Boxes/Cubes with intertwining object
- ❖ Hallways
- ❖ Rooms
- ❖ Houses

**Assessments:**

Finished Project

**Terminology:**

Line, space, point of view, horizon line, vanishing point, proportion, overlapping, size, placement, converging lines, vertical, horizontal, diagonal, three-dimensional, illusion, two-dimensional, depth, simulated texture, and fore-shortening

## SEVENTH GRADE ART-TRIMESTER COURSE

### SCRATCHBOARD DRAWINGS

#### Essential Questions:

1. What techniques are used in creating values and texture and the importance of the direction of the lines?
2. How do you create the contrast in highlights versus shadows?

#### Content Standards:

1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

#### Suggest Activities/Projects

1. Practice shading techniques on a small, sample scratchboard
2. Projects:
  - ❖ Animal scratchboard drawing
  - ❖ Computer paint drawing-paint the background black and draw the design with white or another color
  - ❖ Any subject matter showing heavily, textured surfaces

#### Assessments:

Finished Project

#### Terminology:

Hatching, cross-hatching, stippling, pointillism, highlight, shading, value, line, simulated texture, positive and negative space, parallel, outlining, blending

## SEVENTH GRADE ART-TRIMESTER COURSE

### GRID/VALUE GRAPHITE DRAWINGS

#### Essential Questions:

1. How does the use of grid lines help in enlarging, correct proportions, accuracy, and reproduction of a picture?
2. How do you figure the ratio of the photo versus the drawing?
3. How is the ruler used to draw the grid lines correctly?
4. What are the differences in drawing pencils?
5. What is the purpose of blending?
6. How do you use contrast in values to create a three dimensional shape?
7. How do you create textures with graphite?

#### Content Standards:

1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

#### Content Standards:

5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others

##### Achievement Standards:

Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

#### Suggest Activities/Projects

1. Snoopy Grid Drawing-to practice and learn how to use the grid correctly
2. Magazine or Calendar Grid Drawing

#### Assessments:

Finished Project

#### Terminology:

Value, graphite, highlight, shading, blending, gradation, contrast, emphasis, proportion, scale, texture, subject matter, grid

## SEVENTH GRADE ART-TRIMESTER COURSE

### CARTOONING

#### Essential Questions:

1. How does the placement of the features on the shape of the head change the looks?
2. What are the different positions you can draw the person's head from?
3. How do you make the person look up or down?
4. What are some different ways to show variety of emotions and expressions?
5. How do you create different age groups and male/female characters?
6. What are some ways to show motion or movement in a cartoon?
7. How do you show the five human senses in a cartoon and other special effects?
8. How are words or thoughts shown in a cartoon?

#### Content Standards:

- 1.0 Understanding and applying media, techniques, and processes

##### **Achievement Standards:**

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

- 2.0 Using knowledge of structures and functions

##### **Achievement Standards:**

Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas

##### **Achievement Standards:**

Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others

##### **Achievement Standards:**

Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

#### Suggest Activities/Projects

1. Practice drawings of faces and bodies showing different placements, positions, expressions/emotions, senses, motions
2. Develop and draw one's own idea for a one frame cartoon
3. Draw cartoon on the computer using paint program
  - ❖ Do a painting of their idea learning to mix colors and color value
  - ❖ Oil pastel drawing
  - ❖ Markers using pen techniques of stippling, hatching, and cross-hatching

**Assessments:**  
Finished Project

**Terminology:**  
Expressions, emotions, shape, variety, front-view, side-view, three-quarter view,  
movement, motion, dialogue



## SEVENTH GRADE ART-TRIMESTER COURSE

### COMPUTER ART

#### Essential Questions:

1. What are the basic features of the Appleworks Paint program?

#### Content Standards:

- 1.0 Understanding and applying media, techniques, and processes

##### **Achievement Standards:**

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

- 2.0 Using knowledge of structures and functions

##### **Achievement Standards:**

Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

- 6.0 Making connections between visual arts and other disciplines

##### **Achievement Standards:**

Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

#### Suggest Activities/Projects

- ❖ One frame original cartoon
- ❖ Landscape painting
- ❖ Logo/graphic design

#### Assessments:

Finished Project

#### Appleworks Paint Terminology:

Palette, tool bar, menu, capture, highlight, transform, rotate, fill, line, pen, pattern, transparent, opaque, free form, shape, scale

## SEVENTH GRADE ART-TRIMESTER COURSE

### PRINTMAKING

#### Essential Questions:

1. What is the purpose in printmaking?
2. How long have people been doing different forms of printmaking?
3. What materials would have been found in almost any location to be used for the printing plate?
4. What are the differences in intaglio and relief printing?
5. What are some of the types of printing?
6. Who are some of the artists from earlier time periods who became best known as printmakers?
7. How does the artist need to think about positive and negative space in their design?
8. What would be different in the design if you are adding words or numerals?

#### Content Standards:

- 1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas

##### Achievement Standards:

Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

- 5.0 Understanding the visual arts in relation to history and cultures

##### Achievement Standards:

Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

#### Suggest Activities/Projects

- ❖ Rubber block printing-7<sup>th</sup> grade
- ❖ Monoprints-8<sup>th</sup> grade
- ❖ String print
- ❖ Glue print

#### Assessments:

Finished Project

**Terminology:**

Plate, intaglio, relief, lithography, mono-printing, print, screen printing, positive and negative space, brayer, baren, edition, gouges

## SEVENTH GRADE ART-TRIMESTER COURSE

### COLOR/COLOR SCHEMES

#### Essential Questions:

1. What does a standard twelve color, color wheel look like?
2. What are the primary, secondary, and tertiary colors?
  1. What does it mean when you use a complementary or analogous color scheme?
  2. How is a monochromatic color scheme different? What are shades, tints, and tones?
  3. What is a triad, split complement, neutrals, and earth tones?
  4. What are warm and cool color groups?
  5. How do you lower the intensity of a color?

#### Content Standards:

- 1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

#### Content Standards:

- 2.0 Using knowledge of structures and functions

##### Achievement Standards:

Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

#### Content Standards:

- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas

##### Achievement Standards:

Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

#### Content Standards:

- 4.0 Understanding the visual arts in relation to history and cultures

##### Achievement Standards:

Students know and compare the characteristics of artworks in various eras and cultures

#### Suggest Activities/Projects

- ❖ Oil pastel drawings
- ❖ Tempera paintings
- ❖ Watercolor paintings
- ❖ Marker-study of Seurat, pointillism, stippling

#### Assessments:

Finished Project

**Terminology:**

Color wheel, primary, secondary, tertiary, analogous, complementary, triad, split complement, neutral, earth tones, warm, cool, monochromatic, shades, tints, tones, intensity, hue

## EIGHTH GRADE ART-TRIMESTER COURSE

### POTTERY

#### Essential Questions:

1. What are the stages clay goes through to become pottery?
2. How do you prepare clay for joining and adding pieces?
3. What is the difference between functional and decorative pottery?
4. What is the difference between gloss, matte, and transparent glaze and the proper technique in applying the glaze?

#### Content Standards:

1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

#### Content Standards:

2.0 Using knowledge of structures and functions

##### Achievement Standards:

Students select and use the qualities of structures and functions of art to improve communication of their ideas

#### Content Standards:

4.0 Understanding the visual arts in relation to history and cultures

##### Achievement Standards:

Students know and compare the characteristics of artworks in various eras and cultures

#### Suggest Activities/Projects

- ❖ Figurines
- ❖ Masks

#### Assessments:

Finished Project

#### Terminology:

Form, three-dimensional, shape, texture, color, proportion, clay, pottery, fired, glaze, green-ware, bisque-ware, kiln, slip, scoring, modeling, slab, subtractive, plastic, potter's wheel, porous, functional, decorative

## EIGHTH GRADE ART-TRIMESTER COURSE

### TWO POINT LINEAR PERSPECTIVE

#### Essential Questions:

1. What is the purpose in using multiple vanishing points?
2. Why do you place a horizon line in some pictures and not others?
3. How do you create the illusion of depth on a flat surface by using overlapping, sizes, details, placement, and fore-shortening.
4. What are the directions of lines? Horizontal, vertical, and diagonal/angled

#### Content Standards:

1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

#### Content Standards:

2.0 Using knowledge of structures and functions

##### Achievement Standards:

Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work

Students select and use the qualities of structures and functions of art to improve communication of their ideas

#### Content Standards:

3.0 Choosing and evaluating a range of subject matter, symbols, and ideas

##### Achievement Standards:

Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

#### Content Standards:

4.0 Understanding the visual arts in relation to history and cultures

##### Achievement Standards:

Students know and compare the characteristics of artworks in various eras and cultures

#### Content Standards:

5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others

##### Achievement Standards:

Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

#### Content Standards:

6.0 Making connections between visual arts and other disciplines

##### Achievement Standards:

Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

**Suggest Activities/Projects**

- ❖ Castle drawings
- ❖ Name designs

**Assessments:**

Finished Project

**Terminology:**

Line, space, point of view, horizon line, vanishing point, proportion, overlapping, size, placement, converging lines, vertical, horizontal, diagonal, three-dimensional, illusion, two-dimensional, depth, simulated texture, and fore-shortening



## **EIGHTH GRADE ART-TRIMESTER COURSE**

### **GRID/VALUE SELF-PORTRAIT GRAPHITE DRAWINGS**

#### **Essential Questions:**

1. How does the use of grid lines help in enlarging, correct proportions, accuracy, and reproduction of a picture?
2. How do you figure the ratio of the photo versus the drawing?
3. How is the ruler used to draw the grid lines correctly?
4. What are the differences in drawing pencils?
5. What is the purpose of blending?
6. How do you use contrast in values to create three dimensional shape?
7. How do you create textures with graphite?

#### **Content Standards:**

1.0 Understanding and applying media, techniques, and processes

##### **Achievement Standards:**

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

#### **Content Standards:**

5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others

##### **Achievement Standards:**

Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

#### **Suggest Activities/Projects**

- ❖ Front-view self-portrait
- ❖ Front-view self-portrait painting done in monochromatic color scheme

#### **Assessments:**

Finished Project

#### **Terminology:**

Value, graphite, highlight, shading, blending, gradation, contrast, emphasis, proportion, scale, symmetrical, asymmetrical, texture, portrait, profile, front-view, three-quarter view

## **EIGHTH GRADE ART-TRIMESTER COURSE**

### **PEN DRAWINGS**

#### **Essential Questions:**

1. What techniques are used in creating values and texture and the importance of the direction of the lines?
2. How do you create values with the density of your techniques?

#### **Content Standards:**

1.0 Understanding and applying media, techniques, and processes

##### **Achievement Standards:**

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

#### **Suggest Activities/Projects**

- ❖ Pen Grid Drawing
- ❖ Stained glass look pen drawing

#### **Assessments:**

Finished Project

#### **Terminology:**

Hatching, cross-hatching, stippling, pointillism, highlight, shading, value, line, simulated texture, positive and negative space, parallel, outlining, blending

## EIGHTH GRADE ART-TRIMESTER COURSE

### ARTIST PRESENTATION/POWER POINT

#### Essential Questions:

1. What are the basic features of the Power Point program?
2. How did the different artists influence other artists?
3. How did these artists develop their own style and new movements?
4. What was unique about their style, content, medium or subject matter?
5. How did their time period, environment, family background, and culture influence their artwork?
6. How has art changed through history?

#### Content Standards:

- 4.0 Understanding the visual arts in relation to history and cultures

##### Achievement Standards:

Students know and compare the characteristics of artworks in various eras and cultures

Students describe and place a variety of art objects in historical and cultural contexts

Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others

##### Achievement Standards:

Students compare multiple purposes for creating works of art

Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

- 6.0 Making connections between visual arts and other disciplines

##### Achievement Standards:

Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context

#### Suggest Activities/Projects

1. Handout-Fill in and research the artist using selected books and the internet
2. Power Point
3. Present Power Point

#### Assessments:

Presentation

#### Terminology:

Style, movement, influence, medium, subject matter

## EIGHTH GRADE ART-TRIMESTER COURSE

### PRINTMAKING

#### Essential Questions:

1. What is the purpose in printmaking?
2. How long have people been doing different forms of printmaking?
3. What materials would have been found in almost any location to be used for the printing plate?
4. What are the differences in intaglio and relief printing?
5. What are some of the types of printing?
6. Who are some of the artists from earlier time periods who became best known as printmakers?
7. How does the artist need to think about positive and negative space in their design?
8. What would be different in the design if you are adding words or numerals?

#### Content Standards:

- 1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

- 2.0 Choosing and evaluating a range of subject matter, symbols, and ideas

##### Achievement Standards:

Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

- 4.0 Understanding the visual arts in relation to history and cultures

##### Achievement Standards:

Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

#### Suggest Activities/Projects

- ❖ Rubber block printing-7<sup>th</sup> grade
- ❖ Monoprints-8<sup>th</sup> grade
- ❖ String print
- ❖ Glue print

#### Assessments:

Finished Project

**Terminology:**

Plate, intaglio, relief, lithography, mono-printing, print, screen printing, positive and negative space, brayer, barren, edition, gouges

## **EIGHTH GRADE ART-TRIMESTER COURSE**

### **COLORED PENCIL**

#### **Essential Questions:**

1. What are the differences in qualities of different brands of colored pencils?
2. How can different pencils be overlapped to create new colors?
3. Does it make a difference how heavy you apply the color when it comes time to mix/overlap and create different colors?

#### **Content Standards:**

- 1.0 Understanding and applying media, techniques, and processes

##### **Achievement Standards:**

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

#### **Suggest Activities/Projects**

1. Do practice exercises to learn how to overlap colors, apply the color, and test the quality of different brands of pencil.
2. Colored pencil drawing from magazine/calendar picture
  - ❖ Still life setup

#### **Assessments:**

Finished Project

#### **Terminology:**

Color value, highlight, shade, tint, tone, overlapping, quality, intensity, blending, simulated texture

## EIGHTH GRADE ART-TRIMESTER COURSE

### CREATIVE WORD/PICTURE DRAWING

#### Essential Questions:

1. Why would a word with more letters be spaced and drawn differently than one with less letters and effect the composition?
2. How are some examples shown more creative in their design than others?
3. Why would you form your letter from one object instead of combining objects?
4. What advantage do you have in beginning with light guidelines?
5. Why would you in most cases not run the letters off of the edges of the paper?
6. What advantages in spacing do you have in using all uppercase or capital letters instead of lowercase or small letters?
7. Why are some drawings easier to read and tell what the objects are?

#### Content Standards:

1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

#### Content Standards:

2.0 Using knowledge of structures and functions

##### Achievement Standards:

Students select and use the qualities of structures and functions of art to improve communication of their ideas

#### Content Standards:

3.0 Choosing and evaluating a range of subject matter, symbols, and ideas

##### Achievement Standards:

Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

#### Suggest Activities/Projects

- ❖ Noun drawing
- ❖ Adjective drawing
- ❖ Rebus style drawing

#### Assessments:

Finished Project

#### Terminology:

Composition, balance, noun, adjective, creativity, original, upper-case, lower-case ,rebus, harmony, variety

## EIGHTH GRADE ART-TRIMESTER COURSE

### COLOR/COLOR SCHEMES

#### Essential Questions:

1. What does a standard twelve color, color wheel look like?
2. What are the primary, secondary, and tertiary colors?
3. What does it mean when you use a complementary or analogous color scheme?
4. How is a monochromatic color scheme different? What are shades, tints, and tones?
5. What is a triad, split complement, neutrals, and earth tones?
6. What are warm and cool color groups?
7. How do you lower the intensity of a color?

#### Content Standards:

1.0 Understanding and applying media, techniques, and processes

##### Achievement Standards:

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

#### Content Standards:

2.0 Using knowledge of structures and functions

##### Achievement Standards:

Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

#### Content Standards:

3.0 Choosing and evaluating a range of subject matter, symbols, and ideas

##### Achievement Standards:

Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

#### Content Standards:

4.0 Understanding the visual arts in relation to history and cultures

##### Achievement Standards:

Students know and compare the characteristics of artworks in various eras and cultures

#### Suggest Activities/Projects

- ❖ Oil pastel drawings
- ❖ Tempera paintings
- ❖ Watercolor paintings
- ❖ Marker-study of Seurat, pointillism, stippling

#### Assessments:

Finished Project



**Terminology:**

Color wheel, primary, secondary, tertiary, analogous, complementary, triad, split complement, neutral, earth tones, warm, cool, monochromatic, shades, tints, tones, intensity, hue

# Design

## Unit 1 - Line

### Essential Questions

1. What vocabulary is used to describe how lines are used in art?
2. What are the various ways that lines are used in art?
3. What are the different types of Lines in art?
4. How can you use lines to create expressive qualities?

### Standards:

Understanding and applying media, technique and processes.

Using Knowledge of structures and functions.

4.0 Understanding the visual arts in relation to history and cultures

5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects / Activities

Random Lines Drawing

Mehendi Hand Drawing

3 point perspective / Surrealism  
/ Study of Dali

### Vocabulary

Line

Gesture

Contour

Value

Gradation

Hatching

Cross Hatching

Proportion

Dimension

Calligraphy

Kinds of Lines

Line Variation

Perspective - Linear / Aerial

Highlights

### Assessments

Rubrics for project / activity

## Unit 2 – Shape, form and Space

### Essential Questions

1. What vocabulary is used to describe how shape, form, and space are used in art?
2. What is the difference between geometric and free form shapes?
3. What are the ways of showing space?
4. Identify the similarities and differences of shape, form , and space?
5. Can you identify the positive and negative space in a work of art?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 4.0 Understanding the visual arts in relation to history and cultures
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines

### Projects / Activities

Matisse Project  
Kandinsky Project

### Vocabulary

Two – dimensional  
Three dimensional  
Geometric  
Free – Form  
Organic  
Free form  
Point of view  
Chiaroscuro  
Shape  
Form  
Space

### Assessment

Rubrics for projects

## Unit 3 - Value and Color

### Essential Questions

1. What is the vocabulary related to value and color?
2. How does your color choice affect the overall feeling of art?
3. How are value and color related to each other?
4. What are the expressive qualities of color that artists use to create meaning?
5. Identify the different color schemes.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Understanding the visual arts in relation to history and cultures
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines

### Projects and Activities

½ Magazine face drawing  
Value collage  
Scrathboard drawing  
Picasso Painting  
Magazine Cover

### Assessment

Rubrics for Projects  
Quiz

### Vocabulary:

Value  
Gradation  
Hue  
Tint  
Shade  
Complimentary colors  
Monochromatic  
Analogous  
Triad  
Pigment  
Binder  
Cool Colors  
Warm Colors

## Unit 4 - Texture

### Essential Questions

1. What is the vocabulary related to texture?
2. How does your texture choice affect the overall feeling of art?
3. How is textured understood through the senses?
4. How do artists use texture?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects / Activities

Texture Collage  
Texture Drawing  
Textured Sculptures

### Assessment

Rubrics for projects

### Vocabulary

Texture  
Visual texture  
Real Texture  
Invented Texture  
Simulated Texture

## Unit 5 - Rhythm & Movement

### Essential Questions

1. What are the vocabulary terms related to rhythm and movement?
2. How does your choice of rhythm and movement affect your artwork?
3. Can you identify the different types of rhythm in artwork?
4. Can you identify module and or pattern in a work of art.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects / Activities

Rhythm & Emphasis Painting  
Pattern batik

### Vocabulary

Rhythm  
Motif  
Pattern  
Visual Movement  
Random Rhythm  
Regular Rhythm  
Progressive Rhythm  
Alternating Rhythm  
Flowing Rhythm

### Assessment

Rubric for Projects

## **Unit 6 – Balance**

### **Essential Questions**

1. What are the vocabulary terms related to balance?
2. How does your choice of balance affect the overall feeling of art?
3. Why is balance important to the artwork you create?
4. Describe the types of balances in your artwork.

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Understanding the visual arts in relation to history and cultures
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### **Projects and Activities**

3 types of balance drawing  
Kandinsky Pastel Project

### **Vocabulary**

Balance  
Symmetry  
Formal / Informal  
Radial Balance  
Symbolism

### **Assessments**

Rubrics for Projects

## Unit 7 - Proportion

### Essential Questions

1. What are the vocabulary terms related to proportion?
2. How does your choice of proportion or distortion affect the overall feeling of art?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Understanding the visual arts in relation to history and cultures
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects / Activities

½ Magazine face  
Caricatures  
Perspective / Dali

### Vocabulary

Proportion  
Scale  
Foreshortening  
Exaggeration  
Distortion  
Hierarchical proportion

### Assessments

Rubrics for Projects



## **Unit 8 – Variety, Emphasis, Unity, and Harmony**

### **Essential Questions**

1. What are the vocabulary terms related to variety, emphasis, Unity and Harmony?
2. How does your choice of variety, emphasis, and harmony affect the unity of your art?
3. Compare and contrast variety, emphasis, and harmony.
4. Identify the five types of Emphasis that Artists use to create a focal point.

### **Standards**

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### **Projects / Activities**

Rhythm & Emphasis Painting

### **Vocabulary**

Variety  
Emphasis  
Harmony  
Unity  
Contrast  
Isolation  
Location  
Convergence  
Unusual  
Focal Point

### **Assessments**

Rubrics for Projects

## Unit 9 - Critique

### Essential Questions

1. What vocabulary terms are related to critique?
2. What are the four steps to critique?
3. Can you compare and contrast two works of art based on their use of the elements and principles of art?

### Standards

- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Understanding the visual arts in relation to history and cultures
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

**Projects /  
Activities**  
Critique  
PowerPoint /  
moviemaker

**Vocabulary**  
Critique  
The elements of art  
Line  
Shape  
Space  
Color  
Value  
Texture  
Form  
The principles of  
art  
Rhythm  
Movement

Proportion  
Balance  
Emphasis  
Harmony  
Unity  
Variety  
Description  
Analysis  
Interpretation  
Judgment  
Compare  
Contrast

**Assesment**  
Peer Evaluation

## **Unit 10 – Careers in art**

### **Essential Questions:**

1. What are the vocabulary terms related to careers in art?
2. Analyze an art career according to cost per schools, pay, and job availability.

### **Standards**

Understanding the visual arts in relation to history and cultures

### **Projects / Activities**

Art careers poster

### **Vocabulary**

Graphic Design

Illustration

Industrial design

Photography / Film

Environmental Planning

Art Education

Assesment

Rubric for project

# **PHOTOGRAPHY 1**

## **Photography 1 Unit 1: Photo Criticism**

### **Essential Questions:**

- 1. What is the theme or subject in this photograph?**
- 2. What elements and principles are present in this photograph?**
- 3. Why did the photographer choose this subject?**
- 4. What do you like/dislike about the photograph?**

### **Content Standards:**

#### **National:**

- 2.2 – Evaluate the effectiveness of artworks**
- 3.1 – Reflect on how artworks differ and describe how these are related to history and culture**
- 4.1 – Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art**
- 4.4 – Analyze and interpret artworks for relationships among form, context, purposes and critical models, showing understanding of the work of critics, historians, aestheticians, and artists**
- 5.1 – Identify intentions of those creating artworks, explore the implications of various purposes and justify their analyses of purpose in particular works**

#### **State:**

- 1.1 – Analyze how art expresses concepts, tell stories, evoke moods or emotions, and symbolize ideas.**
- 2.1 – Analyze the various media and processes used in creating a variety of art forms.**
- 2.3 – Determine and apply elements and principle to solve specific art problems.**
- 4.1 – Evaluate works of art for concepts, ideas or intentions using appropriate criteria for the style or form.**
- 4.2 - Justify visual art preferences using personal aesthetic criteria.**

**Projects/Activities – written photo criticism, verbal photo criticism**

**Vocabulary – elements of design, principles of design, focal point, interpretation, judgment, description critique**

**Assessments – rubric, self-evaluation, peer evaluation**

## **Photography 1 Unit 2: Photographic Careers**

### **Essential Questions:**

- 1. What are the job responsibilities for this photographic career?**
- 2. What personality traits would make you successful in this career?**
- 3. What skills and abilities are needed for this career?**
- 4. What academic strengths combined with photography could be used in this career?**

### **Content Standards:**

#### **National:**

**6.0 – Making connections between visual arts and other disciplines**

#### **State:**

**4.1 – Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.**

#### **Activities/Projects**

**Internet research**

**Reading**

**Group projects**

**Email communication**

**Group discussion**

**Blogs**

**Wikis**

#### **Vocabulary**

**wildlife/landscape**

**aerial**

**commercial**

**fashion**

**paparazzi**

**forensic**

**underwater**

**portrait**

**sports**

**Assessments- group projects, reports, journals, rubrics**

**\*This unit is interspersed within all other units.**

## **Photography 1 Unit 3: History of photography**

### **Essential Questions:**

- 1. Why was the method of photography created?**
- 2. Who was influential in the creation of photographic techniques?**
- 3. What is the timeline of photography?**
- 4. Which photographers made important contributions in the field?**

### **Content Standards:**

#### **National:**

- 3.3 – Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others**
- 4.0 – Understanding the visual arts in relation to history and cultures**
- 5.0 – Reflecting upon and assessing the characteristics and merits of the works of others.**

#### **State:**

- 2.0 – Understand the media, techniques and processes used in the production of visual arts.**
- 3.0 – Understand the relationship between visual arts and history, culture, and society.**
- 4.0 – Demonstrate a capacity for critical and sensitive response to various visual arts experiences.**

**Activities/Projects – web searches, library searches guided reading, method recreation, timeline creation, and research of photographers**

**Vocabulary: daguerreotype, tintype, 35mm SLR, digital, photograph, camera obscura, Niepce, Daguerre, dry plate, kodachrome**

**Assessments-rubrics for group projects, rubrics for individual projects, quizzes, tests**

**\*This unit is interspersed within other units.**

## **Photography 1 Unit 4: Camera parts and functions**

### **Essential Questions:**

- 1. What are the important parts of the camera?**
- 2. How do the individual parts function independently?**
- 3. How do the camera parts work together?**
- 4. How does this camera function compare to previous methods of photography?**

### **Content Standards:**

#### **National:**

- 1.0 – Understanding and applying media, techniques and processes.**
- 5.0 - Reflecting upon and assessing the characteristics and merits of their work and the works of others.**

#### **State:**

- 2.0 – Understand the media, techniques and processes used in the production of visual arts.**

**Activities/Projects – manual experimentation, diagramming**

**Assessments – worksheets, quizzes and tests**

**Vocabulary: parts of the camera**

## **Photography 1 Unit 5: Exposure/Lighting and Film**

### **Essential Questions:**

- 1. What factors are needed for correct exposure?**
- 2. How does lighting affect a photograph?**
- 3. What type of lighting can be used?**
- 4. What if film made of?**
- 5. What types of film re used in different lighting situations?**

### **Content Standards:**

#### **National:**

- 1.0 – Understanding and applying media, techniques and processes.**
- 2.0 – Using knowledge of structures and functions.**
- 5.0 – Reflecting upon and assessing the characteristics and merits of their work and the work of others.**

#### **State:**

- 2.1 – Analyze the various media and processes used in creating a variety of art forms.**
- 2.2 – Analyze a variety of techniques which give artwork definition and detail.**
- 2.3 – Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.**

**Activities/Projects – practice photo shoots**

**Assessments – rubrics, self-evaluation, verbal evaluations**

**Vocabulary – existing light, aperture, shutter, light meter, balance, backlighting, light-metering, ASA, film speed, sliver halides, emulsion, exposure, under-exposure, over-exposure**



## **Photography 1 Unit 6: Composition and the photographic process**

### **Essential Questions:**

- 1. How are the elements and principles of art used in photography?**
- 2. What is the importance of elements and principle in composition?**
- 3. What special techniques are used to create photographic works of art?**

### **Content Standards:**

#### **National:**

- 1.0 – Understanding and applying media techniques and processes.**
- 2.0 – Using knowledge of structures and functions.**
- 3.3 – Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.**
- 5.0 – Reflecting upon and assessing the characteristics and merits of their work and the work of others.**

#### **State:**

- 1.2 – Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.**
- 2.1 – Analyze the various media and processes used in creating a variety of art forms.**
- 2.2 – Analyze a variety of techniques which give artwork definition and detail.**
- 2.3 – Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.**
- 4.3 – Determine the quality and effectiveness of personal artwork using specific criteria.**

**Activities/Projects: film roll – photo shoots, field trips**

**Assessments: self-evaluation, rubrics**

**Vocabulary: line, space, form, texture, color, value, shallow depth, clear depth, zoom-in, focal point, balance, symmetry, asymmetry, rule of thirds**

## **Photography 1 Unit 7: Film Development and the Darkroom**

### **Essential Questions:**

- 1. What steps are used to develop film?**
- 2. What steps are used to change a negative image to a positive image (print)?**
- 3. How do you analyze the exposure of your negative or print?**

### **Content Standards:**

#### **National:**

- 1.0 – Understanding and applying media, techniques, and processes.**
- 2.0 – Using knowledge of structures and functions.**
- 5.0 – Reflecting upon and assessing the characteristics and merits of their work and the works of others.**

#### **State:**

- 2.1 – Analyze the various media and processes used in creating a variety of art forms.**
- 2.2 – Analyze a variety of techniques which give artwork definition and detail.**
- 2.3 – Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.**
- 3.3 – Analyze the influence of significant artists on the evolution of the various forms of visual arts.**

**Activities/Projects: manual film development, 3 step printing process in the darkroom**

**Assessments: quizzes, tests, self-evaluation forms**

**Vocabulary: fixer, developer, negative/positive, underexposure, over-Exposure, perfect exposure, burning, dodging, enlarger parts, stop bath, cropping, agitation, safelight, contact sheet, test strip, full strip, print**

## **Photography 1 Unit 8: Printmaking**

### **Essential Questions:**

- 1. What printing techniques should be used for certain subjects?**
- 2. What enhancements are used to transform photos into works of art?**
- 3. Which photographers use unique methods in their works of art?**
- 4. What methods of presentation should be used with photography?**

### **Content Standards:**

#### **National:**

- 1.0 – Understanding and applying media, techniques, and processes.**
- 2.0 – Using knowledge of structures and functions.**
- 3.0 – Choosing and evaluating a range of subject matter, symbols and ideas.**
- 5.0 – Reflecting upon and assessing the characteristics and merits of their work and the works of others.**

#### **State:**

- 1.3 – Use artwork, which communicates an understanding of themes or concepts from other disciplines.**
- 2.2 – Analyze a variety of techniques which give artwork definition and detail.**
- 2.3 – Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.**
- 3.3 – Analyze the influence of significant artists on the evolution of the various forms of visual arts.**
- 4.1 – Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.**
- 4.2 – Justify visual art preferences using personal aesthetic criteria.**
- 4.3 – Evaluate the quality and effectiveness of personal artwork using specific criteria.**

**Activities/Projects: 12 prints with one optional**

**Standard prints (4)**

**Shallow depth of field (1)**

**Oil colored print (2)**

**Colored pencil print (2)**

**cropped print (1)**

**double exposure (optional)**

**multiple exposure (1)**

**3-d print (1)**

## **PHOTOGRAPHY 2**

### **Photography 2 Unit 1: Photo Criticism**

#### **Essential Questions:**

- 1. What is the theme or subject in this photograph?**
- 2. What elements and principles are present in this photograph?**
- 3. Why did the photographer choose this subject?**
- 4. What do you like/dislike about the photograph?**

#### **Content Standards:**

##### **National:**

- 2.2 – Evaluate the effectiveness of artworks**
- 3.1 – Reflect on how artworks differ and describe how these are related to history and culture**
- 4.1 – Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art**
- 4.4 – Analyze and interpret artworks for relationships among form, context, purposes and critical models, showing understanding of the work of critics, historians, aestheticians, and artists**
- 5.1 – Identify intentions of those creating artworks, explore the implications of various purposes and justify their analyses of purpose in particular works**

##### **State:**

- 1.1 – Analyze how art expresses concepts, tell stories, evoke moods or emotions, and symbolize ideas.**
- 2.1 – Analyze the various media and processes used in creating a variety of art forms.**
- 2.3 – Determine and apply elements and principle to solve specific art problems.**
- 4.1 – Evaluate works of art for concepts, ideas or intentions using appropriate criteria for the style or form.**
- 4.2 - Justify visual art preferences using personal aesthetic criteria.**

**Projects/Activities – written photo criticism, verbal photo criticism**

**Vocabulary – elements of design, principles of design, focal point, interpretation, judgment, description critique**

**Assessments – rubric, self-evaluation, peer evaluation**

## **Photography 2 Unit 2: Photographic Careers**

### **Essential Questions:**

- 1. What are the job responsibilities for this photographic career?**
- 2. What personality traits would make you successful in this career?**
- 3. What skills and abilities are needed for this career?**
- 4. What academic strengths combined with photography could be used in this career?**

### **Content Standards:**

#### **National:**

**6.0 – Making connections between visual arts and other disciplines**

#### **State:**

**4.1 – Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.**

#### **Activities/Projects**

**Internet research**

**Reading**

**Group projects**

**Email communication**

**Group discussion**

**Blogs**

**Wikis**

#### **Vocabulary**

**wildlife/landscape**

**aerial**

**commercial**

**fashion**

**paparazzi**

**forensic**

**underwater**

**portrait**

**sports**

**Assessments- group projects, reports, journals, rubrics**

**\*This unit is interspersed within all other units.**

## **Photography 2 Unit 3: History of photography**

### **Essential Questions:**

- 1. Why was the method of photography created?**
- 2. Who was influential in the creation of photographic techniques?**
- 3. What is the timeline of photography?**
- 4. Which photographers made important contributions in the field?**

### **Content Standards:**

#### **National:**

- 3.3 – Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others**
- 4.0 – Understanding the visual arts in relation to history and cultures**
- 5.0 – Reflecting upon and assessing the characteristics and merits of the works of others.**

#### **State:**

- 2.0 – Understand the media, techniques and processes used in the production of visual arts.**
- 3.0 – Understand the relationship between visual arts and history, culture, and society.**
- 4.0 – Demonstrate a capacity for critical and sensitive response to various visual arts experiences.**

**Activities/Projects – web searches, library searches guided reading, method recreation, timeline creation, and research of photographers**

**Vocabulary: daguerreotype, tintype, 35mm SLR, digital, photograph, camera obscura, Niepce, Daguerre, dry plate, kodachrome**

**Assessments-rubrics for group projects, rubrics for individual projects, quizzes, tests**

**\*This unit is interspersed within other units.**

## **Photography 2 Unit 4: Camera parts and functions review**

### **Essential Questions:**

- 1. What are the important parts of the camera?**
- 2. How do the individual parts function independently?**
- 3. How do the camera parts work together?**
- 4. What factors are needed for correct exposure?**
- 5. How does lighting affect a photograph?**
- 6. What type of lighting can be used?**

### **Content Standards:**

#### **National:**

- 1.0 – Understanding and applying media, techniques and processes.**
- 2.0 – Using knowledge of structures and functions**
- 5.0 - Reflecting upon and assessing the characteristics and merits of their work and the works of others.**

#### **State:**

- 2.0 – Understand the media, techniques and processes used in the production of visual arts.**

**Activities/Projects – manual experimentation, practice photo shoots**

**Assessments – worksheets, quizzes and tests**

**Vocabulary: parts of the camera, existing light, aperture, shutter, light meter, balance, backlighting, light-metering, ASA, film speed, silver halides, emulsion, exposure, under-exposure, over-exposure**

## **Photography 2 Unit 5: Composition and the photographic process**

### **Essential Questions:**

- 1. How are the elements and principles of art used in photography?**
- 2. What is the importance of elements and principle in composition?**
- 3. What special techniques are used to create photographic works of art?**

### **Content Standards:**

#### **National:**

- 1.0 – Understanding and applying media techniques and processes.**
- 2.0 – Using knowledge of structures and functions.**
- 3.3 – Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.**
- 5.0 – Reflecting upon and assessing the characteristics and merits of their work and the work of others.**

#### **State:**

- 1.2 – Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.**
- 2.1 – Analyze the various media and processes used in creating a variety of art forms.**
- 2.2 – Analyze a variety of techniques which give artwork definition and detail.**
- 2.3 – Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.**
- 4.3 – Determine the quality and effectiveness of personal artwork using specific criteria.**

**Activities/Projects: film roll – photo shoots, field trips**

**Assessments: self-evaluation, rubrics**

**Vocabulary: line, space, form, texture, color, value, shallow depth, clear depth, zoom-in, focal point, balance, symmetry, asymmetry, rule of thirds**



## **Photography 2 Unit 6: Film Development and the Darkroom**

### **Essential Questions:**

- 1. What steps are used to develop film?**
- 2. What steps are used to change a negative image to a positive image (print)?**
- 3. How do you analyze the exposure of your negative or print?**

### **Content Standards:**

#### **National:**

- 1.0 – Understanding and applying media, techniques, and processes.**
- 2.0 – Using knowledge of structures and functions.**
- 5.0 – Reflecting upon and assessing the characteristics and merits of their work and the works of others.**

#### **State:**

- 2.1 – Analyze the various media and processes used in creating a variety of art forms.**
- 2.2 – Analyze a variety of techniques which give artwork definition and detail.**
- 2.3 – Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.**
- 3.3 – Analyze the influence of significant artists on the evolution of the various forms of visual arts.**

**Activities/Projects: manual film development, 3 step printing process in the darkroom**

**Assessments: quizzes, tests, self-evaluation forms**

**Vocabulary: fixer, developer, negative/positive, underexposure, over-Exposure, perfect exposure, burning, dodging, enlarger parts, stop bath, cropping, agitation, safelight, contact sheet, test strip, full strip, print**

## **Photography 2 Unit 7: Printmaking and Alternative processes**

### **Essential Questions:**

- 1. What printing techniques should be used for certain subjects?**
- 2. What enhancements are used to transform photos into works of art?**
- 3. Which photographers use unique methods in their works of art?**
- 4. What methods of presentation should be used with photography?**
- 5. What is toning?**
- 6. What is multiple imagery?**

### **Content Standards:**

#### **National:**

- 1.0 – Understanding and applying media, techniques, and processes.**
- 2.0 – Using knowledge of structures and functions.**
- 3.0 – Choosing and evaluating a range of subject matter, symbols and ideas.**
- 5.0 – Reflecting upon and assessing the characteristics and merits of their work and the works of others.**

#### **State:**

- 1.3 – Use artwork, which communicates an understanding of themes or concepts from other disciplines.**
- 2.2 – Analyze a variety of techniques which give artwork definition and detail.**
- 2.3 – Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.**
- 3.3 – Analyze the influence of significant artists on the evolution of the various forms of visual arts.**
- 4.1 – Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.**
- 4.2 – Justify visual art preferences using personal aesthetic criteria.**
- 4.3 – Evaluate the quality and effectiveness of personal artwork using specific criteria.**

**Activities/Projects: 12 prints with one optional**

**Colored prints  
Toned prints  
Multiple toning**

**bleached print  
darkroom and photoshop  
digital imagery and collage**

## Graphic Design Unit 1 - Line

### Essential Questions

1. What vocabulary is used to describe how lines are used in art?
2. What are the various ways that lines are used in art?
3. What are the different types of Lines in art?
4. How can you use lines to create expressive qualities?

### Standards:

Understanding and applying media, technique and processes.

Using Knowledge of structures and functions.

5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

4.0 Understanding the visual arts in relation to history and cultures.

### Projects/activities

Expressive line design/computer

History or ink or drawing instruments

### Vocabulary

Line  
Gesture  
Contour  
Value  
Gradation  
Hatching  
Cross hatching  
Proportion  
Dimension  
Calligraphy  
Kinds of lines  
Line variation  
Perspective- Linear/Aerial  
Highlights

### Assessments

Written Quizzes

Rubrics for project/activity

Final test

## **Graphic Design Unit 2 – Shape, form and Space**

### **Essential Questions**

1. What vocabulary is used to describe how shape, form, and space are used in art?
2. What is the difference between geometric and free form shapes?
3. What are the ways of showing space?
4. Identify the similarities and differences of shape, form, and space?
5. Can you identify the positive and negative space in a work of art?

### **Standards:**

1.0 Understanding and applying media, technique and processes.

2.0 Using Knowledge of structures and functions.

Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### **Projects/Activities**

Computer perspective

Self-portrait

Positive and Negative space

### **Vocabulary**

Two-dimensional

Three dimensional

Geometric

Free form

Point of view

Chiaroscuro

Shape

Form

Space

## Graphic Design Unit 3 - Value and Color

### Essential Questions

1. What is the vocabulary related to value and color?
2. How does your color choice affect the overall feeling of art?
3. How are value and color related to each other?
4. What are the expressive qualities of color that artists use to create meaning?
5. Identify the different color schemes.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 4.0 Understanding the visual arts in relation to history and cultures.

### Projects/Activities

Expressive portrait(computer)

History of paint pigment

### Vocabulary

Value

Gradation

Hue

Intensity

Tint

Shade

Complementary colors

Monochromatic

Analogous

Triad

Pigment

Binder

Cool colors

Warm colors

## **Graphic Design Unit 4 - Texture**

### **Essential Questions**

1. What is the vocabulary related to texture?
2. How does your texture choice affect the overall feeling of art?
3. How is textured understood through the senses?
4. How do artists use texture?

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### **Projects/Activities**

Macro still life (computer)

### **Vocabulary**

texture  
visual texture

## Graphic Design Unit 5 - Rhythm & Movement

### Essential Questions

1. What are the vocabulary terms related to rhythm and movement?
2. How does your choice of rhythm and movement affect your artwork?
3. Can you identify the different types of rhythm in artwork?
4. Can you identify module and or pattern in a work of art?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects/Activities

Radial design  
Progressive rhythm/Escher (computer)

### Vocabulary

Rhythm  
Motif  
Pattern  
Visual movement  
Random/regular pattern  
Visual movement  
Progressive rhythm  
Alternating rhythm  
Flowing rhythm

## Graphic Design Unit 6 - Balance

### Essential Questions

1. What are the vocabulary terms related to balance?
2. How does your choice of balance affect the overall feeling of art?
3. Why is balance important to the artwork you create?
4. Describe the types of balances in your artwork.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines

### Projects/Activities

Radial design  
Inside view(computer)  
  
Symbolism

### Vocabulary

Balance  
Symmetry  
Formal/Informal balance  
Radial balance  
Symbolism



## **Graphic Design Unit 7 - Proportion**

### **Essential Questions**

1. What are the vocabulary terms related to proportion?
2. How does your choice of proportion or distortion affect the overall feeling of art?

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines
- 4.0 Understanding the visual arts in relation to history and cultures.

### **Projects/Activities**

Hybrid creature

Web page design

### **Vocabulary**

Proportion

Scale

Foreshortening

Exaggeration

Distortion

Hierarchical proportion

## Graphic Design Unit 8 - Variety, Emphasis, Unity, and Harmony

### Essential Questions

1. What are the vocabulary terms related to variety, emphasis, Unity and Harmony?
2. How does your choice of variety, emphasis, and harmony affect the unity of your art?
3. Compare and contrast variety, emphasis, and harmony.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines

### Projects/Activities

Color themes  
Contour filled with pattern  
Abstract drawings  
Synetics  
Mural design

### Vocabulary

Emphasis  
Focal point  
Harmony  
Unity  
Contrast  
Abstract

## **Drawing Unit 1 - Line**

### **Essential Questions**

1. What vocabulary is used to describe how lines are used in art?
2. What are the various ways that lines are used in art?
3. What are the different types of Lines in art?
4. How can you use lines to create expressive qualities?

### **Standards:**

Understanding and applying media, technique and processes.

Using Knowledge of structures and functions.

5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

4.0 Understanding the visual arts in relation to history and cultures.

### **Projects/activities**

Contour drawing  
Gesture drawing  
Perspective drawing  
Value drawing  
Still life  
Landscape  
Figure drawing  
Portraiture  
Macro drawing  
Cartoon/caricature  
History or ink or drawing instruments

### **Vocabulary**

Line  
Gesture  
Contour  
Value  
Gradation  
Hatching  
Cross hatching  
Proportion  
Dimension  
Calligraphy  
Kinds of lines  
Line variation  
Perspective- Linear/Aerial  
Highlights

### **Assessments**

Written Quizzes  
Rubrics for project/activity  
Final test

## **Drawing Unit 2 – Shape, form and Space**

### **Essential Questions**

1. What vocabulary is used to describe how shape, form, and space are used in art?
2. What is the difference between geometric and free form shapes?
3. What are the ways of showing space?
4. Identify the similarities and differences of shape, form, and space?
5. Can you identify the positive and negative space in a work of art?

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.  
Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### **Projects/Activities**

Perspective  
Still life  
Value  
Positive and Negative space

### **Vocabulary**

Two-dimensional  
Three dimensional  
Geometric  
Free form  
Point of view  
Chiaroscuro  
Shape  
Form  
Space

### **Assessments**

Written Quizzes  
Rubrics for project/activity  
Final test

## **Drawing Unit 3 - Value and Color**

### **Essential Questions**

1. What is the vocabulary related to value and color?
2. How does your color choice affect the overall feeling of art?
3. How are value and color related to each other?
4. What are the expressive qualities of color that artists use to create meaning?
5. Identify the different color schemes.

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 4.0 Understanding the visual arts in relation to history and cultures.

### **Projects/Activities**

Colored pencil drawing  
Pastels  
History of paint pigment

### **Vocabulary**

Value  
Gradation  
Hue  
Intensity  
Tint  
Shade  
Complementary colors  
Monochromatic  
Analogous  
Triad  
Pigment  
Binder  
Cool colors/ Warm colors

### **Assessments**

Written Quizzes  
Rubrics for project/activity  
Final test

## **Unit 4 - Texture**

### **Essential Questions**

1. What is the vocabulary related to texture?
2. How does your texture choice affect the overall feeling of art?
3. How is textured understood through the senses?
4. How do artists use texture?

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### **Projects/Activities**

Pen drawings  
Dry brush  
Collage

### **Vocabulary**

texture  
visual texture

### **Assessments**

Written Quizzes  
Rubrics for project/activity  
Final test

## **Drawing Unit 5 - Rhythm & Movement**

### **Essential Questions**

1. What are the vocabulary terms related to rhythm and movement?
2. How does your choice of rhythm and movement affect your artwork?
3. Can you identify the different types of rhythm in artwork?
4. Can you identify module and or pattern in a work of art?

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### **Projects/Activities**

Batik on paper  
Radial design

### **Vocabulary**

Rhythm  
Motif  
Pattern  
Visual movement  
Random/regular pattern  
Visual movement  
Progressive rhythm  
Alternating rhythm  
Flowing rhythm

### **Assessments**

Written Quizzes  
Rubrics for project/activity  
Final test

## **Drawing Unit 6 - Balance**

### **Essential Questions**

1. What are the vocabulary terms related to balance?
2. How does your choice of balance affect the overall feeling of art?
3. Why is balance important to the artwork you create?
4. Describe the types of balances in your artwork.

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines

### **Projects/Activities**

Radial design  
Still life  
Face/vase contour  
Symbolism

### **Vocabulary**

Balance  
Symmetry  
Formal/Informal balance  
Radial balance  
Symbolism

### **Assessments**

Written Quizzes  
Rubrics for project/activity  
Final test



## **Drawing Unit 7 – Proportion**

### **Essential Questions**

1. What are the vocabulary terms related to proportion?
2. How does your choice of proportion or distortion affect the overall feeling of art?

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines
- 4.0 Understanding the visual arts in relation to history and cultures.

### **Projects/Activities**

Portraits  
Figure drawing  
Egyptian drawing

### **Vocabulary**

Proportion  
Scale  
Foreshortening  
Exaggeration  
Distortion  
Hierarchical proportion

### **Assessments**

Written Quizzes  
Rubrics for project/activity  
Final test

## **Drawing Unit 8 – Variety, Emphasis, Unity, and Harmony**

### **Essential Questions**

1. What are the vocabulary terms related to variety, emphasis, Unity and Harmony?
2. How does your choice of variety, emphasis, and harmony affect the unity of your art?
3. Compare and contrast variety, emphasis, and harmony.

### **Standards:**

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines

### **Projects/Activities**

Batik on paper  
Color themes  
Contour filled with pattern  
Abstract drawings  
Synetics  
Mural design  
Cartoon/caricatures

### **Vocabulary**

Emphasis  
Focal point  
Harmony  
Unity  
Contrast  
Abstract

### **Assessments**

Written Quizzes  
Rubrics for project/activity  
Final test

## Painting Class

### Unit 1 - Line

#### Essential Questions

1. What vocabulary is used to describe how lines are used in art?
2. What are the various ways that lines are used in art?
3. What are the different types of Lines in art?
4. How can you use lines to create expressive qualities?

#### Standards:

Understanding and applying media, technique and processes.

Using Knowledge of structures and functions.

- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

#### Suggested Activities:

- Pastel Techniques
- Pastel on Gesso Board
- Watercolor Techniques
- Watercolor Still Life
- Demonstrated Landscape in Watercolor
- Perspective with Wash and Ink Drawing
- Woven Floral in Watercolor
- Study of Portrait

#### Vocabulary:

Line

Dimension

Implied Line

Value

Crosshatching

Contour Line  
Scribbled Line  
Hatching  
Calligraphic Line

Assessments:  
Vocabulary Quizzes  
Identification of Art and Artist  
Critiques  
Self Evaluation of Activities  
Final Exam

## Unit 2 – Shape, form and Space

### Essential Questions

1. What vocabulary is used to describe how shape, form, and space are used in art?
2. What is the difference between geometric and free form shapes?
3. What are the ways of showing space?
4. Identify the similarities and differences of shape, form , and space?
5. Can you identify the positive and negative space in a work of art?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.  
Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Suggested Activities:

- Pastel on Gesso Board
- Watercolor Techniques
- Watercolor Still Life
- Rhythm Painting
- Demonstrated Landscape in Watercolor
- Perspective with Wash and Ink Drawing
- Woven Floral in Watercolor
- Study of Portrait
- Impressionistic Self Portrait
- Flowing Acrylic

### Vocabulary:

Shape

Geometric Shapes

Free-Form Shapes

Forms  
Highlights  
Value  
Shade  
Cast Shadow  
Flat Wash  
Graded Wash  
Dry Brush  
Wet-on-Wet

Assessments:  
Self Evaluation of Activities  
Critiques  
Vocabulary Quizzes  
Identification of Art and Artist  
Final Exam

## Unit 3 - Value and Color

### Essential Questions

1. What is the vocabulary related to value and color?
2. How does your color choice affect the overall feeling of art?
3. How are value and color related to each other?
4. What are the expressive qualities of color that artists use to create meaning?
5. Identify the different color schemes.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Suggested Activities:

- Impressionist Oil
- Sketching with Value
- Pastel on Gesso Board
- Watercolor Techniques
- Watercolor Still Life
- Rhythm Painting
- Demonstrated Landscape in Watercolor
- Perspective with Wash and Ink Drawing
- Woven Floral in Watercolor
- Study of Portrait
- Impressionistic Self Portrait
- Flowing Acrylic

Vocabulary:

Color

Value

Intensity

Color Schemes

Tint

Shade

Binder

Solvent

Optical Color

Arbitrary Color

Tonality

Assessment:

Self Evaluation

Critiques

Identification of Art and Artist

Final Exam



## Unit 4 - Texture

### Essential Questions

1. What is the vocabulary related to texture?
2. How does your texture choice affect the overall feeling of art?
3. How is textured understood through the senses?
4. How do artists use texture?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and work of others.

### Suggested Activities:

- Impressionistic Oil
- Pastel on Gesso Board
- Watercolor Still Life
- Demonstrated Landscape in Watercolor
- Perspective with Wash and Ink Drawing
- Woven Floral in Watercolor
- Impressionistic Self Portrait
- Flowing Acrylic

### Vocabulary:

Texture

Visual Texture

Collage

Assessment:  
Self Evaluation  
Identification of Art and Artists  
Critiques  
Final Exam

## Unit 5 - Rhythm & Movement

### Essential Questions

1. What are the vocabulary terms related to rhythm and movement?
2. How does your choice of rhythm and movement affect your artwork?
3. Can you identify the different types of rhythm in artwork?
4. Can you identify module and or pattern in a work of art.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Suggested Activities:

- Pastel Techniques
- Rhythm Painting
- Woven Floral in Watercolor
- Flowing Acrylic

### Vocabulary:

Rhythm

Motif

Pattern

Module

Types of Rhythm

Assessment:  
Self Evaluation  
Critiques  
Identification of Art and Artists  
Final Exam

## Unit 6 – Balance

### Essential Questions

1. What are the vocabulary terms related to balance?
2. How does your choice of balance affect the overall feeling of art?
3. Why is balance important to the artwork you create?
4. Describe the types of balances in your artwork.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Suggested Activities:

- Landscape in Oil
- Perspective with Wash and Ink Drawing
- Study of Portrait
- Flowing Acrylic

### Vocabulary:

Balance

Formal Balance

Symmetry

Informal Balance

Radial Balance

### Assessment:

Self Evaluation

Critiques

Identification of Art and Artists  
Final Exam

## Unit 7 – Proportion

### Essential Questions

1. What are the vocabulary terms related to proportion?
2. How does your choice of proportion or distortion affect the overall feeling of art?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines

### Suggested Activities:

- Landscape in Oil
- Perspective with Wash and Ink Drawing
- Woven Floral in Watercolor
- Study of Portrait
- Impressionistic Self Portrait
- Flowing Acrylic

### Vocabulary:

Proportion

Scale

Distortion

### Assessment:

Self Evaluation

Critiques

Identification of Art and Artists  
Final Exam



## Unit 8 – Variety, Emphasis, Unity, and Harmony

### Essential Questions

1. What are the vocabulary terms related to variety, emphasis, Unity and Harmony?
2. How does your choice of variety, emphasis, and harmony affect the unity of your art?
3. Compare and contrast variety, emphasis, and harmony.

### Standards:

- 1.0 Understanding and applying media, techniques, and processes.
- 2.0 Using knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols and ideas.
- 4.0 Understanding the visual arts in relation to history and cultures.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines.

### Suggested Activities:

- Landscape in Oil
- Pastel Techniques
- Rhythm Painting
- Demonstrated Landscape in Watercolor
- Perspective with Wash and Ink Drawing
- Woven Floral in Watercolor
- Impressionistic Self Portrait
- Flowing Acrylic

Vocabulary:

Variety

Emphasis

Focal Point

Harmony

Unity

Assessment:

Self Evaluation

Critiques

Identification of Art and Artists

Final Exam

## Pottery Class

### Unit 1 - Line

#### Essential Questions

1. What vocabulary is used to describe how lines are used in art?
2. What are the various ways that lines are used in art?
3. What are the different types of Lines in art?
4. How can you use lines to create expressive qualities?

#### Standards:

Understanding and applying media, technique and processes.  
Using Knowledge of structures and functions.

- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

#### Suggested Activities:

- Pinch Pot
  - Combined Pinch Pot
  - Decorative Surface Tile
  - Large Slab Cylinder with Pattern
  - Beginning Coil
  - Greek Coil Pot
  - Impressed Wheel Cylinder
  - Slumped Slab Plate with Stencil
  - Slab Birdhouse
  - Wheel Plate
  - Decorative Coil
  - Wheel Plate with Mosaic
  - Slab Leaf Bowl
  - Wheel Vase/Bottle with Sgraffito Motif
  - Wheel Candlestick fired in Raku Firing
  - Slab Character Frame
- Final Performance Exam

#### Assessment:

- All Activities to be Self Evaluated
- Vocabulary Quizzes
- Final Exam

Vocabulary:

Line

Implied Line

Contour Line

Calligraphy

## Unit 2 – Shape, form and Space

### Essential Questions

1. What vocabulary is used to describe how shape, form, and space are used in art?
2. What is the difference between geometric and free form shapes?
3. What are historical and culture influences of these forms?
4. Identify the similarities and differences of shape, form , and space?
5. Can you identify the positive and negative space in a work of art?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.  
Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Suggested Activities

- Pinch Pot
- Combined Pinch Pot
- Decorative Surface Tile
- Large Slab Cylinder with Pattern
- Beginning Coil
- Wheel Cylinder
- Greek Coil Pot with influence of historical forms and Native American processes - Final Performance Exam
- Impressed Wheel Cylinder
- Slumped Slab Plate
- Slab Birdhouse
- Wheel Bowl
- Decorative Coil
- Wheel Plate with Mosaic
- Slab Leaf Bowl
- Wheel Vase/Bottle with Sgraffito
- Wheel Candlestick with Raku Firing
- Assessment:

- Vocabulary Quizzes
- Final Exam
- All Activities to be Self Evaluated

Vocabulary:

Shape

Geometric shapes

Free-form shapes

Forms

## Unit 3 - Value and Color

### Essential Questions

1. What is the vocabulary related to value and color?
2. How does your color choice affect the overall feeling of art?
3. How are value and color related to each other?
4. What are the expressive qualities of color that artists use to create meaning?
5. Identify the different color schemes.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Reflecting upon and assessing the characteristics and merits of their work and others work.

### Suggested Activities:

- Decorative Surface Tile
  - Greek Coil Pot - Final Performance Exam
  - Impressed Wheel Cylinder
  - Slumped Slab Plate with Stencil
  - Decorative Coil
  - Slab Leaf Bowl
  - Slab Character Frame
- 
- Assessment:
  - All Activities to be Self Evaluated
  - Final Exam
  - Vocabulary Quizzes

Vocabulary:

Color

Tint

Shade

Color schemes

Colored slips

Glazes

Transparent glazes



## Unit 4 - Texture

### Essential Questions

1. What is the vocabulary related to texture?
2. How does your texture choice affect the overall feeling of art?
3. How is textured understood through the senses?
4. How do artists use texture?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their works and the works of others.

### Suggested Activities:

- Pinch
  - All Activities to be Self Evaluated
  - Combined Pinch
  - Decorative Surface Tile
  - Beginning Coil
  - Impressed Wheel Cylinder
  - Slab Birdhouse
  - Decorative Coil
  - Slab Leaf Bowl
  - Slab Character Frame
- 
- Assessment:
  - All Activities to be Self Evaluated
  - Vocabulary Quizzes
  - Final Exam

Vocabulary:

Texture

Matte surface

Gloss surface

## Unit 5 - Rhythm & Movement

### Essential Questions

1. What are the vocabulary terms related to rhythm and movement?
2. How does your choice of rhythm and movement affect your artwork?
3. Can you identify the different types of rhythm in artwork?
4. Can you identify module and or pattern in a work of art.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their works and the work of others.

### Suggested Activities:

- Decorative Surface Tile
  - Greek Coil Pot – Final Performance Exam
  - Impressed Wheel Cylinder
  - Large Slab Cylinder with Pattern
  - Decorative Coil
  - Slab Leaf Bowl
  - Wheel Vase/Bottle with Sgraffito
- 
- Assessment:
  - Vocabulary Quizzes
  - All Activities to be Self Evaluated
  - Final Exam

### Vocabulary:

Rhythm

Motif

Module

Pattern

Types of rhythms

## Unit 6 – Balance

### Essential Questions

1. What are the vocabulary terms related to balance?
2. How does your choice of balance affect the overall feeling of art?
3. Why is balance important to the artwork you create?
4. Describe the types of balances in your artwork.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 6.0 Reflecting upon and assessing the characteristics and merits of their works and the work of others.

### Suggested Activities:

- Pinch
- Combined Pinch
- Beginning Coil
- Wheel Cylinder
- Greek Coil Pot – Final Performance Exam
- Slumped Slab Plate with Stencil
- Birdhouse
- Wheel Cylinder
- Impressed Wheel Cylinder
- Wheel Bowl
- Decorative Coil
- Wheel Plate with Mosaic
- Wheel Vase/Bottle with Sgraffito
- Wheel Candlestick
- Slab Character Frame

Assessment:

- Vocabulary Quizzes
- All Activities will be Self Evaluated
- Final Exam

Vocabulary:

Balance

Formal Balance

Symmetry

Radial Balance

Informal Balance

## Unit 7 – Proportion

### Essential Questions

1. What are the vocabulary terms related to proportion?
2. How does your choice of proportion or distortion affect the overall feeling of art?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts and other disciplines

### Suggested Activities:

- Greek Coil Pot \_ Final Performance Exam
- Large Slab Cylinder with Pattern
- Wheel Vase/Bottle with Sgraffito
- Slab Character Frame

### Assessment:

- All Activities to be Self Evaluated
- Final Exam
- Vocabulary Quizzes

### Vocabulary:

Proportion

Scale

Golden Mean

Distortion

## Unit 8 – Variety, Emphasis, Unity, and Harmony

### Essential Questions

1. What are the vocabulary terms related to variety, emphasis, Unity and Harmony?
2. How does your choice of variety, emphasis, and harmony affect the unity of your art?
3. Compare and contrast variety, emphasis, and harmony.

### Standards:

- 1.0 Understanding and applying media, techniques, and process.
- 3.0 Choosing and evaluation a range of subject matter, symbols and ideas.

Reflecting upon and assessing the characteristics and merits of their works and the work of others.

### Suggested Activities:

- Greek Coil Pot – Final Performance Exam
- Slab Birdhouse
- Slab Leaf Bowl
- Wheel Vase/Bottle with Sgraffito
- Slab Character Frame

### Assessment:

- All Activities to be Self Evaluated
- Final Exam
- Vocabulary Quizzes

### Vocabulary:

Variety

Emphasis

Focal Point

Unity



Harmony  
Repetition

## Unit 1 - Line

### Essential Questions

1. What vocabulary is used to describe how lines are used in art?
2. What are the various ways that lines are used in art?
3. What are the different types of Lines in art?
4. How can you use lines to create expressive qualities?

### Standards:

Understanding and applying media, technique and processes.

Using Knowledge of structures and functions.

5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects/ Activities

Wire sculpture

Toothpick sculpture

Sculpture gardens

### Vocabulary

Line

Two dimensional

Three dimensional

Representational

Contour

Gesture

### Assessments

Rubrics for projects

## Unit 2 – Shape, form and Space

### Essential Questions

1. What vocabulary is used to describe how shape, form, and space are used in art?
2. What is the difference between geometric and free form shapes?
3. What are the ways of showing space?
4. Identify the similarities and differences of shape, form, and space?
5. Can you identify the positive and negative space in a work of art?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 6.0 Making connections between visual arts & other disciplines

### **Projects/ Activities**

Toothpick sculpture  
Soapstone  
Wire  
Nylon  
Cardboard  
Typography  
Figurative plaster  
Drywall / heraldry  
Sculptural painting  
Wax hand  
Sculpture gardens

### **Vocabulary**

Two – dimensional  
Three dimensional  
Geometric  
Free – Form  
Organic  
Free form  
Point of view  
Chiaroscuro  
Shape  
Form  
Space

### **Assessments**

Rubrics for projects

## Unit 3 - Value and Color

### Essential Questions

1. What is the vocabulary related to value and color?
2. How does your color choice affect the overall feeling of art?
3. How are value and color related to each other?
4. What are the expressive qualities of color that artists use to create meaning?
5. Identify the different color schemes.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Understanding the visual arts in relation to history and cultures
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects/ Activities

Nylon  
Nevelson  
Sculptural painting  
Sculpture gardens

### Vocabulary

Value  
Gradation  
Hue  
Tint  
Shade  
Complimentary colors  
Monochromatic  
Analogous  
Triad  
Pigment  
Binder  
Cool Colors  
Warm Colors

### Assessments

Rubrics for projects

## Unit 4 - Texture

### Essential Questions

1. What is the vocabulary related to texture?
2. How does your texture choice affect the overall feeling of art?
3. How is textured understood through the senses?
4. How do artists use texture?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects/ Activities

Soapstone  
Cardboard  
Clay head  
Wax hand  
Sculpture gardens

### Vocabulary

Texture  
Visual texture  
Real Texture

### Assessment

Rubrics for projects

## Unit 5 - Rhythm & Movement

### Essential Questions

1. What are the vocabulary terms related to rhythm and movement?
2. How does your choice of rhythm and movement affect your artwork?
3. Can you identify the different types of rhythm in artwork?
4. Can you identify module and or pattern in a work of art.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects/ Activities

Nylon  
Nevelson  
Toothpick  
Figurative plaster

### Vocabulary

Rhythm  
Motif  
Pattern  
Visual Movement  
Random Rhythm  
Regular Rhythm  
Progressive Rhythm  
Alternating Rhythm  
Flowing Rhythm

### Assessment

Rubrics for projects

## Unit 6 - Balance

### Essential Questions

1. What are the vocabulary terms related to balance?
2. How does your choice of balance affect the overall feeling of art?
3. Why is balance important to the artwork you create?
4. Describe the types of balances in your artwork.

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Understanding the visual arts in relation to history and cultures
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects/ Activities

Found Objects

Nevelson

Toothpick

Sculpture gardens

### Vocabulary

Balance

Symmetry

Formal / Informal

Radial Balance

Symbolism

### Assessment

Rubrics for Projects

## Unit 7 – Proportion

### Essential Questions

1. What are the vocabulary terms related to proportion?
2. How does your choice of proportion or distortion affect the overall feeling of art?

### Standards:

- 1.0 Understanding and applying media, technique and processes.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- 4.0 Understanding the visual arts in relation to history and cultures
- 6.0 Making connections between visual arts and other disciplines

### Projects / Activities

Clay head  
Figurative plaster  
Wax hand

### Vocabulary

Proportion  
Scale  
Foreshortening  
Exaggeration  
Distortion  
Hierarchical proportion

### Assessment

Rubrics for projects



## Unit 8 – Variety, Emphasis, Unity, and Harmony

### Essential Questions

1. What are the vocabulary terms related to variety, emphasis, Unity and Harmony?
2. How does your choice of variety, emphasis, and harmony affect the unity of your art?
3. Compare and contrast variety, emphasis, and harmony.

### Standards

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Understanding the visual arts in relation to history and cultures
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects/ Activities

Found Objects  
Nevelson  
Toothpick  
Figurative plaster

### Vocabulary

Variety  
Emphasis  
Harmony  
Unity  
Contrast  
Isolation  
Location  
Convergence  
Unusual  
Focal Point

### Assessment

Rubrics for Projects

## Unit 9 – Sculpture through the ages

### Essential Questions:

1. What are vocabulary terms associated with sculpture through the ages?
2. How does the artist use the elements and principles of art in their sculptures?
3. Do you think there is a story behind each sculpture?
4. What is your opinion of each sculpture?

### Standards

- 1.0 Understanding and applying media, technique and processes.
- 2.0 Using Knowledge of structures and functions.
- 3.0 Choosing and evaluating a range of subject matter, symbols, and ideas.
- 4.0 Understanding the visual arts in relation to history and cultures
- 5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Projects/activities

Famous sculpture analysis / discussion  
 Famous sculpture movie  
 Sculpture gardens

### Vocabulary

Critique  
 The elements of art  
 Line  
 Shape  
 Space  
 Color  
 Value  
 Texture  
 Form  
 The principles of art  
 Rhythm  
 Movement

### Proportion

Balance  
 Emphasis  
 Harmony  
 Unity  
 Variety  
 Description  
 Analysis  
 Interpretation  
 Judgment  
 Compare  
 Contrast

### Assessment

Written analysis  
 test