		Drawing and Painting I Grades 9-12 Unit #1	
Course/Subject: Drawing and Painting 1	Grade: 9-12	Observational Drawing	Suggested Timeline: 10 classes/42 minutes each

Grade Level Summary	This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.	
Grade Level Units	Unit 1: Observational Drawing Unit 2: Line Unit 3: Value Unit 4: Shape and Form Unit 5: Organizing Composition	Unit 6: Space Unit 7: Portraiture Unit 8: Rhythm and Movement Unit 9: Color Theory Unit 10: Texture

Unit Title	Observational Drawing
Unit Summary	Students will learn the importance of looking carefully at an object and recording what is seen when creating art.

Unit Essential Questions: 1. What practices do artists use to become better at perceiving the lines, shapes and forms of an object? 2. How do artists document the development of their artistic process?	Key Understandings: 1. The skills and techniques used to accurately recreate the lines, shapes, and forms of objects can be learned, studied, refined and practiced. 2. Artists work to develop skills, techniques, and ideas in a sketchbook or visual journal to document and refine their process.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

Important Standards Addressed in the Unit:	
9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.

VA:Cr3.1.Ia	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
VA:Cn10.1.Ia	Document the process of developing ideas from early stages to fully elaborated ideas.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Artists create accurate drawings from memory 2. Drawing skills can not be taught. 	<ol style="list-style-type: none"> 1. Artists look closely at the edges of their subject to accurately capture its shape. 2. Drawing skills can be learned and improved through careful observation.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Artists use sighting to accurately record proportions and angles. • Artists use a variety of approaches to create accurate representations of objects 	<ul style="list-style-type: none"> • Begin the process of making by experimenting and trying new techniques. • Develop and implement plans to make an artwork • Safely and skillfully uses materials, tools and equipment. • Make revisions to in-progress art. 	<ul style="list-style-type: none"> • Perseverance • Critical thinking • Human Lens - connection to previous learning • Language Lens - subject specific vocabulary

Academic Vocabulary:		
<ul style="list-style-type: none"> • Sighting • Observation 	<ul style="list-style-type: none"> • Proportion • Thumbnail 	


Assessments:
<ul style="list-style-type: none"> • Art work demonstrating an understanding of sighting to create an accurate portrayal of angles and proportions in an observation drawing • Evidence of planning and revision

Differentiation:
<ul style="list-style-type: none"> • Sighting using transparency to help flatten the space • Use of calipers to judge proportions

Interdisciplinary Connections:
<ul style="list-style-type: none"> • Tools and equipment from other subjects (tools, musical instruments, sports equipment, etc) will be used as still life objects

Additional Resources:
<ul style="list-style-type: none"> • Still life objects • Sighting sticks • Teacher examples

Created By: Jennifer Brink

			Drawing and Painting I Grades 9-12 Unit #2
Course/Subject: Drawing and Painting 1	Grade: 9-12	Line	Suggested Timeline: 10 classes/42 minutes each

Grade Level Summary	This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.	
Grade Level Units	Unit 1: Observational Drawing Unit 2: Line Unit 3: Value Unit 4: Shape and Form Unit 5: Organizing Composition	Unit 6: Space Unit 7: Portraiture Unit 8: Rhythm and Movement Unit 9: Color Theory Unit 10: Texture

Unit Title	Line
Unit Summary	Students will learn about different types of line and how they are used by artists. Students will create art from observation using contour lines.

Unit Essential Questions: 1. How do artists use line to create art? 2. What types of lines exist around us?	Key Understandings: 1. Artists use line to direct the viewer's eye around a composition 2. There are many types of natural and manmade lines around us.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the arts

Important Standards Addressed in the Unit:	
9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.

Misconceptions:	Proper Conceptions:
1. There is only one type of line	1. Artists use a variety of line types to create mood and move the viewer's eye through a composition

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> line weight and style impacts the mood of a composition Line can be actual or implied 	<ul style="list-style-type: none"> Drawing from observation Contour drawing Use subject specific vocabulary 	<ul style="list-style-type: none"> Critical thinking Creativity Human Lens - connection to previous learning Language Lens - subject specific vocabulary

Academic Vocabulary:		
<ul style="list-style-type: none"> Line Implied line 	<ul style="list-style-type: none"> Gesture Outline 	<ul style="list-style-type: none"> Contour Line weight

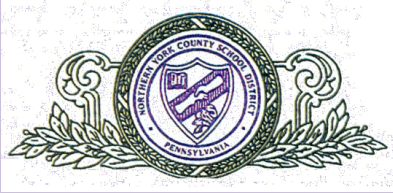
Assessments:
<ul style="list-style-type: none"> Art work demonstrating an understanding of contour line

Differentiation:
<ul style="list-style-type: none"> Cover an image with a transparency so students can trace the lines with a marker. Different types of lines can be different colors

Interdisciplinary Connections:
<ul style="list-style-type: none"> World Cultures - discuss lines common in other cultures such as Chinese calligraphy

Additional Resources:
<ul style="list-style-type: none"> Still life objects Glass jars with contour lines Teacher examples

Created By: Jennifer Brink



Drawing and Painting I Grades 9-12

Unit #3

Course/Subject: Drawing and Painting 1	Grade: 9-12	Value	Suggested Timeline: 18 classes/42 minutes each
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Grade Level Summary	This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.	
Grade Level Units	Unit 1: Observational Drawing Unit 2: Line Unit 3: Value Unit 4: Shape and Form Unit 5: Organizing Composition	Unit 6: Space Unit 7: Portraiture Unit 8: Rhythm and Movement Unit 9: Color Theory Unit 10: Texture

Unit Title	Value
Unit Summary	Students will learn the importance of creating a range of lights and darks in a work of art.

Unit Essential Questions: 1. How do artists use value to create a strong composition? 2. How do artists use value to convey mood and meaning in a piece of artwork?	Key Understandings: 1. Artists use value to create contrast, unity, and the illusion of form. 2. Value is used to create mood and meaning in art.
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.12.D	Demonstrate specific styles in combination through the production or performance of a unique work of art
VA:R7.1.Ia	Hypothesize ways in which art influences perception and understanding of human experiences.

Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.

VA:Cn10.1.Ia	Document the process of developing ideas from early stages to fully elaborated ideas.
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> Value refers to the amount of money a piece of artwork is worth. Objects of one color are the same value. 	<ol style="list-style-type: none"> Value refers to the range of light and dark. Light effects the value of all objects, regardless of color.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> All objects contain a range of value Value impacts the mood of an image Objects do not have a dark outline in reality 	<ul style="list-style-type: none"> Effectively create a range of values in a variety of art media Communicate a specific mood through the use of value Realistically portray a range of values on a drawing/painting of a solid colored object 	<ul style="list-style-type: none"> Perseverance Critical thinking Creativity Human Lens - connection to previous learning Language Lens - subject specific vocabulary Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:		
<ul style="list-style-type: none"> Value Contrast 	<ul style="list-style-type: none"> Gradation Value Scale 	<ul style="list-style-type: none"> High Key Low Key

Assessments:
<ul style="list-style-type: none"> Value Scale Art work accurately depicting a range of values on a solid colored object Art work establishing contrast and readability through value Evidence of planning and revision

Differentiation:
<ul style="list-style-type: none"> Value can be simplified by working from a black and white photograph instead of direct observation

Interdisciplinary Connections:
<ul style="list-style-type: none"> Science - effects of light on objects and our ability to see in three-dimensions

Additional Resources:
<ul style="list-style-type: none"> Solid colored objects Teacher examples Art history exemplars

Created By:
Jennifer Brink

			Drawing and Painting I Grades 9-12 Unit #4
Course/Subject: Drawing and Painting 1	Grade: 9-12	Shape and Form	Suggested Timeline: 15 classes/42 minutes each

Grade Level Summary	This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.	
Grade Level Units	Unit 1: Observational Drawing Unit 2: Line Unit 3: Value Unit 4: Shape and Form Unit 5: Organizing Composition	Unit 6: Space Unit 7: Portraiture Unit 8: Rhythm and Movement Unit 9: Color Theory Unit 10: Texture

Unit Title	Shape and Form
Unit Summary	Students will learn how to utilize basic shapes to create accurate representations of objects and how to create the illusion of form on a two-dimensional surface.

Unit Essential Questions: 1. How are art elements and design principles used to organize and express ideas? 2. How do artists create the illusion of form on a two-dimensional surface?	Key Understandings: 1. Art elements and design principles can be used intentionally to elicit a specific response from the viewer 2. Artists utilize specific techniques to create the illusion of form on two-dimensional surfaces.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.12.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others

Important Standards Addressed in the Unit:	
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the art
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. •

	Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
9.3.12.B	Determine and apply criteria to a person's work

Misconceptions:	Proper Conceptions:
1. Shape and Form refer to the same thing.	1. Shape is a two-dimensional area defined by an edge. Form is a three-dimensional shape
2. Objects are made of complicated shapes.	2. Objects can be broken down to basic geometric shapes.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> All objects can be broken down to basic shapes Artists create the illusion of form using a variety of techniques Shapes and forms can be used to create mood and meaning in art Accurately recording negative shapes allows artists to establish complex forms correctly. 	<ul style="list-style-type: none"> Utilize basic geometric shapes to represent complex objects. Create the illusion of form on a two-dimensional surface. Incorporate negative shapes to aid in constructing accurate positive forms. 	<ul style="list-style-type: none"> Perseverance Critical thinking Human Lens - connection to previous learning Language Lens - subject specific vocabulary Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:		
<ul style="list-style-type: none"> Shape Form 	<ul style="list-style-type: none"> Positive Shape Negative Shape 	<ul style="list-style-type: none"> Organic Geometric


Assessments:
<ul style="list-style-type: none"> Art work demonstrating an understanding of building complex forms from basic shapes Artwork demonstrating an understanding of creating the illusion of form on a two-dimensional surface Artwork demonstrating an understanding of utilizing negative shapes to accurately construct positive forms Evidence of planning and revision

Differentiation:
<ul style="list-style-type: none"> Basic shapes can be drawn directly on objects (using marker or colored tape) Blocking in negative shapes on photographs can help simplify an image for drawing

Interdisciplinary Connections:
<ul style="list-style-type: none"> Math - discussion of geometric shapes and forms

Additional Resources:
<ul style="list-style-type: none"> Still life objects Teacher examples

Created By:
Jennifer Brink

			Drawing and Painting I Grades 9-12 Unit #5
Course/Subject: Drawing and Painting 1	Grade: 9-12	Organizing Composition	Suggested Timeline: 8 classes/42 minutes each

Grade Level Summary	This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.	
Grade Level Units	Unit 1: Observational Drawing Unit 2: Line Unit 3: Value Unit 4: Shape and Form Unit 5: Organizing Composition	Unit 6: Space Unit 7: Portraiture Unit 8: Rhythm and Movement Unit 9: Color Theory Unit 10: Texture

Unit Title	Organizing Composition
Unit Summary	Students will learn strategies used by artists to plan effective pieces of artwork.

Unit Essential Questions: 1. How do artists decide where to place elements within the picture plane? 2. How do artists use compositional strategies to convey mood and meaning in art?	Key Understandings: 1. Artists use specific compositional strategies when placing elements in the picture plane. 2. Artists convey mood and meaning in their work through the use of compositional strategies.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities
9.2.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the arts
9.3.12.C	Apply systems of classification for interpreting works in the arts and forming a critical response.

Important Standards Addressed in the Unit:	
9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. •

	Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
9.3.12.G	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Artists do not think about where they will place colors and shapes in an image. 2. There is no formula for creating an effective composition. 	<ol style="list-style-type: none"> 1. Artists use the elements and principles of design to create effective compositions. 2. Artists rely on several compositional formulas to move viewers' eyes through an effective composition.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The elements and principles of design are used to organize artwork • Artists use specific techniques to organize effective compositions 	<ul style="list-style-type: none"> • Effectively utilize the elements and principles of design in a composition • Analyze compositional techniques used by artists in artwork. 	<ul style="list-style-type: none"> • Perseverance • Critical thinking • Social Lens - making meaning in collaboration with others • Human Lens - connection to previous learning • Language Lens - subject specific vocabulary • Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:		
<ul style="list-style-type: none"> • Composition • Elements of design <ul style="list-style-type: none"> ◦ Line, shape, form, space, value, color, texture 	<ul style="list-style-type: none"> • Principles of design <ul style="list-style-type: none"> ◦ Balance, harmony, repetition, rhythm, unity, variety, proportion, movement 	<ul style="list-style-type: none"> • Rule of thirds • Triangular composition • Leading line • emphasis

Assessments:
<ul style="list-style-type: none"> • Analysis of exemplar composition • Artwork showing understanding of formal compositional formulas • Evidence of planning and revision

Differentiation:
<ul style="list-style-type: none"> • Students can work in partnership to analyse works • Students can identify limited elements and principles in works


Interdisciplinary Connections:
<ul style="list-style-type: none"> • Social Studies/World Cultures - analyze cultural differences in the use of compositional techniques • Math - rule of thirds

Additional Resources:

- Examples of compositional analysis
- Teacher examples
- Art history exemplars

Created By:

Jennifer Brink

		Drawing and Painting I Grades 9-12 Unit #6	
Course/Subject: Drawing and Painting 1	Grade: 9-12	Space	Suggested Timeline: 15 classes/42 minutes each

Grade Level Summary	This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.	
Grade Level Units	Unit 1: Observational Drawing Unit 2: Line Unit 3: Value Unit 4: Shape and Form Unit 5: Organizing Composition	Unit 6: Space Unit 7: Portraiture Unit 8: Rhythm and Movement Unit 9: Color Theory Unit 10: Texture

Unit Title	Space
Unit Summary	Students will learn strategies used by artists to create convincing space on a two-dimensional picture plane.

Unit Essential Questions: 1. How do artists create the illusion of three-dimensional space on a two-dimensional surface? 2. How do artists portray the visual impact caused by the atmosphere?	Key Understandings: 1. Artists use specific compositional strategies and visual techniques to create the illusion of three-dimensional space on a two dimensional surface. 2. Artists use specific techniques to mimic the visual impact caused by the atmosphere.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.12.D	Demonstrate specific styles in combination through the production or performance of a unique work of art.
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the art

Important Standards Addressed in the Unit:	
9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of

	mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Depth can not be shown on a two dimensional surface. 2. Colors remain the same regardless of their location in a scene 3. Objects should be represented full size regardless of their location in a scene 	<ol style="list-style-type: none"> 1. Artists utilize specific techniques to show depth on a two dimensional surface 2. The atmosphere causes colors to dull and cool as they recede into the distance. 3. Objects in the distance appear smaller in comparison to those in the foreground.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Colors become cooler and duller as they recede • Objects in the distance appear smaller • Objects in the distance appear higher in the picture plane. • Objects in the foreground overlap those in the middleground and background • Landscapes can be broken into three distinct grounds (foreground, middleground, and background) • Texture and detail appear less visible on objects as they recede 	<ul style="list-style-type: none"> • Create a piece of artwork showing a convincing illusion of depth using atmospheric perspective 	<ul style="list-style-type: none"> • Perseverance • Critical thinking • Creativity • Human Lens - connection to previous learning • Language Lens - subject specific vocabulary • Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:		
<ul style="list-style-type: none"> • Depth • Atmospheric Perspective 	<ul style="list-style-type: none"> • Foreground • Middleground 	<ul style="list-style-type: none"> • Background • Overlapping


Assessments:
<ul style="list-style-type: none"> • Artwork showing understanding of atmospheric perspective • Evidence of planning and revision

Differentiation:
<ul style="list-style-type: none"> • Students can create landscapes, seascapes, cityscapes, or table scapes

Interdisciplinary Connections:
<ul style="list-style-type: none"> • Social Studies/World Cultures - analyze cultural differences in creating the illusion of depth

Additional Resources:
<ul style="list-style-type: none"> • Teacher examples • Art history exemplars

Created By:
Jennifer Brink

			Drawing and Painting I Grades 9-12 Unit #7
Course/Subject: Drawing and Painting 1	Grade: 9-12	Portraiture	Suggested Timeline: 15 classes/42 minutes each

Grade Level Summary	This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.	
Grade Level Units	Unit 1: Observational Drawing Unit 2: Line Unit 3: Value Unit 4: Shape and Form Unit 5: Organizing Composition	Unit 6: Space Unit 7: Portraiture Unit 8: Rhythm and Movement Unit 9: Color Theory Unit 10: Texture

Unit Title	Portraiture
Unit Summary	Students will gain an understanding of facial proportions and how to construct a realistic portrait.

Unit Essential Questions: 1. How do artists accurately capture the placement and proportions of human facial features? 2. How do artists portray personality in portraits?	Key Understandings: 1. Artists utilize formulas of facial proportion to ensure accurate placement of the features. 2. Artists incorporate careful observation of facial features to accurately portray personality.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the art
9.3.12.B	Determine and apply criteria to a person's work and works of others in the arts

Important Standards Addressed in the Unit:	
9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of

	mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Eyes are drawn in the top portion of the face 2. Facial features appear the same size regardless of facial angle 3. Facial features can be measured in inches 4. There is a standard symbol appropriate for each facial feature (eyes, nose, mouth, ears) 	<ol style="list-style-type: none"> 1. Eyes are located in the vertical center of the face between the top of the head and bottom of the chin. 2. Facial features appear larger or smaller depend on the angle at which they are viewed. 3. Facial features relate to one another using standard proportions, not inches. 4. Every facial feature is unique and must be closely observed for accuracy.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The human face can be mapped using standard proportions • The only way to accurately draw a specific person is through careful observation of the facial features • Artist can portray personality in portraits using the elements and principles of design 	<ul style="list-style-type: none"> • Create a realistic portrait expressing the subjects personality • Accurately map the human face using standard facial proportions 	<ul style="list-style-type: none"> • Perseverance • Critical thinking • Creativity • Collaboration • Communication • Human Lens - connection to previous learning • Language Lens - subject specific vocabulary • Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:		
<ul style="list-style-type: none"> • Facial proportion 		

Assessments:
<ul style="list-style-type: none"> • Artwork showing understanding of facial proportions and observation of unique features • Accurate facial map demonstrating an understanding of proportions • Evidence of planning and revision

Differentiation:
<ul style="list-style-type: none"> • Students can complete a facial map that is partially completed


Interdisciplinary Connections:
<ul style="list-style-type: none"> • Social Studies/World Cultures - analyze cultural differences in creating portraits • History - understanding of discoveries made by Leonardo da Vinci and the Renaissance • Math - proportions

Additional Resources:

- Mirrors
- Teacher examples
- Art history exemplars

Created By:

Jennifer Brink

			Drawing and Painting I Grades 9-12 Unit #8
Course/Subject: Drawing and Painting 1	Grade: 9-12	Rhythm and Movement	Suggested Timeline: 12 classes/42 minutes each

Grade Level Summary	This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.	
Grade Level Units	Unit 1: Observational Drawing Unit 2: Line Unit 3: Value Unit 4: Shape and Form Unit 5: Organizing Composition	Unit 6: Space Unit 7: Portraiture Unit 8: Rhythm and Movement Unit 9: Color Theory Unit 10: Texture

Unit Title	Rhythm and Movement
Unit Summary	Students will gain an understanding of how artists create the principles of rhythm and movement on a two-dimensional picture plane.

Unit Essential Questions: 1. How do artists create the feeling of movement in a piece of stationery art work? 2. How does rhythm affect mood and meaning in an artwork?	Key Understandings: 1. Artists use rhythm and repetition to create a feeling of movement in a piece of artwork. 2. Rhythm affects the way a viewer's eye moves through a composition.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

Important Standards Addressed in the Unit:	
9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. •

	Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
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Misconceptions:	Proper Conceptions:
1. A drawing or painting can not have movement	1. Movement can be created in a drawing or painting using the principle of rhythm
2. Rhythm is created with sound	2. Visual rhythm is created through repetition

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Artists create visual rhythm through repetition of the elements of art Artists can control the mood and meaning of a piece of art using rhythm and movement 	<ul style="list-style-type: none"> Create an effective composition incorporating a variety of rhythm types Create a specific mood in a piece of artwork using movement 	<ul style="list-style-type: none"> Perseverance Critical thinking Creativity Collaboration Communication Human Lens - connection to previous learning Language Lens - subject specific vocabulary Meaning Centered Lens - Actively making sense of concepts

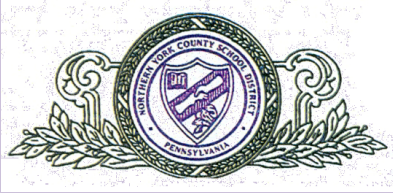
Academic Vocabulary:		
<ul style="list-style-type: none"> Rhythm Repetition 	<ul style="list-style-type: none"> Movement 	

Assessments:
<ul style="list-style-type: none"> Artwork showing understanding of rhythm and movement Evidence of planning and revision

Differentiation:
<ul style="list-style-type: none"> Students could create movement and rhythm using collage materials

Interdisciplinary Connections:
<ul style="list-style-type: none"> Social Studies/World Cultures - analyze the movement created in Middle Eastern artwork Math - rhythmic spacing

Additional Resources:
<ul style="list-style-type: none"> Teacher examples Art history exemplars



Drawing and Painting I Grades 9-12

Unit #9

Course/Subject:
Drawing and Painting 1

Grade:
9-12

Color Theory

Suggested Timeline:
20 classes/42 minutes each

Grade Level Summary	This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.	
Grade Level Units	Unit 1: Observational Drawing Unit 2: Line Unit 3: Value Unit 4: Shape and Form Unit 5: Organizing Composition	Unit 6: Space Unit 7: Portraiture Unit 8: Rhythm and Movement Unit 9: Color Theory Unit 10: Texture

Unit Title	Color Theory
Unit Summary	Students will gain an understanding of how artists effectively utilize the element of color in a composition

Unit Essential Questions: 1. How does color affect the mood and meaning in a work of art? 2. What is the importance of understanding color theory? 3. How is color used to express an idea?	Key Understandings: 1. Artists use color to create mood and meaning in a work of art. 2. An understanding of color theory is necessary to create effective compositions 3. Color is used to express specific ideas in art.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
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9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. All colors can be made by mixing other colors together. 2. Colors have one value 3. Complementary colors are ones that look nice together 	<ol style="list-style-type: none"> 1. The primary colors (red, yellow, and blue) can not be made by mixing other colors 2. All colors have an infinite range of values 3. Complementary colors are directly opposite one another on the color wheel.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Color is created by varying light wavelengths • All colors have three basic properties (hue, value, and intensity) • Colors can be organized into established color schemes • Artists can control the mood and meaning of a piece of art using color schemes 	<ul style="list-style-type: none"> • Demonstrate an understanding of color mixing and color theory through the creation of a color chart • Create a specific mood/meaning in a piece of artwork using color schemes 	<ul style="list-style-type: none"> • Perseverance • Critical thinking • Creativity • Collaboration • Communication • Language Lens - subject specific vocabulary • Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:

<ul style="list-style-type: none"> • Hue • Value • Intensity • Primary color • Secondary color 	<ul style="list-style-type: none"> • Tertiary color • Color temperature • Complementary colors • Triad • Monochromatic colors 	<ul style="list-style-type: none"> • Split complementary colors • Analogous colors • Tint • shade
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Assessments:

<ul style="list-style-type: none"> • Artwork creating a specific mood or meaning through the use of color schemes • Color mixing chart showing an understanding of color relationships • Evidence of planning and revision

Differentiation:

<ul style="list-style-type: none"> • Students could create a work of art using color symbolism particular to their culture

Interdisciplinary Connections:

<ul style="list-style-type: none"> • Social Studies/World Cultures - colors symbolize different meanings in each culture • Science - study of how light affects color

Additional Resources:

- Example color wheels
- Teacher examples
- Art history exemplars of color theories

Created By:
Jennifer Brink



Drawing and Painting I Grades 9-12

Unit #10

Course/Subject:
Drawing and Painting 1

Grade:
9-12

Texture

Suggested Timeline:
12 classes/42 minutes each

Grade Level Summary

This yearlong introductory course is designed for students with a desire to develop art skills and knowledge. Emphasis is placed on art history, aesthetics, criticism, art vocabulary and production, observational skills, analytical thought, establishing good studio habits, problem solving, and safety. Through a wide variety of media, the course encompasses drawing, two dimensional design, printmaking, and painting.

Grade Level Units

Unit 1: Observational Drawing	Unit 6: Space
Unit 2: Line	Unit 7: Portraiture
Unit 3: Value	Unit 8: Rhythm and Movement
Unit 4: Shape and Form	Unit 9: Color Theory
Unit 5: Organizing Composition	Unit 10: Texture

Unit Title

Texture

Unit Summary

Students will gain an understanding of how artists create and utilize the element of texture in a composition.

Unit Essential Questions:

1. How do artists create the illusion of texture on a two-dimensional surface?
2. How do artists use the element of texture to elicit a specific response from the viewer.

Key Understandings:

1. Artists use a variety of techniques to create actual and implied texture on two-dimensional surfaces.
2. Artists use the element of texture to elicit responses from the viewer.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.2.12.L	Identify, explain and analyze common themes, forms and techniques from works in the art

Important Standards Addressed in the Unit:

9.1.12.C	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of

	mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
9.3.12.B	Determine and apply criteria to a person's work and works of others in the arts

Misconceptions:	Proper Conceptions:
1. Texture must be actual.	1. Texture can be actual or implied.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Actual texture can be incorporated into two-dimensional artworks Implied texture can be created by artists Texture is necessary to create interest and realism 	<ul style="list-style-type: none"> Demonstrate an understanding of implied and actual texture in two-dimensional artwork Demonstrate the ability to accurately create implied textures from observation of actual texture. 	<ul style="list-style-type: none"> Perseverance Critical thinking Creativity Collaboration Communication Language Lens - subject specific vocabulary Meaning Centered Lens - Actively making sense of concepts

Academic Vocabulary:

<ul style="list-style-type: none"> Texture Implied texture 	<ul style="list-style-type: none"> Actual texture Matte 	<ul style="list-style-type: none"> Shiny Rough Smooth
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Assessments:

<ul style="list-style-type: none"> Artwork eliciting a specific viewer response through the element of texture Accurate creation of implied texture based on observation of actual texture Evidence of planning and revision

Differentiation:

<ul style="list-style-type: none"> Texture could be collaged or created through rubbings.
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Interdisciplinary Connections:

<ul style="list-style-type: none"> Science - texture is found in natural objects

Additional Resources:

<ul style="list-style-type: none"> Objects representing a variety of actual textures Teacher examples Art history exemplars of texture

Created By:
Jennifer Brink
