




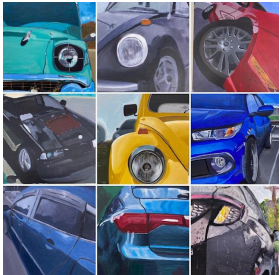




# AT A GLANCE... RACHEL'S STUDIO ART CURRICULUM 9TH-12TH

UNIT	OVERALL SKILL(S)	ADDITIONAL COLUMN	STANDARDS	DOK / I CAN STATEMENTS	UNIT AND EXHIBITION DESCRIPTION
<b>Who am I?</b> Sept. 9-14th Present Sept 15, 16	-Using G. Slides -Design Skills -Public Speaking skills	This presentation is about getting comfortable with tech: G. Slides, Classroom, presenting, etc. ICEBREAKER with tech and design components.	Blueprint Slide <a href="#">SLIDE 25</a>	<a href="#">DOK1</a> (one or more bullets) <ul style="list-style-type: none"> <li>- I can define and describe art principles and elements, style, media and/or techniques (I can describe and infer how it was made)</li> <li>- I can identify the function of art in culture</li> <li>- I can make connections between visual art and other content areas</li> </ul>	<ul style="list-style-type: none"> <li>- Students will create a slideshow presentation that will introduce the class to who they are. <b>(making connections)</b></li> <li>- We will learn how to create aesthetically pleasing designs in slides, add text, pictures, music, animations. <b>(define P&amp;E)</b></li> <li>- They will present the slides to the class <b>(making connections)</b></li> </ul>
<b>Sketchbook Cover symbolism</b> Sept. 19-30th	- colored pencil techniques -creating meaningful symbolism -balance and harmony in composition	-Keith Haring -Kandinsky 	Blueprint Slide <a href="#">SLIDE 23</a>	<a href="#">DOK2</a> (one or more bullets) <ul style="list-style-type: none"> <li>- I can make examples of techniques and styles through guided practice (with teacher and peers)</li> <li>- I can compare and contrast art styles using art vocabulary (see principles and elements)</li> <li>- I can compare two works of art while considering P&amp;E, style, subject matter, and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will create a cover for their sketchbooks. <b>(technique)</b></li> <li>- The covers will represent the student artist.</li> <li>- Each artist will design 5 images that symbolize who they are. They will use the symbols as part of their cover composition.</li> <li>- Critique: Students will pair up and explain their cover with their peer. They will discuss the P&amp;E, style, subject and technique <b>(compare works)</b></li> </ul>
<b>Inktober Drawing Unit (Principles and Elements of Design)</b> Oct. 3rd - 31st	- Drawing skills: line, form, shape, perspective, shading, value	-NOTE: look up illustrators that would be interesting to use for this month of drawing.	Blueprint Slide <a href="#">SLIDES 23, 25, 26</a>	<a href="#">DOK3</a> (one or more bullets) <ul style="list-style-type: none"> <li>- I can create an original artwork within a set of teacher-directed parameters which include subject, theme, historical style, P&amp;E, media, and technique</li> <li>- I can express a personal POV through the creation of artwork</li> <li>- I can create art that serves a purpose in society</li> <li>- I can justify artistic decisions, analyze and evaluate the effectiveness of communicating meaning in art.</li> </ul>	<ul style="list-style-type: none"> <li>- Using Inktober words as motivation, students will create 1 original drawings a week (4 in total) that demonstrate understanding of the elements: line, shape, form, value, etc. And principles: balance</li> </ul>

<p>Comic self portrait</p>	<ul style="list-style-type: none"> <li>- Caricature</li> <li>- Emphasis</li> <li>- Illustration skills</li> </ul>			<p><a href="#">DOK3</a> (one or more bullets)</p> <ul style="list-style-type: none"> <li>- I can create an original artwork within a set of teacher-directed parameters which include subject, theme, historical style, P&amp;E, media, and technique</li> <li>- I can express a personal POV through the creation of artwork</li> <li>- I can create art that serves a purpose in society</li> <li>- I can justify artistic decisions, analyze and evaluate the effectiveness of communicating meaning in art.</li> </ul>	<ul style="list-style-type: none"> <li>- Using ink and Prismacolor markers students will create a comic self-portrait. We will focus on caricature and emphasis</li> <li>- Students will work from a photograph</li> <li>- Students will study different types of cartooning styles, and defining characteristics of that style to create their own cartoon self-portrait</li> </ul>
<p>Realism self-portrait</p>	<ul style="list-style-type: none"> <li>-Drawing from observation</li> <li>-Shading</li> <li>-realism</li> </ul>			<p><a href="#">DOK3</a> (one or more bullets)</p> <ul style="list-style-type: none"> <li>- I can create an original artwork within a set of teacher-directed parameters which include subject, theme, historical style, P&amp;E, media, and technique</li> <li>- I can express a personal POV through the creation of artwork</li> <li>- I can create art that serves a purpose in society</li> <li>- I can justify artistic decisions, analyze and evaluate the effectiveness of communicating meaning in art.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will create a realistic self-portrait using a grid method. They will take selfies to use as a reference for their drawing. Focus on value and composition.</li> <li>- Students will look at the art of Chuck Close and use his method of gridding from a photograph to create a realistic self-portrait.</li> </ul>
<p>Watercolor Polaroid</p>	<ul style="list-style-type: none"> <li>- Capturing a moment</li> <li>-watercolor techniques</li> </ul>			<p><a href="#">DOK2</a> (one or more bullets)</p> <ul style="list-style-type: none"> <li>- I can make examples of techniques and styles through guided practice (with teacher and peers)</li> <li>- I can compare and contrast art styles using art vocabulary (see principles and elements)</li> <li>- I can compare two works of art while considering P&amp;E, style, subject matter, and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Brain break project. Each student will create a polaroid sized painting of a place that is important to them. They will focus on space (foreground, middle ground, background and perspective,</li> <li>- Students can find inspiration online to create this landscape.</li> </ul>
<p>Color theory acrylic painting</p>	<ul style="list-style-type: none"> <li>-color theory, mixing compliments, analogous, monochromatic, color schemes</li> </ul>			<p><a href="#">DOK2</a> (one or more bullets)</p> <ul style="list-style-type: none"> <li>- I can make examples of techniques and styles through guided practice (with teacher and peers)</li> <li>- I can compare and contrast art styles using art vocabulary (see principles and elements)</li> <li>- I can compare two works of art while considering P&amp;E, style, subject matter, and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will use primary colored acrylic paint to mix the full spectrum of colors: color wheel, tints, shades, neutrals, compliments, monochromes, etc.</li> <li>- Students will learn to create a color wheel, tints and shades.</li> <li>- Students will learn about radial symmetry</li> <li>- Students will create their own unique radial design and alternate each "piece of pie with a tint or shade of the pure colors</li> </ul>

<p>Close up painting / photo composition</p>	<p>- observation painting -underpainting -texture, composition</p>			<p>chosen.</p> <p><u>DOK3</u> (one or more bullets)</p> <ul style="list-style-type: none"> <li>- I can create an original artwork within a set of teacher-directed parameters which include subject, theme, historical style, P&amp;E, media, and technique</li> <li>- I can express a personal POV through the creation of artwork</li> <li>- I can create art that serves a purpose in society</li> <li>- I can justify artistic decisions, analyze and evaluate the effectiveness of communicating meaning in art.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will work with photos to create a realistic/abstract painting of an extreme close-up.</li> </ul>
<p>Social Issue relief prints (printmaking)</p>	<p>-</p>			<p><u>DOK 4</u></p> <ul style="list-style-type: none"> <li>- I can select a topic of personal interest as a theme/subject for creation of art and define an artistic problem</li> <li>- I can conduct research using a variety of sources (see above) and develop ideas through a series of studies.</li> <li>- I can choose and use P&amp;E, style, media and techniques that will best express the intended meaning.</li> <li>- I can write an artist's statement that explains and defends artistic decisions</li> <li>- I can develop and defend personal answers to aesthetic questions (see above)</li> <li>- I can draw and defend conclusions about how art is influenced by and influences culture/history</li> </ul>	<ul style="list-style-type: none"> <li>- Students will learn about relief printmaking. They will apply these skills to create a social justice work of art. Students will research issues that are important to them to create a printed poster. Students will create copies of the poster using printmaking skills.</li> <li>- Students will write about their social cause and how it impacts them</li> <li>- Students will connect the impacts of the social cause to the school community and the world</li> <li>- Students will connect their work to what is happening in the world as well as other artwork that has inspired their own work.</li> </ul>
<p>Typography letter sculpture</p>				<p><u>DOK3</u> (one or more bullets)</p> <ul style="list-style-type: none"> <li>- I can create an original artwork within a set of teacher-directed parameters which include subject, theme, historical style, P&amp;E, media, and technique</li> <li>- I can express a personal POV through the creation of artwork</li> <li>- I can create art that serves a purpose in society</li> <li>- I can justify artistic decisions, analyze and evaluate the effectiveness of communicating meaning in art.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will design their own typography. They will pick a letter and create a 3D version of the letter using cardboard, paper mache, and paint.</li> <li>- Students will use symbolism to personify the letter. Each symbol will be a representation of that person.</li> </ul>