

CURRICULUM MAP

SUBJECT: Art Foundation _____ GRADE: 9 - 12_

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
<p>Week 1 – Introduction and teacher assessments</p> <p>Week 2 – 4 – Drawing from life, imagination, sources. Drawing techniques and tools</p> <p>Weeks 5 – 7 --Color: tools and techniques, color theory</p> <p>Weeks 8 and 9—</p>	<p>1. Why do people use a variety of materials to make art?</p> <p>2. What is design?</p>	<p>1. Projects relating to 2D materials maintenance and use, 3D materials maintenance and use, combination 2D and 3D.</p> <p>2. Projects relating to elements and principals of design.</p>	<p>1. Standard 1: Methods, Materials and Techniques. Students will demonstrate knowledge of the methods, material and techniques unique to the visual arts.</p> <p>2. Standard 2: Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.</p>	<p>2D materials including, but not limited to: graphite, charcoal, ink, marker, watercolor, tempera, acrylic, collage, and printmaking. 3D materials including, but not limited to: clay, glaze, wood, paper, textile, wire, plaster, stone, foam board, cardboard, and papier-mache. Tools</p>	<p>1. Sketchbook review.</p> <p>2. Student examples of class instruction</p> <p>3. Graded projects</p> <p>4. Teacher observation</p> <p>5. Group reflection and critique</p> <p>6. Individual critique/student draft revise and edit</p> <p>7. Review various artists through a variety of media</p>

<p>Elements and Principles of Design</p> <p>Week 10 – 14 – Introduction to 3-D: additive and subtractive sculpture</p> <p>Weeks 15 – 18 – Individual use of techniques, media and personal exploration.</p> <p>On-going through semester. Materials and projects rotated due to multiple teachers/</p>	<p>3. How do people convey their ideas through media, materials and techniques?</p> <p>4. When is a work of art complete?</p>	<p>3. Projects relating to individual interpretation through concrete and abstract concepts.</p> <p>4. Projects relating to generating ideas, sketches, completed work.</p>	<p>3. Standard 3: Observation, Abstraction, Invention and Expression. Students will demonstrate their powers of observation, abstraction, invention and expression in a variety of media, materials and techniques.</p> <p>4. Standard 4: Drafting, Revising and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement and exhibit preparation.</p>	<p>including but not limited to pottery wheels, rasps, chisels, slab roller, kiln, brushes, palettes, x-acto knives, printmaking tools. Posters, charts, books, reproductions, guest speakers, museums and galleries.</p>
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<p>space/ supply issues.</p>	<p>5. Why do people interpret and evaluate works of art?</p>	<p>5. Projects relating to critiquing and analyzing personal artwork and the artwork of others.</p>	<p>5. Standard 5: Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p>		
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