Grades 9-12 Visual & Performing Arts  
Art I

Art Criticism I

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Visual Arts- Beginning

Perceiving/Knowing (PE)

1PE Examine and articulate the effects of context on visual imagery.

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

3PE Identify the relationship between community or cultural values and trends in visual art.

4PE Identify the factors that influence the work of individual artists.

Producing/Performing (PR)

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

Responding/Reflecting (RE)

1RE Explore various methods of art criticism in responding to artworks.

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

5RE Identify and explain one or more theories of aesthetics and visual culture.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

WHST.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

This unit of study will introduce art criticism. Students will learn how to analyze and respond to works of visual art by applying the elements and principles of art and the four-step art criticism model.

Resources

Unit Goals

1. Students will understand the four-step model of art criticism to write about art.
2. Students will access online and printed informational texts to understand the historical period in which a piece of art was created.
3. Students will understand how cultural trends in a specified time period influenced the artist's creation of selected artwork.
4. Students will understand how to apply the elements and principles of art to explain a theory of aesthetics used within an art movement.

Big Ideas

1. Informed Critique
2. Art Criticism Model
3. Historical Context

Enduring Understandings

1. The elements and principles of art are used to write and talk about art as well as create it.
2. Artists are guided by the elements and principles of art when creating and designing art work.
3. The historical period and climate in which art was created influence the art produced by artists.
4. Art movements develop a set of aesthetics that guide artists in how they apply the elements and principles of art.
5. The four-step art criticism model is a guideline to formally write and talk about art in an informed manner.
6. Art criticism will allow a greater understanding and critique of visual media found throughout life.

Content

1. four-step art criticism model: description, analysis, interpretation, judgment
2. elements of art: line, shape, color, texture, value, form, space
3. principles of art: emphasis, balance, unity, contrast, variety, movement, rhythm, pattern
4. art movements
5. aesthetics

Skills

1. Differentiate examples of the elements and principles of art within a selected piece of artwork.
2. Analyze how an artist has applied the elements and principles of art.
3. Critique a piece of artwork based on the four-step model of art criticism.
4. Revise their written work based on feedback.
5. Research the history of a specific artist and art movement.
6. Assess how an artwork was influenced by the time period in which it was created.
7. Cite evidence gathered in research to reinforce interoperation of artwork.
8. Students will produce clear and coherent writing to apply appropriate, domain specific vocabulary to describe artwork in a formal style.
9. Students will gather relevant information on the life of an artist to identify the factors that influenced his or her work.

Essential Questions

1. How do we formally write about and critique artwork?
2. How do artists use the elements and principles of art in their artwork?
3. How does the time period in which artwork was created affect the context and understanding of the artwork?
4. What are the aesthetics unique to a specific art movement?
5. How does art criticism lead to a greater understanding and appreciation of artwork?

Stage 2: Assessment Evidence

Practice Art Criticism Discussion

Formative: Class Discussion

Students will complete a practice art criticism using the four-step model through a teacher-lead discussion based on the same piece of artwork.

Mini Art Criticisms

Formative: Class Work

Students will complete art criticism practice exercises in small portions, such as completing one step of the four-step model at a time, to build their written and analytic skills.

Art History Research

Formative: Research Project

Students will complete a research project based on an artist and the art movement he or she belonged to. Students will document the time period in which the artwork was created and  how that influenced the artist and the art movement.

Art Criticism: Final

Summative: Writing Assignment

Students will complete an extended art criticism using the four-step model of art criticism to evaluate a selected artwork. Students should apply knowledge gained in their research project to write a more informed criticism of selected artwork.

Stage 3: Learning Plan

Learning Experiences

1. Structured Overview: Guided notes will be used to aid students in class discussions and critiques of artwork.
2. Drill and Practice: Students will complete a practice art criticism in small steps to build on their writing and analytic skills. This could be completing one step at a time in the four-step model.
3. Compare and Contrast: Students can compare and contrast different styles of artwork and discuss the various aesthetics displayed in the selected works. Students can discuss how different artists apply the same elements of art to create completely different styles of art.
4. Discussion: A discussion can occur in which the class completes the art criticism process together based on the same piece of artwork. Students will compare and contrast their responses to practice their art criticism skills.
5. Computer Assisted Instruction: Students will use online resources to gather information about an artist, art movement, and individual piece of artwork.
6. Learning Logs/Journals: Students will maintain a blog to post completed and in progress assignments to document their learning. Students will share links to their blogs with teachers and other students for critique and review.
7. Research Project: Students will write a research-based blog post discussing the life and times of a chosen artist and the art movement to which the artist belonged. They can be assigned an artist or allowed to choose.
8. Role Playing: Students can play the role of museum curator and design an exhibit of artwork based on a specific theme. Students can complete this in a written assignment/blogpost where they post the pictures of the chosen artwork and describe how their chosen artwork fits the theme of the show. The artwork should demonstrate a range in aesthetics and media.
9. Field Trips: Students can take a field trip to a local art museum or gallery where they select a piece of artwork to analyze. This field trip can also be a virtual field trip to a famous museum via an online tour.
10. Written Art Criticism: Students will complete a written four-step art criticism. Students will select a piece of artwork and use the four-step model to critique and analyze the selected artwork.
11. Visual Arts Project: Students can complete a visual project that incorporates the elements and aesthetics of their chosen artist's work into an original design of their own.
12. Visual Arts Project: Students can create a mod Instagram for their chosen artist. Students can zoom in and crop part of artwork of an artist and tag it with the element(s) of art within the artwork. Example: #line, #analogouscolors, etc.

Technology Integration

1. iPads for virtual tours of museums
2. Research databases
3. Google Sites, Tumblr, or other blog websites
4. Google Art Project, WikiArt iPad, Pinterest, or other collaborative websites for the purpose of assembling "exhibits"
5. Google Docs or other collaborative documents that can be shared between students
6. SmartBoard to view and draw on top of artworks

Resources

1. *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern* by Carol Strickland
2. *The Art Teacher's Book of Lists* by Helen D. Hume

Resources

* ArtLens at Cleveland Museum of Art (<http://www.clevelandart.org/gallery-one/artlens>)

Grades 9-12 Visual & Performing Arts  
Art I

Drawing I

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Visual Arts- Beginning

Perceiving/Knowing (PE)

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

4PE Identify the factors that influence the work of individual artists.

Producing/Performing (PR)

1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

3PR Explore multiple solutions to visual art problems through preparatory work.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

6PR Identify and apply visual literacy as a means to create images that are personally expressive.

Responding/Reflecting (RE)

1RE Explore various methods of art criticism in responding to artworks.

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit serves as a fundamental introduction to concepts in drawing for the beginning art student. Students start learning about the basic elements of art and principles of design, then move on to mastering linear perspective (one and two point), contour line, and observational drawing. The emphasis is on strengthening perception skills in simple line drawing before later developing competence with value and shading.

Resources

Unit Goals

1. Students will understand the elements of art and principles of design.
2. Students will comprehend how the elements are used to evoke different emotions in art.
3. Students will develop technical skills in rendering objects through observation.
4. Students will develop vocabulary to be used in communicating artistic concepts, ideas, and aesthetic qualities.
5. Students will understand the importance of basic tool safety and good craftsmanship.
6. Students will identify factors that influence the work of various artists.

Big Ideas

1. Elements of Art Principles of Design
2. Linear Perspective
3. Contour Line Weight
4. Depth Perception
5. Value Shading

Enduring Understandings

1. The elements of art and principles of design are basic, necessary components in creating any successful composition.
2. An accurate line drawing should first be developed before adding value and tone.
3. Artists can use several techniques to create a sense of three-dimensional space on a two-dimensional surface.
4. Assessing our own and the artwork of others through critical thinking is vital to our development as artists.

Content

1. the elements of art: line, color, shape, value, space, form and texture
2. the principles of design: balance, pattern, proportion, rhythm, contrast, emphasis and unity
3. one- and two-point perspective
4. characteristics of lines
5. contour line drawing: blind and basic
6. shading
7. gradation
8. foreground, middle-ground, background
9. beginning art vocabulary

Skills

1. Identify sources to use for creative reference.
2. Apply the elements of art and principles of design in creating an artwork.
3. Demonstrate basic technical skill and craftsmanship in composing a drawing.
4. Create a successful drawing which demonstrates an understanding of depth through use of perspective, overlap, and differences in value.
5. Use new content-specific vocabulary in the analysis of an artwork.
6. Complete a scale controlling a range of values from light to dark.

Resources

Essential Questions

1. How does seeing and reflecting on an artwork give us a better understanding of how the elements and principles work together?
2. What are some of the different characteristics of lines?
3. What methods do artists use to create a sense of depth in a two-dimensional space?
4. How do artists control differences in value?

Stage 2: Assessment Evidence

Pre-Assessment Drawing

Diagnostic: Class Work

At the beginning of a course, a pre-assessment drawing can be assigned as a diagnostic tool to gauge student ability and prior knowledge. Students may be given a particular subject to draw, or this can be left to their own choosing, but this is typically finished in less than a half hour. The final product gives teachers a better indication of a student's current artistic capability and thus drives future instruction. Following lessons should pinpoint areas that students find challenging.

Elements & Principles of Design Test

Summative: Test

At the end of a lesson on the elements of art and principles of design, a test can serve as an objective summative assessment of student understanding. The test should include a variety of multiple-choice, short-answer and essay questions to gauge student learning.

Preparatory Work

Formative: Class Work

Prior to completing visual arts projects, students complete preparatory work in order to find and create multiple solutions for each visual arts problem. Preparatory work can include computer research to find appropriate sources, viewing work from master artists in order to develop ideas and styles, and creating sketches to develop and troubleshoot ideas.

Teacher Observation

Formative: Observation

Since much visual art work is done in class under the supervision of the teacher, it is vital that the teacher circulates around the room, asks the students questions, observes student progress, and is available for assistance.

Studio Project

Summative: Visual Arts Project

Studio projects can serve as the summative assessments for the various drawing techniques. Studio projects can be based upon various themes in order to encourage student creativity. Craftsmanship and originality should be emphasized.

Class Critique

Formative: Cooperative Group Work

A classroom critique is suggested upon completion of a studio project. This activity can be done with the entire class at one time, or students can be divided into smaller groups. This assessment is formative in nature, with the teacher judging student progress through observation of the interaction. Students display completed projects for their peers to see and take turns reflecting on the thought process behind creation, aesthetic characteristics of a work, and methods or techniques used. This allows students to reflect upon their own procedures and learn by example from others. The activity can be done as an oral discussion and/or involve a written response.

Written Response

Summative: Reflective Writing

At the end of a lesson, students should demonstrate their understanding of art aesthetics and processes through written response. Students can be given a text to read about a particular artist, work, or movement and assigned follow-up questions or writing prompts. Students should draw upon recently learned material to argue their points and cite examples from the text to back up their statements.

Stage 3: Learning Plan

Learning Experiences

1. Structured Overview: Students will be introduced to the main points of a new lesson, view slideshows of art which highlight the work of a particular artist or period, or will be shown sample projects to use for reference.
2. Demonstrations: The students will watch demonstrations of various techniques performed by the teacher. YouTube videos of the various demonstrations can also supplement this information. In-class demonstrations serve the students well because they can view the process in person and the teacher can field questions, if necessary.
3. Brainstorming/Sketchbooks: In order to prepare for studio projects using the various media, students can journal and sketch in sketchbooks in order to brainstorm and develop ideas. Possibilities for brainstorming can include researching on computers, working with a small group to develop ideas, finding appropriate source material, and sketching multiple possibilities for each visual art problem.
4. Drill & Practice: Students can participate in several activities that involve repetition of a learned skill. Through this repetition, technical abilities are strengthened. One example is the blind contour drawing exercise to aid students in observational drawing. Students select an object and draw it for one minute without looking down at their paper. This is repeated several times with a new object, gradually helping students develop hand-eye coordination skills.
5. Compare & Contrast: Viewing the work of different artists and looking for similarities and differences in style is an effective way for students to develop critical analysis skills. As beginning students learn about the elements and principles of art, it is essential that they learn to distinguish between different line weights, textures, color schemes, etc. and start considering artist intent behind these decisions. Having students compare multiple works from one art period helps familiarize them with the characteristics of that particular movement.

Technology Integration

1. PowerPoint for viewing slide shows of art
2. Projector and DVD player for viewing instructional videos
3. HoverCam or Elmo in order to demonstrate the various processes and techniques to the class
4. Artsonia to post student artwork, display artist statements and student ideas, and share the work with the larger school community
5. Pinterest to find and collect ideas

Resources

1. *Themes and Foundations of Art* by Elizabeth Katz, E. Louis Lankford and Janice Plank
2. *Elements and Principles of Design: Student Guide with Activities,* Crystal Productions. Glenview, Illinois
3. *Beginners Guide to Perspective* by Victor Perard

Resources

* Elements of Art YouTube Video Clip ([https://www.youtube.com/watch?v=BwNQkhKg2Iglist=PL6FAeRL\_AK3gjXgmSJeOBSNAC-VSw3NsQ](https://www.youtube.com/watch?v=BwNQkhKg2Ig&list=PL6FAeRL_AK3gjXgmSJeOBSNAC-VSw3NsQ))

Grades 9-12 Visual & Performing Arts  
Art I

Painting I

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Visual Arts- Beginning

Perceiving/Knowing (PE)

1PE Examine and articulate the effects of context on visual imagery.

4PE Identify the factors that influence the work of individual artists.

6PE Describe the decisions made in the design of everyday objects.

Producing/Performing (PR)

1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

Responding/Reflecting (RE)

2RE Identify assessment practices to manage, monitor and document their learning.

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

Summary

This unit of study is an introduction to the elements and principles of art, colors, the color wheel, color mixtures, with their uses in painting and paint application. Within the course, the students will create a color wheel, color value paintings, representational paintings, and abstracts. Throughout the duration of the course, students will gain an awareness of specific movements in art history, the artists, their compositional practices, and application techniques. Students will continue experimentation with color mixtures: tertiary, analogous, complementary, split complementary mixtures, monochromatic, tints, and shades. With each project, students will utilize varying painting media.

Resources

Unit Goals

1. Students will experience mixing and applying colors in varying projects.
2. Students utilize different painting media.
3. Students apply specific painting techniques for each assigned project.
4. Students focus on studio production.
5. Students gain an awareness of specific artists from art history.

Big Ideas

1. Color and Color Mixtures
2. Paint Application/Techniques
3. Art Movements/Artists
4. Element & Principles of Art and Design
5. Art Production

Enduring Understandings

1. Colors and compound mixtures can be applied for any painting style.
2. Varying painting media are applied differently.
3. Key figures from art history influence today's artists and artwork.
4. The elements of art are the tools an artist uses to create art. The principles of art are how artists use them.
5. Painting is a creative endeavor with holistic and aesthetic results.

Content

1. terms associated with color and the color wheel
2. the color wheel as a tool
3. color, value, form, texture, line
4. balance, unity, rhythm, repetition, variety
5. primary, secondary, tertiary, analogous, monochromatic, and complementary color mixtures; tints and shades
6. the process of applying the principles of art
7. composition
8. historical impact of artists from varying art movements
9. varying paint application techniques
10. steps to create a painting
11. positive and negative space
12. representational art
13. abstract art
14. color schemes
15. color expression/emotion
16. craftsmanship

Skills

1. Create paintings with a focus on content and craftsmanship.
2. Utilize appropriate painting techniques for the varying paint media.
3. Experiment with color mixture.
4. Utilize the varying tools of painting for class projects.
5. Apply appropriate painting media to varying surfaces.

Essential Questions

1. Why is the color wheel such an important tool for artists?
2. To what extent can colors be mixed?
3. What different techniques can be used for applying the varying paint media?
4. What is the importance of the elements and principles of art?
5. How important is creativity in art?

Stage 2: Assessment Evidence

Introductory Assignments

Diagnostic: Visual Arts Project

Color Wheel and Associated Projects: These projects are assigned at the beginning of the semester to evaluate student abilities.

Painting Projects

Summative: Visual Arts Project

Class Projects with Tempera, Watercolor, and Acrylic Paintings. Students create varying painting assignments using different painting media.

Critique

Summative: Cooperative Group Work

Critique Sessions: Peer evaluation and open discussion are used to evaluate student artwork.

Self Evaluation

Summative: Reflective Writing

Artist Statements: Artist statements act as self-evaluation, input, and response to a completed work of art. Students will answer questions pertaining to the creative process and the formative steps taken to complete a work of art. Students will identify strengths and areas of improvement. Students will provide written documentation of creative process.

Stage 3: Learning Plan

Learning Experiences

1. Independent Work: Students create their own paintings using varying paint media and application techniques with a focus on composition.
2. Role Play Activities: Students will replicate paintings of artists from art history discussed in class and utilize their techniques and style.
3. Collaborative Learning and Student Discussion: Students break into groups and critique student artwork noting the aesthetic qualities and proper criticism technique.
4. Charting Learning and Documentation: Students will keep a sketchbook of visual ideas and display the sequences of progress in a visual manner (evidence of final outcome).
5. Visual Presentation: Students present artwork to the class and explain the processes taken to achieve desired results.
6. Studio Production: Students complete assigned projects following the given instructions provided by the instructor.
7. Listening Activities and Cooperative Learning: Within groups, students openly discuss artistic integrity and present specific notations of completed artworks.

Technology Integration

1. Use of a SmartBoard and PowerPoint or other presentation tools for student presentations
2. Use of the Internet for demonstrations
3. Word processing software for written art analysis

Resources

1. *The Themes and Foundations of Art* by Katz, Lankford, and Plank
2. *An Eye for Art*, presented by the National Gallery of Art
3. *200 Projects to Strengthen Your Art Skills: For Aspiring Art Students* by Valerie Colston
4. Select Internet sites: Google, YouTube, etc.
5. Visual Examples: completed projects by students and instructor
6. Art media

Resources

Grades 9-12 Visual & Performing Arts  
Art I

3D

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Visual Arts- Beginning

Perceiving/Knowing (PE)

1PE Examine and articulate the effects of context on visual imagery.

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

4PE Identify the factors that influence the work of individual artists.

Producing/Performing (PR)

1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

3PR Explore multiple solutions to visual art problems through preparatory work.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

Responding/Reflecting (RE)

2RE Identify assessment practices to manage, monitor and document their learning.

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

6RE Identify various venues for viewing works of art.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Catholic Identity

DOC All Grades Catholic Identity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

Three-dimensional work allows students to explore sculpture using a variety of different techniques and media. Students will learn how to use the elements of form and space in order to create three-dimensional work. Students can explore three-dimensional construction using both additive and subtractive non-ceramic processes.

Resources

Unit Goals

1. Students will understand what makes strong three-dimensional design.
2. Students will use the elements of space and form in order to create strong and effective sculpture.
3. Students will understand the benefits and uses for various additive processes.
4. Students will understand the benefits and uses for various subtractive processes.

Big Ideas

1. Three-Dimensional Design
2. Space
3. Form
4. Additive Processes
5. Subtractive Processes

Enduring Understandings

1. Three-dimensional design must capture a strong, interesting form from all angles.
2. Space is the area around or within an artwork and affects the viewing of the work itself.
3. Form is any object which is three-dimensional and captures height, width, and depth.
4. An additive sculpture process is any in which the artist can assemble pieces or add malleable materials together.
5. A subtractive process is any in which the artist carves, chips or pulls away from a solid form.

Content

1. the effects of context when viewing sculptural works
2. the sources and factors that influence various three-dimensional artworks
3. the appropriate levels of craftsmanship necessary when completing three-dimensional artwork
4. various self-assessment techniques
5. the appropriate vocabulary for various sculpture processes
6. various venues for viewing three-dimensional artworks

Skills

1. Use appropriate source material in order to guide and inspire their work.
2. Demonstrate technical skill with various sculpture media.
3. Create artwork that effectively makes use of the elements and principles, particularly space and form.
4. Explore multiple solutions to visual art problems using research, brainstorming, and sketching.
5. Create sculptures that display appropriate levels of craftsmanship.
6. Use various assessment practices to assess their own work and the work of others.
7. Use the appropriate vocabulary to define and describe various sculpture processes.
8. Discuss and design appropriate venues for viewing three-dimensional artworks.

Essential Questions

1. What must an artist consider when creating work that is three-dimensional?
2. How do space and form work together in order to create sculpture and three-dimensional artwork?
3. What are the benefits and limitations of various additive sculpture processes?
4. What are the benefits and limitations of various subtractive sculpture processes?

Stage 2: Assessment Evidence

Preparatory Work

Formative: Class Work

Prior to beginning sculpture projects, students should prepare for this work by researching, brainstorming, finding appropriate source materials, and developing ideas in sketchbooks.

Artist Research

Formative: Research Project

Students can draw from the wealth of sculpture artists from art history by completing a research project about one of their choosing. This research project can take several forms: they can write an essay, complete a website or blog entry about their artist, or complete a studio project based off of their artist.

Teacher Observation

Formative: Observation

When students are completing work of any kind, it is vital for the teacher to circulate around the room in order to survey progress, notice any potential problems, answer questions, and gauge student understanding.

Venue Design

Formative: Cooperative Group Work

In order to understand the importance of context and venues on three-dimensional artwork, the students can collaborate on the creation of a venue. For example, students can create miniature venues using their own sculptures, such as "gallery" spaces or sculpture gardens. They can also locate and design appropriate venues within the school community.

Studio Project

Summative: Visual Arts Project

The summation of each of the various sculpture techniques should be a developed studio project that is an original design from the student. Students should be assessed on their originality, ability to develop a strong three-dimensional design, and high levels of craftsmanship.

Self-Assessment

Summative: Reflective Writing

When students complete a studio assignment, a self-assessment allows the students to reflect upon what they have done and critique their own work. This allows them to develop a deeper understanding of their process.

Stage 3: Learning Plan

Learning Experiences

1. Demonstrations: The students will watch demonstrations of various techniques performed by the teacher. YouTube videos of the various demonstrations can also supplement this information. In-class demonstrations serve the students well because they can view the processes in person and the teacher can field questions, if necessary.
2. Guided and Shared: A presentation of sculpture examples and vocabulary for the various sculpture processes can lead to a shared class discussion. The teacher can pose questions, the students can provide their observations, and therefore practice their knowledge of the subject.
3. Cooperative Learning Groups: Small groups of students can design appropriate venues for viewing their own sculptural works. For example, students can design miniature galleries or sculpture gardens, or can find appropriate space within the school to display their work.
4. Brainstorming/Sketchbooks: In order to prepare for studio projects using the various media, students can journal and sketch in sketchbooks in order to brainstorm and develop ideas. Possibilities for brainstorming can include researching on computers, working with a small group to develop ideas, finding appropriate source material, and sketching multiple possibilities for each visual art problem.
5. Learning Logs: Students can track their progress throughout the semester with learning logs or digital portfolios. Possibilities include using Artsonia to create student galleries and writing artist statements to share with the school communities. Students can also use Google Sites, Tumblr, or other blog websites in order to create student portfolios and reflect on their learning.
6. Research Projects: Students can complete research in order to find a modern or contemporary sculpture that they are interested in. The resulting research project can be an essay, a blog post or website about the artist, or perhaps a sculpture that combines the student's sculptural style with that of the artist.
7. Writing to Inform: As students complete studio projects, they can complete self-assessments in order to reflect on their process and the work that they have completed. Possibilities for this can include writing artist statements, critiquing their own work, and/or using a rubric to assign themselves a grade.
8. Studio Work: Students should exercise their knowledge of the different sculptural processes, personal creativity, and craftsmanship through the work of studio projects. There should be a balance of additive and subtractive processes. Possibilities for appropriate media may be paper relief sculptures, wire sculptures, papier mache, assemblage, soft sculpture, wood carving, or plaster carving. Projects can be based off of sculpture artists from art history, themes, or personal narrative.

Technology Integration

1. Prezi or Google Slides in order to create presentations of vocabulary words and examples of prints
2. HoverCam or Elmo in order to demonstrate the various processes and techniques to the class
3. Google Sites or Tumblr in order to assemble student portfolios and self-assessment critiques
4. Artsonia to post student artwork, display artist statements and student ideas, and share the work with the larger school community
5. Pinterest to find and collect ideas for sculptures

Resources

* Artsonia (<https://www.artsonia.com>)

Resources

1. *Shaping Space: The Dynamics of Three-Dimensional Design* by Paul Zelanski and Mary Pat Fisher
2. *Sculpture Today* by Judith Collins
3. *Sculpture: From Antiquity to the Present Day* by TASCHEN

Resources

* MOMA Inside/Out Blog (<http://www.moma.org/explore/inside_out/tag/sculpture>)

Grades 9-12 Visual & Performing Arts  
Art I

Printmaking I

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Visual Arts (2012)

Visual Arts- Beginning

Perceiving/Knowing (PE)

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

4PE Identify the factors that influence the work of individual artists.

Producing/Performing (PR)

1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

3PR Explore multiple solutions to visual art problems through preparatory work.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

6PR Identify and apply visual literacy as a means to create images that are personally expressive.

Responding/Reflecting (RE)

2RE Identify assessment practices to manage, monitor and document their learning.

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

Students will be introduced to the art form of printmaking, particularly through simpler printing methods, such as monotype, relief printing, and intaglio. Value, line, shape, and contrast will be emphasized as important elements and principles necessary to the art of printmaking. Students will also learn to develop their creativity, craft and studio practice. Being able to use the expressive qualities of the medium will be emphasized.

Resources

Unit Goals

1. Students will understand the different ways in which printmaking can be used as an effective art form.
2. Students will use the elements of art and principles of design in order to craft strong artwork.
3. Students will understand the necessity of using creativity and originality as an artist.
4. Students will use the expressive qualities of printmaking in order to create work with content and meaning.

Big Ideas

1. Printmaking as an Art Form
2. Elements of Art and Principles of Design
3. Creativity as a Necessity for Artists
4. Expressive Qualities

Enduring Understandings

1. Printmaking has served many visual artists throughout the course of art history due to its unique abilities as an art form.
2. The elements and principles, particularly line, value, shape, and contrast, help an artist successfully shape plates and prints.
3. Creativity and originality are what allow an artist to create new and unique ideas.
4. The expressive qualities of the various printmaking media, such as mark-making, allow the artist to create meaning.

Content

1. appropriate visual sources that artists can use
2. the elements of art and principles of design
3. the ways in which printmaking can be expressive as a medium
4. the appropriate vocabulary for printmaking processes
5. monotype
6. relief printing
7. intaglio

Skills

1. Use appropriate visual sources to build their own artworks.
2. Demonstrate technical skill when creating prints from monotype, relief printing, and intaglio processes.
3. Create effective compositions using the elements and principles of line, shape, value, and contrast.
4. Construct multiple solutions to a visual art problem through the use of researching and sketching.
5. Create artworks that are personally expressive.
6. Critique and analyze their own work using self-assessment methods.
7. Use the appropriate vocabulary associated with the printmaking processes of monotype, relief printing, and intaglio.

Essential Questions

1. Why is printmaking an important art form for visual artists of multiple disciplines?
2. How can the elements of art and principles of design guide an artist?
3. Why are creativity and originality necessary for an artist?
4. How can an artist use the expressive qualities of printmaking media to create meaning?

Stage 2: Assessment Evidence

Prints Discussion

Formative: Cooperative Group Work

Students can view examples of relevant prints in groups. Together, they can determine the visual sources that artists potentially used, the meaning created from the expressive qualities of the medium, the application of the elements and principles, and the levels of craftsmanship achieved. This activity also allows the students to use and practice the appropriate vocabulary associated with the print processes.

Critical Reading

Formative: Reading Task

Students can complete critical reading and response assignments on a variety of different topics. For example, students can read and respond to the differences between different print media (woodcuts vs. linocuts), or can analyze the stylistic differences between different print artists. This assessment allows students to apply the vocabulary in a practical way while thinking critically.

Teacher Observations

Formative: Observation

Since much visual art work is done in class under the supervision of the teacher, it is vital that the teacher circulates around the room, asks the students questions, observes student progress, and is available for assistance.

Preparatory Work

Formative: Class Work

Prior to completing visual arts projects, students complete preparatory work in order to find and create multiple solutions for each visual arts problem. Preparatory work can include computer research to find appropriate sources, viewing work from master artists in order to develop ideas and styles, and creating sketches to develop and troubleshoot ideas.

Studio Project

Summative: Visual Arts Project

Studio projects can serve as the summative assessments for the various printing techniques. Studio projects can be based upon various themes in order to encourage student creativity. Craftsmanship and originality should be emphasized.

Self-Assessment

Summative: Reflective Writing

When students complete a studio assignment, a self-assessment allows the students to reflect upon what they have done and critique their own work, allowing them to develop a deeper understanding of their process.

Stage 3: Learning Plan

Learning Experiences

1. Demonstrations: The students will watch demonstrations of various techniques performed by the teacher. YouTube videos of the various demonstrations can also supplement this information. In-class demonstrations serve the students well because they can view the process in person and the teacher can field questions, if necessary.
2. Guided and Shared: A presentation of print examples and printmaking vocabulary can lead to a shared class discussion. The teacher can pose questions and the students can provide their observations and can practice their knowledge of the subject.
3. Cooperative Learning Groups: Small groups of students can receive examples of various prints in order to examine and determine the visual sources that artists used, the motivation behind them, and the expressive qualities produced within the prints. This activity is also an opportunity for students to make use of their printmaking vocabulary.
4. Reading for Meaning: Students can read various technical texts and readings in order to develop critical thinking and use the print vocabulary that they have learned. For example, students can read the technical definition of a linocut and can compare it to their experience with woodcuts. As another possibility, the students can read about the stylistic choices of a group of print artists, such as the German Expressionists.
5. Brainstorming/Sketchbooks: In order to prepare for studio projects using the various media, students can journal and sketch in sketchbooks in order to brainstorm and develop ideas. Possibilities for brainstorming can include researching on computers, working with a small group to develop ideas, finding appropriate source material, and sketching multiple possibilities for each visual art problem.
6. Learning Logs: Students can track their progress throughout the semester with learning logs or digital portfolios. Possibilities include using Artsonia to create student galleries and writing artist statements to share with the school communities. Students can also use Google Sites, Tumblr, or other blog websites in order to create student portfolios and reflect on their learning.
7. Writing to Inform: As students complete studio projects, they can complete self-assessments in order to reflect on their process and the work that they have completed. Possibilities for this can include writing artist statements, critiquing their own work, and or using a rubric to assign themselves a grade.
8. Studio Work: Students should exercise their knowledge of the different printing processes, personal creativity, and craftsmanship through the work of studio projects. Monotype projects can include processes such as trace monotypes and additive and subtractive monotypes. Relief printing can range from printing Styrofoam, soft cut surfaces, linoleum, woodcuts, and even collagraphs. Intaglio can be adapted for high school students using plexiglass and a scribe. Themes (ex: dreams and nightmares, self-portrait, travel, flora and fauna, cityscape, etc.) often provide students with enough freedom to develop their own ideas while still maintaining the guidelines of a project.

Technology Integration

1. Prezi or Google Slides in order to create presentations of vocabulary words and examples of prints
2. HoverCam or Elmo in order to demonstrate the various processes and techniques to the class
3. Google Sites or Tumblr in order to assemble student portfolios and self-assessment critiques
4. Artsonia to post student artwork, display artist statements and student ideas, and share the work with the larger school community
5. Pinterest to find and collect ideas for prints

Resources

1. *The Complete Printmaker: Techniques/Traditions/Innovations* by John Ross, Clare Romano and Tim Ross
2. *Block Printing: Techniques for Linoleum and Wood* by Sandy Allison and Robert Craig
3. *Contemporary American Print Makers* by E. Ashley Rooney and Stephanie Standish
4. *Print Workshop: Hand-Printing Techniques and Truly Original Projects* by Christine Schmidt

Resources

* MOMA What is a print? Interactive (<http://www.moma.org/interactives/projects/2001/whatisaprint/print.html>)