Grades 9-12 Visual & Performing Arts  
Art III

Art Criticism III

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).

7. Assume personal responsibility (CCC 1914).

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- Accelerated

Perceiving/Knowing (PE)

2PE Analyze and explain the factors that influence artworks.

3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.

6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.

Producing/Performing (PR)

2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.

4PR Prepare artworks for display that demonstrate high levels of craftsmanship.

Responding/Reflecting (RE)

1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.

2RE Practice self-assessment to understand their progress and prioritize steps for improvement.

3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.

4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.

5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.

6RE Explain how a response to a work of art is affected by the context in which it is viewed.

7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.

OH Grades 11-12 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.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.1d. 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.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.

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.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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 Rights of Children

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.

Summary

This unit expands on the students' prior knowledge of art criticism. Students will expand on their responses to and analyses of art works with greater depth and independence. Students will apply the methods of art criticism to their own work and the work of other students to facilitate an art community within the classroom. Students edit and select their best work to present in their portfolio and apply art criticism across the breadth of their portfolio.

Resources

Unit Goals

1. Students will understand the four-step model of art criticism to write about their art and the artwork of others.
2. Students will understand domain-specific vocabulary used to describe artwork.
3. Students will understand how to apply the elements and principles of art to explain theories of aesthetics.
4. Students will understand the formal and informal art criticism process used to collaboratively critique artwork within a group.
5. Students will understand how cultural trends in a specified time period influenced the artist's creation of selected artwork.
6. Students will understand the factors within an artist's life that influenced their work.

Big Ideas

1. Critique Technique
2. Constructive Criticism
3. Art Criticism
4. Historical Context
5. Visual Media

Enduring Understandings

1. Art criticism is an organized way of writing and talking about art in order to find meaning.
2. Art criticism provides a structure to critique artwork of fellow students and artwork of one's own creation.
3. Art criticism sharpens the creative skills of an artist to make informed decisions and improvements to his/her art and portfolio.
4. The elements of art and principles of design guide artists when they are creating artwork.
5. The historical period in which a work is created affects the context of the work.
6. The content of an artwork is the meaning that the artist has created.

Content

1. four-step method of art criticism
2. sources that visual artists use
3. arts vocabulary associated with art criticism
4. different aesthetic theories
5. visual culture
6. elements of art
7. principles of design
8. different art movements

Skills

1. Apply art criticism to their own artwork and the artwork of other students.
2. Use an expanded arts vocabulary when defining and discussing artworks.
3. Understand the sources and inspiration for different time periods from art history.
4. Research artists from art history and apply art criticism methods to these works.
5. Cite evidence when applying art criticism methods to art work.
6. Write about artworks in a clear and coherent way.
7. Determine the content that is created in different artworks.
8. Apply concepts and techniques gained from the analysis of art from art history to their own artwork.
9. Students will compare and contrast the aesthetics in their artwork with the aesthetics in the artwork of fellow students and professional artists.
10. Students will access online and printed informational texts to understand the historical period in which a piece of art was created.

Essential Questions

1. How does the formal critique of art help artists improve their own work and the work of others?
2. How do the elements of art and principles of design guide the artist in constructive criticism of artwork?
3. How does the study of art history influence the work of an artist?
4. How does the work environment of an artist shape his/her skills and practices?
5. How has the value of artwork changed throughout art history?
6. How are content and context linked when viewing artwork?

Stage 2: Assessment Evidence

Group Critique

Formative: Peer Assessment

Students will meet as either a full class or in small groups for in-progress critiques of projects. Students will record the feedback received in their sketchbook.

Learning Group Critique

Formative: Class Work

Within their discussions, students will constructively critique work of other students created during independent work time.

Document Project Development

Formative: Response Journal

Students will photograph a project as it is developed and explain the steps they took along the way to make improvements based on the feedback received during group critiques. This activity can take the form of a blog post.

Artist Interview

Formative: Homework

Students will interview a professional artist on the role of art criticism in the creative process and submit a reflection or copy of notes taken during the interview. This assessment can be done through an in-class Skype conversation, a visit to a gallery, a guest speaker, etc.

Artist Style Imitation

Formative: Visual Arts Project

Students can complete one or several studies based on the aesthetics of one or several artists in a visual art project that imitates an established aesthetic. Students will develop a greater understanding of the artist's work and style through the imitation and be able to apply these skills toward their personal work.

Artist Statement

Summative: Reflective Writing

Students will complete an artist statement in which they discuss how they applied the elements and principles of art within their own work. Students will describe their aesthetic decisions and what influenced their subject matter.

Stage 3: Learning Plan

Learning Experiences

1. Structured Overview: Guided notes can be used to teach students how to apply the art criticism process toward their own works and the works of other students.
2. Drill and Practice: Students will build upon the art criticism skills learned in the prior unit. Art criticism practices in this unit should be more in-depth and completed in a more independent manner.
3. Compare and Contrast: Students can compare and contrast different styles of artwork with their own artwork and discuss the various sense of 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 in comparison with their own work.
4. Discussion: Group critiques can be used to analyze the work of the class in a collaborative setting. Students will meet as either one group or several smaller groups to offer constructive criticism of each other's work. Students should record the feedback they were given in their sketchbook.
5. Computer Assisted Instruction: Students will use online resources to gather information about an artist, art movement, and individual piece of artwork.
6. Computer Assisted Instruction: Students will use online resources to gather inspirational art works and styles that will serve as inspiration toward developing their own sense of aesthetics.
7. Cooperative Learning Groups: Students will seek the feedback of their learning group throughout the creation of their own artworks to obtain constructive, in-progress feedback that will facilitate improvements to their work.
8. Field Trips: Students can take a field trip to a local gallery or use Skype to speak with professional artists on the creative process and the role art criticism plays in the creation of artwork.
9. Writing to Inform: Students can begin to complete in-depth analyses of their own artwork using the art criticism process. Students will complete artist statements to describe their process, aesthetic, and goals of their artwork.
10. Studio Project: Students can complete visual arts projects based on artists or art history movements that they have learned about. They can imitate the style and aesthetics of one or several artists to practice and learn from their techniques.

Technology Integration

1. iPads for virtual tours of museums
2. Skype or FaceTime to speak with professional artists within the field
3. Research databases
4. Google Sites, Tumblr, or other blog websites
5. Google Art Project, WikiArt iPad, Pinterest, or other collaborative websites for the purposing of assembling "exhibits"
6. Google Docs or other collaborative documents that can be shared between students
7. 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

* WikiArt iPad app (<https://itunes.apple.com/us/app/wikiart-encyclopedia-fine/id532863922?mt=8>)

Grades 9-12 Visual & Performing Arts  
Art III

Drawing III

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- Accelerated

Perceiving/Knowing (PE)

1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.

2PE Analyze and explain the factors that influence artworks.

3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.

5PE Investigate the influence of technology on visual art and its effects on their own works.

Producing/Performing (PR)

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

3PR Solve visual art problems that demonstrate skill, imagination and observation.

Responding/Reflecting (RE)

3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.

5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.

OH Grades 11-12 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.11-12.1. Write arguments focused on discipline-specific content.

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

WHST.11-12.9. 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

In the third level of drawing, students are expected to demonstrate originality in their works as they develop a personal style. Technical skill becomes increasingly important and composition is still stressed as students begin preparing a portfolio. Life studies, including figure drawing and portraiture, are covered, and students continue to experiment with new media. At this point, projects should involve documentation of each step in the creative process to allow students to reflect on their art methods.

Resources

Unit Goals

1. Students will develop their individual artistic style.
2. Students will learn correct proportions of the human body through interdisciplinary lessons combining anatomy and geometry.
3. Students will be exposed to various drawing media.
4. Students will understand portfolio preparation.
5. Students will consider the steps of their creative process.

Big Ideas

1. Composition
2. Originality
3. Life Drawing
4. Varied Media
5. Portfolio Preparation

Enduring Understandings

1. The elements of art and principles of design are basic, necessary components in creating any successful composition.
2. Accurate drawings from life can be created using basic proportions of the human body.
3. Media should always be carefully considered in order to create the desired effect in an artwork.
4. Developing a portfolio of personal work highlights individual style and is crucial to continuing studies in the arts.
5. Documenting the creative process helps one remember the steps in a method of art making.
6. Assessing our own artwork and that of others through critical thinking is vital to our development as artists.

Content

1. rules of composition
2. proportions of the human face and body
3. chiaroscuro
4. portfolio expectations
5. accelerated art vocabulary

Skills

1. Execute a drawing that shows solid understanding of human body or facial proportion.
2. Demonstrate accelerated technical skill with different media in drawing forms from life.
3. Organize a body of personal artwork that expresses individual style as they begin to craft a portfolio.
4. Outline the steps of their creative process from beginning to end using accelerated art vocabulary.

Essential Questions

1. What can artists learn in drawing the human figure from life?
2. How do value and shading add to a figure drawing or portrait?
3. What are the advantages and disadvantages of using different drawing media such as graphite, charcoal, and ink?
4. What is the importance of developing a portfolio?
5. What are the steps in our creative process, and why is it important to document them?

Stage 2: Assessment Evidence

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.

Classroom 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 is formative in nature, and at the advanced levels, may be student-directed as a self-assessment . 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 process 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 support their statements.

Portfolio Review

Summative: Student Portfolio

At the advanced levels of drawing, students should be carefully selecting their strongest pieces to include in a portfolio. Works should be chosen based on originality, composition, aesthetic quality, and technical ability. The teacher will grade the portfolio at the end of the unit to serve as a summative assessment of student progress. In addition, students should be encouraged to submit their portfolios to art schools, colleges or universities that they are considering after high school.

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 project.
4. 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. Having students compare multiple works from one art period helps familiarize them with the characteristics of that particular movement.
5. Field Trips: For students at all levels of development, a class visit to the local art museum can serve as an educational experience which provides a chance for classes to build upon knowledge gained in the classroom. At the advanced art levels, visiting nearby art schools, colleges, and universities can help prepare students who are continuing studies in the arts after high school by informing them of the application process, portfolio expectations, and requirements for admission.

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. Google Sites or Tumblr in order to assemble student portfolios and self-assessment critiques
5. Artsonia to post student artwork, display artist statements and student ideas, and share the work with the larger school community
6. Pinterest to find and collect ideas

Resources

1. *Figure Drawing: Design and Invention* by Michael Hampton
2. *Portrait Drawing: A Step-By-Step Art Instruction Book* by Wendon Blake
3. *Art College Admissions: An Insider's Guide to Art Portfolio Preparation, Selecting the Right College, and Gaining Admission with Scholarships* by Wook Choi

Resources

* Art Portfolio Guidelines (<http://www.artstudy.org/get-into-art-school/art-portfolio-requirements.php>)

Grades 9-12 Visual & Performing Arts  
Art III

Painting III

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- Accelerated

Perceiving/Knowing (PE)

1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.

2PE Analyze and explain the factors that influence artworks.

3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.

4PE Explain how individual artists impact cultural developments.

5PE Investigate the influence of technology on visual art and its effects on their own works.

6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.

Producing/Performing (PR)

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

2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.

3PR Solve visual art problems that demonstrate skill, imagination and observation.

4PR Prepare artworks for display that demonstrate high levels of craftsmanship.

5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.

6PR Expand visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting (RE)

1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.

2RE Practice self-assessment to understand their progress and prioritize steps for improvement.

3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.

4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.

5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.

6RE Explain how a response to a work of art is affected by the context in which it is viewed.

7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.

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 accelerated unit of study focuses on advanced painting techniques, composition, craftsmanship, and representational painting. Studio production will consist of still life paintings, figure painting, portraiture, and abstraction. Students will use acrylic and oil paints to apply to frames of stretched canvas and linen.

Resources

Unit Goals

1. Students will create life study paintings, portraiture, and figurative paintings using the highest amount of skill and craftsmanship.
2. Students will utilize the various oil painting application techniques.
3. Students will analyze the abstraction and expressionism painters of the 20th century.
4. Students will create their own original abstract paintings using oil and acrylic paints.
5. Students will gain an understanding of the many styles and movements in painting from art history.

Big Ideas

1. Representational Painting
2. Advanced Techniques and Application
3. Color Schemes

Enduring Understandings

1. Naturalistic and representational painting styles are one and the same.
2. Life study, still life, and portrait paintings require a high amount of craftsmanship and accuracy.
3. Abstract and non-representational paintings allow for more artistic freedom and creativity.
4. Portraiture can portray personality, mood, and emotions (ex: van Gogh).

Content

1. techniques of acrylic and oil paint application
2. representational artwork
3. life studies
4. still life
5. photorealism/realism
6. trompe l'oeil
7. tenebrism
8. chiaroscuro
9. composition
10. portraiture
11. figurative art
12. abstraction
13. proportion
14. detail
15. alkyd
16. alla prima
17. diptych/tritych
18. gesso
19. oil painting
20. painted edges
21. pictorial space
22. repoussoir
23. underpainting
24. conceptual art
25. impasto

Skills

1. Create highly detailed and realistic paintings.
2. Utilize oil and acyrlic paints with ease to produce representational paintings.
3. Apply knowledge acquired from influential painters and incorporate into their own painting styles.
4. Create expressive portraits and abstract paintings.
5. Utilize proper paint application techniques for any given painting assignment.

Essential Questions

1. How is extreme detail achieved when creating representational and realistic paintings?
2. What techniques could be used when creating abstract painting?
3. How have the 20th century abstract painters influenced today's artists?
4. How can portraiture express human emotion and personality?
5. How do oil and acrylic paints vary in terms of paint application and technique?

Stage 2: Assessment Evidence

Sketchbook

Formative: Class Work

Sketchbook Assignments: Problem Solving Sketchbooks will be used to draw initial subject matter, create rough drafts, and formulate images. Drawings will be evaluated for proper proportions, detail, and likeness to the subject matter. Responses from instructor analysis of work will indicate changes to be made in work.

Painting Projects

Summative: Visual Arts Project

Painting Projects: All studio work will be evaluated in terms of the final product: craftsmanship, likeness to subject matter, directives, paint application, originality, and technique. Studio work should be of the highest quality.

Self-Evaluation/ Critique/ Artist Statement

Summative: Reflective Writing

Self-Evaluation/Reflective Writing: Using a template provided by the instructor, students will answer, question, and reflect on the formative steps taken to complete projects in class. Instructor will analyze questions and formulate student motivation and processes.

Stage 3: Learning Plan

Learning Experiences

1. Studio Production: Students complete assigned projects following the directives given by the instructor. Students must use sketchbooks for drawing rough drafts and note taking.
2. Independent Work: Studio production allows the students to work independently to complete paintings.
3. Documentation: Students must use sketchbooks for drawing rough drafts, subject analyzation, and to manifest a final painting.

Technology Integration

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

Resources

1. *Big Book of Acrylics: Fast, Easy Techniques for Painting Your Favorite Subjects*by Lee Hammond
2. *Painting in Acrylics: The Indispensable Guide* by Lorena Kloosterboer
3. *Painting Abstracts: Ideas, Projects, and Techniques*by Rolina Van Vliet
4. *Expressive Painting in Mixed Media*by Soraya French

Resources

* Paint a Still Life ([www.youtube.com/watch?v=l4WuDjcTqP4](http://www.youtube.com/watch?v=l4WuDjcTqP4))

Grades 9-12 Visual & Performing Arts  
Art III

Digital Art II

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).

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- Accelerated

Perceiving/Knowing (PE)

2PE Analyze and explain the factors that influence artworks.

3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.

5PE Investigate the influence of technology on visual art and its effects on their own works.

6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.

Producing/Performing (PR)

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

2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.

3PR Solve visual art problems that demonstrate skill, imagination and observation.

4PR Prepare artworks for display that demonstrate high levels of craftsmanship.

5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.

6PR Expand visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting (RE)

1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.

3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.

4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.

5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.

6RE Explain how a response to a work of art is affected by the context in which it is viewed.

7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.

OH Grades 11-12 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.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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 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.

Summary

Students will continue their exploration into digital art through the discipline of graphic design. Projects will utilize raster and vector graphics to explore the relationship between images and text. Projects will explore the commercial applications of the discipline of art.

Resources

Unit Goals

1. Students will understand the influence of technology in commercial art and products.
2. Students will understand the digital tools used to create art.
3. Students will understand varied aesthetics of new media imagery.
4. Students will understand how the context in which commercial art is presented influences its meaning and effectiveness.
5. Students will understand the formats needed for web and print format.

Big Ideas

1. Hierarchy of Information
2. Vector vs. Raster
3. Print vs. Web
4. Design/Commercial Art vs. Fine Art
5. Principles of Design

Enduring Understandings

1. Anything not made by nature is designed by humans.
2. Graphic and commercial art are guided by the same elements and principles of art used by traditional artists.
3. Logos and commercial art receive value based on the product/content with which they are associated.
4. The choice of typeface affects the meaning and interpretation of text.
5. Graphic design involves the integration of text and images.
6. The value of text and images within a design is dependent on placement, size, color, and contrast.
7. Some programs are better suited for the creation of vector graphics and some are better suited for raster.

Content

1. print: print resolution (300), proof, bleed
2. computer: WYSIWYG, advanced keyboard shortcuts, pixel, vector, raster, blog
3. color: RGB, CMYK, Pantone color system, stroke, fill
4. typography: typeface, font, serif, sans serif, headlines, body text, lorum ipsum, sub-headings, ragged left/right, text formatting
5. composition: grid, rule of thirds, positive space, negative space
6. file formats (industry standards): JPEG, GIF, PNG, PSD, AI, TIF

Skills

1. Generate raster and vector imagery for print and web publication using computer applications.
2. Identify available tools within computer applications that can be used to create and manipulate digital imagery.
3. Create a color scheme using color theory.
4. Manipulate tools within a computer application to generate imagery.
5. Save and format files for print publication.
6. Operate a scanner to import traditionally created textures and/or photographs.
7. Apply principles of design in the creation of original compositions.
8. Label files within folders to document and save files.
9. Apply typographic elements to a design using text based tools.
10. Revise compositions based on feedback gathered from peer critiques.
11. Recognize the influence of art in commercial and everyday products.
12. Develop a personal philosophy of art.

Essential Questions

1. How do we emphasize elements of a design within a composition to show a hierarchy of importance?
2. What are the differences between raster and vector graphics and when would each be used?
3. How do we prepare an image for print vs. web?
4. What is the role of art and design in commercial products and publications?
5. How do designers utilize the elements and principles of art in their work?
6. What are the differences between the fields of design and fine arts?

Stage 2: Assessment Evidence

Practice Exercises

Formative: Visual Arts Project

Students will complete short term visual projects in which they are able to practice and refine their skills to prepare for larger independent projects. Completed assignments should be posted to student's blog to document learning.

Thumbnail Sketches

Formative: Class Work

Students will produce multiple thumbnail sketches to generate ideas and compositions for their possible final visual art projects. Student will discuss with teacher which idea to pursue for final art project and what refinements need to be made.

Logo History

Formative: Research Project

Students will research the history of a company's logo throughout its existence. This company logo can be for a sports team, car company, clothing line, fast food chain, game, etc. The student should identify color schemes and brand identity. The student should compare and contrast at least three of the company's previous logos and choose which one is best based on the principles of design. The research assignment can be turned in via a blogpost, google doc, or research paper.

Design Comparison

Formative: Reflective Writing

Students will select two similar products aimed at the same target audience (i.e. Gatorade vs. Powerade) and compare and contrast their logos. Students will find similarities and differences between the companies' designs and decide which product more successfully appeals to the target audience. The students' comparisons should be guided by the principles of art, or they may use the project rubric to "grade" professional logos.

Blog

Summative: Student Portfolio

Students will maintain a class blog to document and display their completed works.

Visual Arts Project

Summative: Visual Arts Project

Students will create an original piece of digital art utilizing the skills and techniques introduced throughout the course. The project should explore a field of digital art such as illustration, graphic design, typography, or photography.

Stage 3: Learning Plan

Learning Experiences

1. Demonstrations: Teacher will lead a demonstration to show the proper ways to apply skills and techniques within the media. These demonstrations will occur throughout the project and be utilized to introduce and clarify techniques necessary to successfully complete the visual art project.
2. Structured Overview: Guided notes will be used to aid students to follow the teacher-led demonstrations and to focus on specific discipline-based vocabulary and skills.
3. Drill and Practice: Students will complete a series of smaller practice exercises to learn how to properly apply digital tools and build skills before moving on to larger projects. These projects should be able to be completed within 1-2 class periods and used to check the students' understanding of the project concepts. Example: Students will outline an element in a photograph (i.e., a bird) using the pen tool to refine control and technique.
4. Compare and Contrast: Students can compare and contrast the design of two similar product packaging, logos, or designs. Students can create a post on their blog, or other web-based application, to document their comparisons. The post should describe the similarities and differences between the two designs and use the principles of design to explain which they find more successful.
5. Discussion: Students will share the results of their blog post in which they compared the similarities and differences between designs selected. Students will explain what made the designs successful, in their opinion, based on their analysis in their blog post.
6. Computer Assisted Instruction: Students will follow an online tutorial (either written or video-based) to complete a project. The step-by-step guide will allow students to work at a speed appropriate to their learning level.
7. Learning Logs/Journals: Students will maintain a blog to post completed and in-progress assignments to document their learning. Students will share the link to their blog with teachers and other students for critique and review.
8. Research Project: Students will write a research-based blog post documenting the evolution of a company's logo.
9. Brainstorming: Students will generate multiple ideas on paper prior to working on the final draft in order to refine their compositions.
10. Visual Art Project: Students will complete a visual art-based project to create an original design to demonstrate the tools and concepts learned in the course. This digital project should explore a field within graphic design and should incorporate raster and vector-based imagery.

Technology Integration

1. Computers
2. Digital art applications (such as Photoshop and Illustrator)
3. Scanner
4. Digital camera
5. Drawing tablet
6. Tutorial videos
7. Tutorial websites

Resources

1. Software (Raster/Bitmap)
2. Software (Vector)
3. Apps
4. Fonts
5. Color Scheme Generators

Resources

* Rasterbator (<http://rasterbator.net>)

Grades 9-12 Visual & Performing Arts  
Art III

Printmaking II

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- Accelerated

Perceiving/Knowing (PE)

2PE Analyze and explain the factors that influence artworks.

4PE Explain how individual artists impact cultural developments.

5PE Investigate the influence of technology on visual art and its effects on their own works.

Producing/Performing (PR)

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

2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.

3PR Solve visual art problems that demonstrate skill, imagination and observation.

4PR Prepare artworks for display that demonstrate high levels of craftsmanship.

5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.

6PR Expand visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting (RE)

1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.

2RE Practice self-assessment to understand their progress and prioritize steps for improvement.

3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.

5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.

OH Grades 11-12 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.11-12.1. Write arguments focused on discipline-specific content.

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.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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.11-12.4. 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.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

WHST.11-12.9. 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.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

Students will build upon the processes learned in Printmaking I but will also learn new and more challenging printmaking processes. Relief printing methods will be built upon, while lithography and screen printing will be implemented as well. Students should develop more independent ideas, a more personal style, the ability to produce a series of related images, and advanced levels of craftsmanship.

Resources

Unit Goals

1. Student will understand how to use color in an expressive way in order to create meaning in their prints.
2. Students will understand how to use visual literacy in order to create work that is personal and expressive.
3. Students will understand how to create content and meaning in their artwork.
4. Students will use originality in order to develop unique and creative artwork.

Big Ideas

1. Expressive Color
2. Self-Expression
3. Content
4. Originality

Enduring Understandings

1. Color is a powerful tool that artists can use for expressive purposes and to create meaning.
2. Self-expression allows artists to create unique, individualized artwork with meaning.
3. Content refers to the meaning or essence of an artwork.
4. Originality distinguishes artists from one another and promotes creative thought.

Content

1. factors that influence their own artworks
2. the influence of artists on social and cultural developments
3. technology's influence on printmaking
4. color reduction relief printing
5. adapted lithography printing
6. screen printing
7. visual literacy
8. methods of art criticism
9. methods of self-assessment
10. advanced printmaking terminology
11. their own personal style

Skills

1. Explain the factors that influence their own artworks.
2. Develop cultural and social influence in their artwork.
3. Create prints derived from technological influences.
4. Create prints with increased technical skill and increased levels of craftsmanship.
5. Make informed decisions about printmaking materials in the creation of artworks.
6. Use visual literacy in order to create works that are personally expressive and meaningful.
7. Apply methods of art criticism and self-assessment to their works and the work of others.
8. Use advanced printmaking terminology when defining and discussing their work.
9. Develop their own personal style using printmaking media.

Essential Questions

1. Why is color such a powerful tool to create expression and meaning?
2. Why is it important for artists to create self-expression in their work?
3. How do artists create effective content in their work?
4. Why is originality such a vital necessity for artists?

Stage 2: Assessment Evidence

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.

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.

Peer Critique

Formative: Peer Assessment

At this level, it is important for students to be able to critique other work, but also be able to effectively accept observations about their own work. Peer critiques act as useful assessments for both the student and teacher. Peer critiques can occur mid-way through project work times, but also at the completion. These critiques can be written, verbal, or both.

Studio Project

Summative: Visual Arts Project

Studio projects can serve as the summative assessments for the various printing techniques. Craftsmanship and originality and the development of strong ideas should be emphasized. It is recommended that students are able to complete work as a series of related ideas in order to build their unique style.

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. At this level, it also allows students to articulate their ideas and demonstrate their knowledge of visual culture. Development of their personal ideas should be clear and evident.

Artist's Portfolio

Summative: Student Portfolio

In concluding their work with printmaking, the students can assemble an artist's portfolio. As a means for taking responsibility for the way in which artworks are prepared and displayed, students should receive practice in photographing and assembling their work. While portfolios may be in the form of the physical artwork, students can also assemble websites which display their work, along with artist statements and reflections on what they have created.

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 answer questions, if necessary.
2. 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.
3. Peer Learning: Peer critiques of artwork act as useful assessments for both the students and the teacher. This experience allows students to gain feedback about their work, but also exercise their knowledge of the subject matter by critiquing others' work. Peer critiques can occur mid-way or at the end of a project. They can also be written, verbal, or both.
4. 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.
5. Studio Work: Students should exercise their knowledge of the different printing processes, personal creativity, articulation of ideas, and craftsmanship through the completion of studio work. Different processes that can be completed at this level include advanced relief printing techniques (such as color reduction prints), adapted lithograph techniques (such as xerox or gum transfers), along with screen printing. Students should be able to complete a series of images using related ideas in order to emphasize the idea of building a portfolio and developing cohesive ideas.
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. Summative portfolios using a website such as Carbonmade, Google Sites, Tumblr, or another related blog website to allow students to assemble their works, gain a better sense of their own ideas, and reflect on the work that they have created with artist statements.

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, Carbonmade 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
6. Google Docs, or another share resource that allows students to share peer critiques

Resources

1. *Prints and Visual Communication* by W. M. Ivins Jr.
2. *How to Identify Prints: A Complete Guide to Manual and Mechanical Processes from Woodcut to Ink Jet* by Bamber Gascoigne
3. *The Complete Printmaker: Techniques/Traditions/Innovations* by John Ross, Clare Romano, and Tim Ross

Resources

* Pressure + Ink: Introduction to Lithography ([https://www.youtube.com/watch?v=G-PFEbQ5UGclist=PLD1240D899F3875A4index=6](https://www.youtube.com/watch?v=G-PFEbQ5UGc&list=PLD1240D899F3875A4&index=6))