

Ganado Unified School District #20

(GHS Visual Arts/Grades 9-12)

Pacing Guide SY 2022-2023

Timeline & Resources <small>(Identify textbook, page number or website link & etc.)</small>	AZ Visual Art Standards and AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First and Third Quarter Art 1 <i>(Semester Courses)</i>				
<p>Art supplies, power point, art textbook, documentaries (YouTube), and visual examples are needed for most/all projects</p>	<p>Create- Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 101: Contribute to a discussion about ideas for his or her own artwork. Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 101: Identify and experiment with materials, tools, and techniques in his or her own artwork. Strand 2: Relate Concept 1: Art worlds- The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions. PO 001. Contribute to a discussion about who artists are, what they do, and why they create art.</p> <p>Strand 1: Create; Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork. Concept 3: Elements and Principles- The student will use elements of art and principles of design in his or her own artwork. PO 101. Identify and use elements and principles in his or her own artwork.</p> <p>Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 101- Contribute to a discussion about ideas for his or her own artwork. Concept 5: Quality- The student will apply criteria to assess the quality of in-progress and finished artwork. PO 101- Identify</p>	<p>Why are the basic art elements of design important? Which basic art element are we utilizing?</p> <p>What skills do I need to create a still drawing? How do I use my knowledge of art vocabulary to create art?</p> <p>Is perspective techniques important for all artist to master?</p> <p>How do I use my knowledge of patterns in art vocabulary to create my pattern drawing?</p>	<p>Students will create a shattered value scale drawing on 9"x12" paper using arbitrary repeated patterns. Vocabulary: value, gradation, repeated patterns, arbitrary, and fragmentation.</p> <p>Students shall master the following shading skills; stippling, cross-hatching, hatching and complex contour. Students will apply shading techniques to still life drawing.</p> <p>Students will perceive and understand how artist use space in art. Students will create a one-point perspective drawing based on an imaginary setting of buildings that lead to one vanishing point.</p> <p>Students will explore a variety of patterns and apply it to their pattern</p>	<p>Value, gradation, repeated patterns, arbitrary, fragmentation.</p> <p>Cross-hatching, hatching, stippling, still life, contour, complex contour.</p> <p>Horizon line, vanishing point, orthogonal lines, one-point perspective, and linear perspective.</p> <p>Pattern, half-drop design, planned pattern, radial pattern, row/grid pattern, branching patterns,</p>

	<p>successful aspects of his or her own artwork and possible revisions. Strand 2: Relate Concept 2: Materials, Tools, and Techniques- The student will identify/analyze the use of materials, tools, and techniques in artwork. PO 101. Identify the relationship between tools, materials, and techniques.</p> <p>Strand 1: Create; Concept 4: Meanings or Purposes- The student will express ideas to communicate meanings or purposes in artwork. PO 101. Select and use subject matter and/or symbols in his or her own artwork. Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 102. Use materials, tools, and techniques appropriately in his or her own artwork. Concept 3: Elements and Principles- The student will use elements of art and principles of design in his or her own artwork. PO 001. Identify and use elements in his or her own artwork.</p> <p>Strand 1: Create; Anchor Standard 1. Generate and conceptualize artistic ideas and work. a. Use multiple approaches (such as exploring artwork from the past, experimenting with materials, expressing a personal concern) to begin creative endeavors. Anchor Standard 2. Organize and develop artistic ideas and work. a. Engage in making works of art or design both spontaneously and deliberately (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art). Responding: Anchor Standard 7. Perceive and analyze artistic work. b. Analyze how one's understanding of the world is affected by experiencing visual imagery (such as icons, logos, advertisements).</p> <p>Strand 1: Create / Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in their artwork. PO 101. Select and use subject matter and/or symbols in his or her own artwork. Strand 1: Create/ Concept 5: Quality- The student will apply criteria to assess the quality of in-progress and finished artwork. PO 101. Select and use subject matter and/or symbols in his or her own artwork. Strand 1: Create/ Concept 2: Materials, Tools and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p>	<p>How am I using color harmony choices in my oil pastel drawing?</p> <p>What is a social concern? Please describe some examples?</p> 	<p>drawing. Students will create a work of art displaying a variety of 6 or more patterns on 12"x18" drawing paper and color</p> <p>Students will perceive and identify color properties and harmonies. Students will mix pigments and utilize color harmonies in their own artworks. Students will select a theme to guide their artwork using oil pastel.</p> <p>Students will create a work of art addressing a social issue, students will learn about the concept of social issues in we face in America, World Wide, and Reservations; students will use that as inspiration by creating a visual statement.</p>	<p>border, Celtic, and random patterns.</p> <p>Color harmony, primary colors, secondary colors, spectrum, tint, tone, shade, analogous, monochromatic, complementary colors, split complementary, triadic, cool colors, warm colors.</p> <p>Social concern or social issues, visual statement, medium, and complementary or contrasting colors</p>
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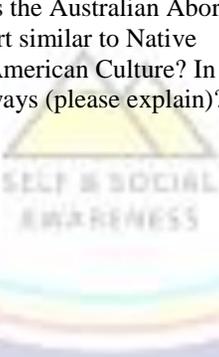
Second and Fourth Quarter Art 1

<p>Art supplies, power point, art textbook, documentaries (YouTube), and visual examples are needed for most/all projects</p>	<p>Strand 1: Create; Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 202. Make and explain revisions in his or her own artwork. PO 203. Develop plans for his or her own artwork, (e.g., sketches, models, and notes). Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Strand 3: Evaluate; Concept 3: Elements and Principles- The student will judge the effectiveness of the artist's use of elements of art and principles of design in communicating meanings and/or purposes, in artworks. PO 001. Identify an element in an artwork that supports its meaning and/or purpose.</p> <p>Visual Arts Strand 1: Create Concept 1: Creative Process Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 101. Contribute to a discussion about ideas for his or her own artwork. PO 102. Make and explain revisions in his or her own artwork. PO 101. Contribute to a discussion about ideas for his or her own artwork. PO 102. Make and explain revisions in his or her own artwork. PO 102. Use materials, tools, and techniques appropriately in his or her own artwork. Strand 2: Relate Concept 1: Art worlds Concept # 1: Art worlds- The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions. PO 101. Contribute to a discussion about who artists are, art movement and what kind of art they create.</p> <p>Strand 1: Create: Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 102. Make and explain revisions in his or her own artwork. PO 203. Develop plans for his or her own artwork (e.g., sketches, models, and notes).</p> <p>Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Concept 3: Elements and Principles- The student will use elements of art and principles of design in his or her own</p>	<p>What kind of objects do I need for my texture montage?</p> <p>What prior knowledge will assist me when drawing Op art? What inspires me? What sparks the creative process?</p> <p>What does tessellation look like? Describe characteristics?</p> <p>What art techniques are the most family with me? Which art vocabulary will assist me when designing my art cube?</p> <p>Why is paying attention to details important? Which</p>	<p>Students will perceive and comprehend how texture may be indicated and used in two-dimensional artworks (flat surfaces). Students will create a montage combined drawing and create an imaginary setting displaying texture.</p> <p>Students will comprehend the concept of Optical Art as an art movement and style of visual arts that makes use of optical illusions. Students will create their own optical illusion using markers on 18"x12" drawing paper. Students will use lines, shapes, and contrasting colors as design elements.</p> <p>Students will understand the concept of tessellation and observe the work of M.C. Escher. Students will create their own tessellation on 12"x18" paper. The meaning of Tessellations in visual arts; a repeated pattern made up of one or more shapes and fits together like a puzzle with no gaps or overlapping.</p> <p>Students will create an art cube displaying art techniques they have mastered throughout the semester. Art techniques include but are not limited to; still life, op art,</p>	<p>Texture, implied texture, actual texture, composition, and montage.</p> <p>Op Art (Optical Art), contrasting colors, and complementary colors.</p> <p>Tessellations, overlapping, MC Escher</p> <p>Still life, op art, perspective drawing, value drawing, patterns, color harmony, and using symbolism.</p> <p>Value, detail, enlarge, watercolor, dry brush</p>
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	<p>1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 101. Contribute to a discussion about ideas for his or her own artwork. Concept 2: Materials, Tools and Techniques Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork. Concept 4: Meanings or Purposes Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork. PO 001. Describe and explain his or her own artwork. Strand 2: Relate Concept 1: Art worlds Concept 1: Art worlds- The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions. PO 002. Discuss how an artwork is used to communicate stories, ideas, and emotions.</p> <p>Strand 1: Create- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 101. Contribute to a discussion about ideas for his or her own artwork. Concept 3: Elements and Principles- The student will use elements of design in his or her own artwork, space. PO 201. Identify, select, and use of principles design, space to organize the composition in his/her own artwork.</p> <p>Strand 1: Create; Concept 1: Creative Process-The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 201. Contribute to a discussion about ideas for his or her own artwork. Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Concept 5: Quality- The student will apply criteria to assess the quality of in-progress and finished artwork. PO 201. Identify successful aspects of his or her own artwork and possible revisions.</p>	<p>surrealism? Does surrealism art have to make sense to viewers?</p> <p>What is the difference between a low and high relief sculpture?</p> <p>What is 3-D art? What will inspire my recycled art sculpture? What found objects/materials will I gather for my sculpture?</p> <p>How does creating a grid on an image assist with the transfer of your drawing?</p>	<p>Students will create a watercolor and pen/ink work of art that displays perspective or space. Your art is to be influenced by Surrealism art movement Students will find comprehend the start of the surrealism movement and its location (origin). Students will learn about the art, techniques, and ideas of surrealism artist Salvador Dali. Students will display watercolor techniques; washes, wet on wet, dry brush and dropping in color.</p> <p>Students will develop and promote an awareness of patterns, rhythm, shapes, form, and contrasting textures to create a sculptural paper relief. Students will learn the concept of low relief sculptures compared to high relief sculptures.</p> <p>Students will gain an understanding of found object art and some artists that produce found object art. The students will understand the use of materials and what they can symbolize in found object art. The students will think of and draw a piece of art they would like to create using found objects. Students</p>	<p>Surrealism, Salvador Dali, watercolor techniques, washes, wet on wet, dry brush and dropping in color.</p> <p>Pattern, rhythm, low relief sculpture, high relief sculpture, form, and texture</p> <p>Assemblage, Three Dimensional Space, Sculptural Design, Ready Made Art, and Dada Movement</p>
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	<p>Visual Arts: Strand 1: Create Concept 2: Materials, Tools and Techniques Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork. PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork. Strand 1: Create Concept 1: Creative Process Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 101. Contribute to a discussion about ideas for his or her own artwork. PO 102. Make and explain revisions in his or her own artwork.</p>		<p>will gain knowledge about the Dadaism art movement and its influence on the art world.</p> <p>Students will comprehend the concept of a grid-drawing portrait (scale drawing) and carefully assess proportion, and value within their drawing. The student will carefully apply shading techniques thus creating a value of each grid</p>	<p>Shading techniques, stippling, cross-hatching, hatching, value, blending, proportion, and focus.</p>
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Second and Fourth Quarter Art 2

<p>Art supplies, power point, art textbook, documentaries (YouTube), and visual examples are needed for most/all projects</p>	<p>Strand 1: Create: Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 301. Contribute to a discussion about ideas for his or her own artwork. Concept # 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Concept # 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork. PO 301. Demonstrate purposeful use of subject matter, symbols and/or themes in his or her own artwork. Strand 2: Concept # 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions. PO 201. Contribute to a discussion about who artists are, what they do, and why they create art.</p> <p>Strand 1: Create; Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 202. Make and explain revisions in his or her own artwork. PO 203. Develop plans for his or her own artwork, (e.g., sketches, models, and notes). Concept 2: Materials,</p>	<p>Is the Australian Aboriginal art similar to Native American Culture? In what ways (please explain)?</p>  <p>What problem solving skills do I need to create my texture box? What is the difference between actual texture and visual texture?</p>	<p>Students will create a work of art inspired by Australian Aboriginal Art. Students will learn about the culture and art of the Australian Aborigines. Students will experiment with different art mediums using dots and lines to express your own thoughts.</p> <p>Student will create a three-dimensional texture box that displays a variety of textures. The texture box is required to have five</p>	<p>Australia, Australian Aborigines, dreamtime, walk-about, patterns: dots and lines, Aboriginal symbolism and meaning, repetition, pattern, rhythm, and balance.</p> <p>Actual texture, visual texture, layers, overlapping, texture types, and abstract</p>
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	<p>Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Strand 3: Evaluate; Concept 3: Elements and Principles- The student will judge the effectiveness of the artist's use of elements of art and principles of design in communicating meanings and/or purposes, in artworks. PO 001. Identify an element in an artwork that supports its meaning and/or purpose.</p> <p>Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork. The student will develop, revise, and reflect on ideas for expression in his or her own artwork. Strand 1: Create / Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork. PO 001. Identify and use elements in his or her own artwork. Strand 2: Relate / Concept 2: Materials, Tools, and Techniques: The student will identify/analyze the use of materials, tools, and techniques in artwork. PO 101. Identify the relationship between tools, materials, and/or techniques.</p> <p>Strand 3: Evaluate Concept 2: Materials, Tools, and Techniques. Concept 2: Materials, Tools, and Techniques- The student will reflect on, and determine how materials, tools, and techniques affect meanings, purposes, and value in artworks. PO 001. Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork. Strand 1: Create Concept 3: Elements and Principles Concept 3: Elements and Principles- The student will use elements of art and principles of design in his or her own artwork. PO 001. Identify and use elements in his or her own artwork.</p> <p>Visual Arts- Strand 1: Create Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own relief print. Beginning- PO 001. Contribute to a discussion about ideas for his or her own relief print. PO 102. Make and explain revisions in his or her own artwork, students will sketch their ideas. Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques to create a relief print. Beginning- PO 001. Identify and experiment with materials, tools, and techniques in his or her own artwork. PO 002. Use materials, tools, and techniques appropriately while</p>	<p>What shading techniques will I use to create my art? What details do you plan to incorporate to your pen and ink drawing?</p> <p>What mediums will be used for your three images? Why do artist decide what kind of medium to use for their artwork?</p> <p>What are the NW Coast design elements influenced by? What are the NW Coast design elements and how will I incorporate them into my design?</p>	<p>different actual textures. Student will develop an understanding between actual texture and visual textures.</p> <p>Students will use pen and ink to draw an insect/animal of their choice. Students will apply shading techniques (stippling, cross-hatching, and hatching) and texture to the magnified insect. Students will research and write a description about the insect/animal; name, habitat, and any other details.</p> <p>Students will create their own work of art using three different mediums by creating a repetition of the same object (creating a series of three). Student will recreate the series on 9"x9" paper. Students are required to recreate organic or inorganic objects of their choice.</p> <p>Students will create a relief print influenced by Pacific Northwest coast design elements. Students will create a technically successful relief composition, linocut, and numbered series of prints (edition) Utilize</p>	<p>Prior knowledge, stippling, cross-hatching, hatching, complex contour, patterns, habitat, and diagram.</p> <p>Medium, organic, inorganic, detail, repetition</p> <p>Relief printmaking, NW design elements; ovoid, u-shape, s-shape, potlatch, longhouse, proof, edition, white line/black line relief, brayer, ink, carving tools; v-gouge, u-gouge and knife.</p>
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	<p>carving and printing. Concept 3: Elements and Principles- The student will use elements of art and principles of design in his or her own artwork. Beginning- PO 001. Identify and use elements in their print, such as line, shape, texture and value. Strand 2: Relate Concept 3: Elements and Principles- Concept 3: Elements and Principles- The student will explore the artistic traditions and visual conventions from diverse cultures, which often differ from the elements and principles traditionally used in many Western cultures. Beginning- PO 001. Identify visual/tactile characteristics of artworks from a diverse culture, different place, or time.</p> <p>Strand 1: Create: Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 102. Make and explain revisions in his or her own artwork. PO 203. Develop plans for his or her own artwork (e.g., sketches, models, and notes).</p> <p>Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Concept 3: Elements and Principles- The student will use elements of art and principles of design in his or her own artwork. PO 001. Identify and use elements in his or her own artwork.</p>	<p>What critical thinking skills are required to build your shoe sculpture? Write a poem about your shoe or a journey (a journey about life, or a situation)?</p>	<p>Pacific Northwest coast design elements and develop contrast.</p> <p>Student will create a three dimensional sculpture of a pair of shoes entirely composed of paper and other material; string, ribbons, buttons, paper, magazines, newspaper, and cardboard. Creative writing: Students are to create a poem that relates it to their shoes sculpture or their journey in life.</p>	<p>3D sculpture, creative writing, texture, mixed medium and critical think/problem solving.</p>
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First and Third Quarter Art 3

<p>Art supplies, power point, art textbook, documentaries (YouTube), and visual examples are needed for most/all projects</p>	<p>Visual Arts, Presenting, Anchor Standard #4 Select, Analyze and Interpret artistic work for performance. Analyze, select, and curate artifacts (such as pop culture items, heirlooms, personal collections) and/or artworks for presentation (such as in spaces in the classroom, digital presentation, on school campus, local businesses, public spaces). Create; Anchor Standard #1 Generate and conceptualize artistic ideas and work. a. Use multiple approaches (such as exploring artwork from the past, experimenting with materials, expressing a personal concern) to begin creative endeavors.</p> <p>Visual Arts; Strand 1: Create; Concept 4: Meanings or Purposes- The student will express ideas to communicate meanings or purposes in artwork. PO 201. Explain purposeful use of subject matter, symbols, and/or themes in his or her own artwork. Concept 2:</p>	<p>What is relief printmaking? What types of relief printmaking are there?</p> <p>What is a biography? How does your bio poster create a glimpse into your life?</p>	<p>Students will comprehend the concept of relief printmaking and the printmaking process. Students will create their own relief linocut, learn the printmaking process, and create an edition of 15. Students will learn and view about PNW-Coast culture, prints, and design elements.</p> <p>Students will create a Biography poster about their life and incorporate symbols that best reflect their character. Students will use mixed medium material to design a poster. Students will create a bio</p>	<p>Printmaking, relief printmaking, linocut, carving tools, v-gouge, u-gouge, knife, brayer, ink, spoon, registration paper, PNW-Coast design elements; s-shape, u-shape, ovoid, trigon, crescent, and extended crescent.</p> <p>Biography, composition, color theory review, lettering, and the gaze.</p>
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	<p>Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork. Concept 5: Quality- The student will apply criteria to assess the quality of in-progress and finished artwork. PO 102. Use criterion to assess an aspect of his or her own artwork.</p> <p>Standard 1: Generate and conceptualize artistic ideas and work. b. Plan personal artwork or design choosing from a range of traditional and contemporary artistic practices. Standard 2: Organize and develop artistic ideas and work. a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. Standard 3: Refine and complete artistic work. A. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art. Presenting: Standard 4: Select, Analyze and Interpret artistic work for performance. A. Analyze, select, curate, and present artwork for a specific exhibit or event.</p> <p>Concept 4: Meanings or Purposes- The student will express ideas to communicate meanings or purposes in artwork. PO 201. Explain purposeful use of subject matter, symbols, and/or themes in his or her own artwork. Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork. Concept 5: Quality- The student will apply criteria to assess the quality of in-progress and finished artwork. PO 102. Use criterion to assess an aspect of his or her own artwork.</p> <p>Strand 2: Relate; Concept 4: Meanings or Purposes- The student will interpret meanings or purposes of artwork based on contextual information. PO 101. Interpret meanings and/or purposes of an artwork using subject matter and symbols. Strand 1: Concept 5: Quality- The student will apply criteria to assess the quality of in-progress and finished artwork. PO 001. Identify successful aspects of his or her own artwork and possible revisions. Strand 1: Create; Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 102. Use materials, tools, and techniques</p>	<p>What do I want my work to be about? How do I write an artist statement?</p> <p>Where is your refuge today? How has it changed throughout your life? Have you ever noticed that as a child your refuge gave you physical comfort such as a secret hiding place, security blanket, or in a clothing rack as your mother shopped?</p> <p>Did you consider the colors you will use for this lesson? How was your color mixing experiment (discuss color wheel and scale project)?</p> <p>AWARENESS</p> <p>What is your theme that will guide your painting? Did you consider the colors, shapes, lines, and value you will use</p>	<p>poster that show their interest or tell something about themselves.</p> <p>Students will work to submit one to three works of art to a juried high school art show or the NPC High School art show.</p> <p>Students will create a work of art that depicts a meaningful time in their life, representing your refuge. Each work should focus on: content on finding meaning in your work, carefully planning composition, select colors that will complement your refuge, and mixed media exploration will be utilized to create your work of art.</p> <p>Students will learn master acrylic painting techniques, color theory, and color mixing techniques needed for painting. Students will create a color wheel, tint, tone, and shade scale using only primary colors for the color wheel and incorporate use of white, black, and gray for the tint, tone, and shade scale for color mixing mastery.</p>	<p>Juried art show, artist statement, matted, and artist theme.</p> <p>Where is your refuge today? How has it changed throughout your life? Have you ever noticed that as a child your refuge gave you physical comfort such as a secret hiding place, security blanket, or in a clothing rack as your mother shopped?</p> <p>Color theory, spectrum, tint, tone, shade, monochromatic, analogous, color wheel, acrylic, and canvas.</p>
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	<p>appropriately in his or her own artwork. Create: Anchor: Generate and conceptualize artistic ideas and work. Use multiple approaches (such as exploring artwork from the past, experimenting with materials, expressing a personal concern) to begin creative endeavors.</p> <p>Creating: Standard 1: Anchor: Generate and conceptualize artistic ideas and work. b. Plan personal artwork or design choosing from a range of traditional and contemporary artistic practices. Strand 2: Relate; Concept 4: Meanings or Purposes– The student will interpret meanings or purposes of artwork based on contextual information. PO 101. Interpret meanings and/or purposes of an artwork using subject matter and symbols. Strand 1: Concept 5: Quality- The student will apply criteria to assess the quality of in-progress and finished artwork. PO 001. Identify successful aspects of his or her own artwork and possible revisions. Strand 1: Create; Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 102. Use materials, tools, and techniques appropriately in his or her own artwork.</p>	<p>for this lesson? Do you understand the Gestalt principles of unity?</p>	<p>Students will create an acrylic painting using the design elements of unity (gestalt principles) to guide their selected theme. Students will plan, find meaning and purpose in their selected plans. Student will plan, revise and discuss their ideas and explain the meaning behind their art.</p>	<p>Gestalt principles that guide unity: similarity, proximity, repetition, alignment, and continuation.</p>
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Second and Fourth Quarter Art 3

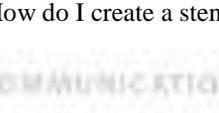
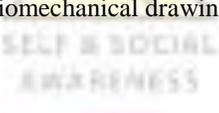
<p>Art supplies, power point, art textbook, documentaries (YouTube), and visual examples are needed for most/all projects</p>	<p>Creating: Standard 1: Anchor: Generate and conceptualize artistic ideas and work. b. Plan personal artwork or design choosing from a range of traditional contemporary artistic practices. Strand 2: Standard 2: Organize and develop artistic ideas and work; b. Use art media with skill, purpose, and craftsmanship; and demonstrate awareness of ethical implications of making and distributing creative work. Concept 4: Meanings or Purposes– The student will interpret meanings or purposes of artwork based on contextual information. PO 101. Interpret meanings and/or purposes of an artwork using subject matter and symbols. Strand 1: Concept 5: Quality- The student will apply criteria to assess the quality of in-progress and finished artwork. PO 001. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Creating: Standard 1: Generate and conceptualize artistic ideas and work. a. Use multiple approaches (such as exploring artwork from the past, experimenting with materials, expressing a personal concern) to begin creative endeavors. Standard 2: Organize and develop artistic ideas and work. a. Experiment, plan, and make multiple works of art and</p>	<p>What is your theme that will guide your painting? What is an artist statement? How did you consider your design elements (Gestalt principles)? Which paint mixing techniques will you incorporate?</p> <p>For your box to be visually appealing; will you create an inviting/repelling box? What is the motivation behind your</p>	<p>Students will create an acrylic painting using introduced paint mixing techniques and the design elements of unity (gestalt principles) to guide their selected theme. Students will plan, find meaning and purpose in their selected plans. Student will plan, revise and discuss their ideas and explain the meaning behind their art. This is a self-theme guided painting and you will be required to fill out an artist statement worksheet about your work of art.</p> <p>Each student will create a small, focused space that is either visually inviting or visually repelling. This focused artistic statement box must be larger than 6” x 6” inches area of</p>	<p>Theme, artist statement, self-guided, independent, and motivation.</p> <p>Joseph Cornell, shadow boxes, inviting environment, and repelling environment.</p>
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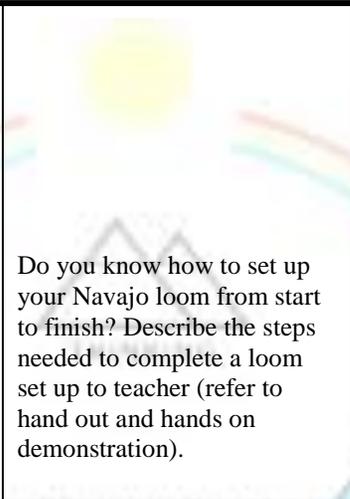
	<p>design that explore a personally meaningful theme, idea, or concept. Standards 6: Convey meaning through the presentation of artistic work. A. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p>Strand 1: Create; Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 102. Make and explain revisions in his or her own artwork. Concept 4: Meanings or Purposes- The student will express ideas to communicate meanings or purposes in artwork. PO 201. Explain purposeful use of subject matter, symbols, and/or themes in his or her own artwork</p> <p>Strand 1: Create; Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 201. Contribute to a discussion about ideas for his or her own artwork. Concept # 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 102. Use materials, tools, and techniques appropriately in his or her own artwork. Concept 3: Elements and Principles- The student will use elements of art and principles of design in his or her own artwork. PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork.</p> <p>Strand 1: Create: Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 301. Contribute to a discussion about ideas for his or her own artwork. Concept # 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Concept # 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork. PO 301. Demonstrate purposeful use of subject matter, symbols and/or themes in his or her own artwork. Strand 2: Concept # 1: Art worlds: The student will describe the role that art plays in</p>	<p>boxes (memories/stories/movie, etc.)?</p> <p>What inspires me? What sparks the creative process? How do I create a stencil?</p> <p>What will be my inspiration/subject matter when creating my biomechanical drawing?</p> <p>Is art valuable depending on the material used? How do you achieve balance within a design of a hanging mobile?</p>	<p>a box. The goal is to create an inviting or repelling environment within your box. Artist focus, Joseph Cornell and his boxed artwork (known as Joseph Cornell shadow boxes).</p> <p>Students will create a stencil and submit an edition of 10 stencil prints on drawing paper. Students will learn how to create a stencil and learn about the functions of creating a stencil and hand printing a stencil for an edition.</p> <p>Students will create a drawing of a biomechanical lifeform that displays value, hatching, cross-hatching, and stippling. Students will select a realistic lifeform: such as a person, animal, reptile, et cetera, and you will recreate your image into a biomechanical machine.</p> <p>Students will create a hanging mobile built out of found/readymade objects. Students will have to consider visual and physical balance within their design.</p>	<p>Stencil, pochoir, bridges, and islands.</p> <p>Biomechanical, value, hatching, cross-hatching, and stippling.</p> <p>Readymade, recycled art, value, mobile, structure, rhythm, visual, and physical balance.</p>
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	<p>culture and how it reflects, records, and interacts with history in various times, places, and traditions. PO 201. Contribute to a discussion about who artists are, what they do, and why they create art.</p> <p>Visual Arts- <i>Strand 2</i>: Relate Concept 4: Meanings or Purposes Concept 4: Meanings or Purposes- The student will interpret meanings or purposes of artwork based on contextual information. PO 101. Interpret meanings and/or purposes of an artwork using subject matter and symbols. PO 102. Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place. <i>Strand 3</i>: Evaluate Concept 2: Materials, Tools, and Techniques Concept 2: Materials, Tools, and Techniques- The student will reflect on, and determine how materials, tools, and techniques affect meanings, purposes, and value in artworks. PO 101. Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork.</p>	<p>Do you know how to set up your Navajo loom from start to finish? Describe the steps needed to complete a loom set up to teacher (refer to hand out and hands on demonstration).</p>	<p>Student will learn about the culture and art of Navajo weaving. Students will learn how to set up a Navajo rug loom, weave from start to finish. (Steps, tie warping string in a square knot on to large dowel, figure 8 pattern to create warp onto loom, tie-off, add end string, and bind end string to another large dowel, and create shed stick and weave.)</p>	<p>Loom, warp, end string, binding, heddle, shed stick, weaving comb, batten, weft, yarn, and figure 8 pattern.</p>
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Third and Fourth Quarter Art 4

<p>Art supplies, power point, art textbook, documentaries (YouTube), and visual examples are needed for most/all projects</p>	<p>Creating: Standard 1: Anchor: Generate and conceptualize artistic ideas and work. b. Plan personal artwork or design choosing from a range of traditional contemporary artistic practices. Strand 2: Standard 2: Organize and develop artistic ideas and work; b. Use art media with skill, purpose, and craftsmanship; and demonstrate awareness of ethical implications of making and distributing creative work. Concept 4: Meanings or Purposes- The student will interpret meanings or purposes of artwork based on contextual information. PO 101. Interpret meanings and/or purposes of an artwork using subject matter and symbols. Strand 1: Concept 5: Quality- The student will apply criteria to assess the quality of in-progress and finished artwork. PO 001. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Creating: Standard 1: Generate and conceptualize artistic ideas and work. a. Use multiple approaches (such as exploring artwork from the past, experimenting with materials, expressing a personal concern) to begin creative endeavors. Standard 2: Organize and develop artistic ideas and work. a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. Standards 6: Convey meaning through</p>	<p>What is your theme that will guide your painting? What is an artist statement? How did you consider your design elements (Gestalt principles)? Which paint mixing techniques will you incorporate?</p> <p>For your box to be visually appealing; will you create an inviting/repelling box? What is the motivation behind your boxes</p>	<p>Students will create an acrylic painting using introduced paint mixing techniques and the design elements of unity (gestalt principles) to guide their selected theme. Students will plan, find meaning and purpose in their selected plans. Student will plan, revise and discuss their ideas and explain the meaning behind their art. This is a self-theme guided painting and you will be required to fill out an artist statement worksheet about your work of art.</p> <p>Each student will create a small, focused space that is either visually inviting or visually repelling. This focused artistic statement box must be larger than 6" x 6" inches area of a box. The goal is to create an inviting or repelling environment</p>	<p>Theme, artist statement, self-guided, independent, and motivation.</p> <p>Joseph Cornell, shadow boxes, inviting environment, and repelling environment.</p>
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	<p>the presentation of artistic work. A. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p>Strand 1: Create; Concept 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 102. Make and explain revisions in his or her own artwork. Concept 4: Meanings or Purposes- The student will express ideas to communicate meanings or purposes in artwork. PO 201. Explain purposeful use of subject matter, symbols, and/or themes in his or her own artwork</p> <p>Strand 1: Create; Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 201. Contribute to a discussion about ideas for his or her own artwork. Concept # 2: Materials, Tools, and Techniques- The student will use materials, tools, and techniques in his or her own artwork. PO 102. Use materials, tools, and techniques appropriately in his or her own artwork. Concept 3: Elements and Principles- The student will use elements of art and principles of design in his or her own artwork. PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork.</p> <p>Strand 1: Create: Concept 1: Creative Process- The student will develop, revise, and reflect on ideas for expression in his or her own artwork. PO 301. Contribute to a discussion about ideas for his or her own artwork. Concept # 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork. PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Concept # 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork. PO 301. Demonstrate purposeful use of subject matter, symbols and/or themes in his or her own artwork. Strand 2: Concept # 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions. PO 201.</p>	<p>(memories/stories/movie, etc.)?</p>  <p>What inspires me? What sparks the creative process? How do I create a stencil?</p>  <p>What will be my inspiration/subject matter when creating my biomechanical drawing?</p>  <p>Is art valuable depending on the material used? How do you achieve balance within a design of a hanging mobile?</p>	<p>within your box. Artist focus, Joseph Cornell and his boxed artwork (known as Joseph Cornell shadow boxes).</p> <p>Students will create a stencil and submit an edition of 10 stencil prints on drawing paper. Students will learn how to create a stencil and learn about the functions of creating a stencil and hand printing a stencil for an edition.</p> <p>Students will create a drawing of a biomechanical lifeform that displays value, hatching, cross-hatching, and stippling. Students will select a realistic lifeform: such as a person, animal, reptile, et cetera, and you will recreate your image into a biomechanical machine.</p> <p>Students will create a hanging mobile built out of found/readymade objects. Students will have to consider visual and physical balance within their design.</p>	<p>Stencil, pochoir, bridges, and islands.</p> <p>Biomechanical, value, hatching, cross-hatching, and stippling.</p> <p>Readymade, recycled art, value, mobile, structure, rhythm, visual, and physical balance.</p>
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	<p>Contribute to a discussion about who artists are, what they do, and why they create art.</p> <p>Visual Arts- <i>Strand 2</i>: Relate Concept 4: Meanings or Purposes Concept 4: Meanings or Purposes- The student will interpret meanings or purposes of artwork based on contextual information. PO 101. Interpret meanings and/or purposes of an artwork using subject matter and symbols. PO 102. Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place. <i>Strand 3</i>: Evaluate Concept 2: Materials, Tools, and Techniques Concept 2: Materials, Tools, and Techniques- The student will reflect on, and determine how materials, tools, and techniques affect meanings, purposes, and value in artworks. PO 101. Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork.</p>	 <p>Do you know how to set up your Navajo loom from start to finish? Describe the steps needed to complete a loom set up to teacher (refer to hand out and hands on demonstration).</p>	<p>Student will learn about the culture and art of Navajo weaving. Students will learn how to set up a Navajo rug loom, weave from start to finish. (Steps, tie warping string in a square knot on to large dowel, figure 8 pattern to create warp onto loom, tie-off, add end string, and bind end string to another large dowel, and create shed stick and weave.)</p>	<p>Loom, warp, end string, binding, heddle, shed stick, weaving comb, batten, weft, yarn, and figure 8 pattern.</p>
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