

**Van Buren Community Schools
Secondary Art**

Summer of 2007

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Secondary Art

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ACKNOWLEDGEMENT

This curriculum should assist teachers in determining the expected concept and performance level at the various grades. It is not designed to restrict or limit the creativity or imagination of the teachers. The guide serves as a springboard for the development of additional concepts and master of skills, depending on the ability and interests of each student.

This project was successfully completed in the summer of 2007, because of the dedication and consistent efforts of Mary Sederburg, Van Buren Community Schools Secondary Art instructor. We are grateful and compliment her fine efforts.

FORWARD

The purpose of this guide is to assist teachers in the organization and instruction of secondary art classes in the Van Buren Community School District.

This guide provides direction for teachers of secondary art and is adaptable for individual and class needs. It is however, important that teachers follow the suggested scope and sequence of lesson content to ensure systematic and comprehensive instruction concepts and skills.

This guide prepared by Mary Sederburg, provides directions for instruction, which reflects a sense of wonder, and appreciation for the gifts within and around us.

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990
Date Reviewed: March 9, 2005
Date Revised: November 8, 1995

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, religion, marital status, socioeconomic status, color, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities including comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.
4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
5. Inquiries regarding compliance of equity policies may be directed to the following:
Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr./Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Director. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

<i>Student Handbooks</i>	<i>School Newsletters</i>	<i>Teacher Handbooks</i>
<i>Local Newspapers</i>	<i>Employee (Staff) Handbooks</i>	<i>Employment</i>
<i>Application Forms</i>	<i>Registration Handbook</i>	<i>Program Brochures & Publications</i>
<i>Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.</i>		

Legal Reference:

- 20 U.S.C. 1221 et seq. (1994)*
- 20 U.S.C. 1681 et seq. (1994)*
- 20 U.S.C. 1701 et seq. (1994)*
- 29 U.S.C. 794 (1994)*
- 42 U.S.C. 12101 et seq. (1994)*
- 34 C.F.R. Pt. 100 (1999)*
- 34 C.F.R. Pt. 104 (1999)*
- Iowa Code 216.9; 256.11, .11A; 280.3 (2001)*
- 281 I.A.C. 12*

Cross Reference:

- 100.2 District Educational Equity Policy*
- 402 Staff Educational Equity Policy*
- 516 Student Educational Equity Policy*

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

Chapter 12 GENERAL ACCREDITATION STANDARDS

PREAMBLE

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

DIVISION I GENERAL STANDARDS

281-12.1(256) General Standards.

12.1(1) Schools *and school districts governed by general accreditation standards*. These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualification are related to a bona fide religious purpose.

**DIVISION V
EDUCATION PROGRAM**

12.5(4) *Junior high program, grades 7 and 8.* The following shall be taught in grades 7 and 8; English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, visual art, family and consumer education, career education, and technology education. Instruction in the following areas shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes.

In implementing the junior high program standards, the following general curriculum definitions shall be used.

h. Visual art. Same definition as in 12.5(3) "i" with the addition of using visual art as an avocation or vocation. (i. Visual Art. Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.)

12.5(5) *High school program, grades 9-12.* In grades 9 through 12 a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(18) The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5) "c"; science, five units; health one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified 12.5(5) "i."

In implementing the high school program standards, the following curriculum standards shall be used.

g. Fine arts (three units). Fine arts instruction shall include at least two of the following:

(1) **Dance.** Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art; and using dance as an avocation or vocation.

(2) **Music.** Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.

(3) **Theatre.** Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation.

(4) **Visual art.** Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation vocation.

ART PHILOSOPHY

The arts are unique languages and symbol systems for communicating ideas, feeling, and different ways of knowing about oneself and the world. The arts engage the whole individual in the acts of creating, performing and responding, involving the intellectual, the intuitive, the emotional, and the physical being. The arts provide a record of civilization through diverse cultural artifacts that reflect aspects of human through action, and experience, and assist students in making connections across subject matter. Importantly, the arts develop essential workplace qualities of teamwork, collaboration, flexibility, and appreciation and respect for other's ideas and personal expressions. The richness of each of the arts disciplines and its contribution to thinking and learning demand that every student have access to the knowledge, skill, and understanding of art education.

Art education is a very important part of the total curriculum. The Van Buren Art Program is designed to give each student learning in the key areas of:

1. the act of invention and imagination
2. the ability to perceive, analyze and make informed judgments
3. the application of perceptual, intellectual, expressive, and technical skills
4. the ability to apply knowledge of personal, social, cultural, and historical, contexts to a task.
5. developing aesthetic awareness
6. developing an awareness of cultural and multicultural diversity
7. understanding and appreciating the works of others
8. technology in the arts

The overall aim is to promote each student's development so that he/she is not only proficient in measurable skills and knowledge but also a resourceful and creative individual in today's society.

ART RATIONALE

Art education is a value to the Van Buren Community School District in several ways. It can foster an appreciation for different art media, artistic style, and forms of expression. It can help prepare an individual in critical thinking and problem-solving skills, assist students in making wise choices, serves as an outlet for self expression, and feed the creativity of the human spirit. It provides expressional outlets in which individuals need to attain a healthy sense of emotional and mental fulfillment.

All students need at least enough art education to help them develop a feeling aesthetic responsibility. Every student should be subject to forms of art to develop and appreciation for others, themselves, and the world around them. We dare not neglect this facet of their education.

A good visual arts program literally helps children to "see" the world around them with new understanding and insight, which leads to increased personal responsibility and a positive attitude. The ability to communicate through the arts, both as a producer of art and a consumer of art is as vital as the ability to spell or count.

The aim of good arts education program must be to produce students as well education the arts as they are in mathematics, science, and other academic subjects.

STANDARDS AND BENCHMARKS

7-12 ART

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Subject Area: 7th Grade Explore

Length of Unit: 22-25 Days

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.2, 2.2, 4.1	Teacher Resources, Painting Unit, Watercolor	Gain understanding of how media and techniques used in painting effects communication of their ideas. Evaluate other student's artwork for use of elements and principles of art. Compare use of watercolor and oil paints and when and why watercolors became popular. Compare artwork by peers to that of other artists using same media. Learn skills needed to draw portraits. Compare self-portraits by artists like Leonardo DaVinci and Van Gogh, etc. and complete their own self-portrait. Compare artwork by peers as a way to understand their work and justify their interpretations.	Meeting objectives set by project and teacher evaluation of finished project. Class participation and discussion. Short written comparison of works. Completed self-portrait. Teacher evaluation Class participation	HOTS LS MEDIA TECH CS GS MCGF
1.1, 4.3, 5.1	Teacher resources, Portrait Unit			LS HOTS MCGF
2.1, 3.1, 3.2, 4.2	Teacher Resources, Stained Glass Unit	Encourage personal approach and interpretation to art as well as develop related skills and techniques. Compare stained glass, today and in Medieval churches, and recognize style of Marc Chagall. Learn about stained glass windows and the purposes behind them. Create project using own ideas to solve problem of stained glass technique.	Completion of project meeting objectives given. Question and answer discussion and participation. Teacher evaluation.	HOTS LS CS GS MCGF
1.1, 2.3	Teacher Resources, Perspective Unit	Learn principles of perspective and use them in creating a drawing using 2 pt-perspectives.	Assessment of finished project using perspective. Teacher evaluation.	HOTS LS CS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 7th Grade - Charcoal Drawing – Bird

Length of Unit: 1 Week

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them.

Standard 2: Making connections between visual arts and other disciplines.

Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Standard 3: Uses knowledge of structures and functions pertaining to the visual arts.

Benchmarks:

1. Select and use the qualities of structures and functions of art to improve communication of ideas.

Standard 4: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Integrate visual, spatial, and temporal concepts with content to communicate meaning in artwork.

*CANE - completeness, accuracy at following directions, neatness, and effort

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will learn the difference between charcoal drawing and pencil drawing. They will learn different techniques, processes and use different materials. They will discover the durability of charcoal paper, use of blending stumps and processes to prevent smearing and assure sealing the completed work.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will discover how scientific observation and art are related by selecting a bird image out of a scientific journal to do a charcoal drawing of.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-1		The student will select an image and use knowledge of its structure and function to complete a charcoal drawing of a bird.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will integrate visual and spatial knowledge of a bird to complete a proper rendition of that image.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 7th Grade – Pencil Grid Drawings

Length of Unit: 1 Week

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them.

Standard 2: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the characteristics of work in two or more art forms that share similar subject matter, historical periods, or cultural context.

Standard 3: Uses knowledge of structures and functions pertaining to the visual arts.

Benchmarks:

1. Select and use the qualities of structures and functions of art to improve communication of ideas.

Standard 4: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Integrate visual, spatial, and temporal concepts with content to communicate meaning in artwork.

1-4 *CANE - completeness, accuracy at following directions, neatness, and effort

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will select a black and white vehicle image (if in color, copy making it black and white. The will grid the drawing and double the grid size on to finished paper. Following one square at a time. Student will draw contents of smaller grid into the larger grid pieces, same square and location-larger size on different paper. The student will learn the technique and process of using a grid to transfer an image on to something else making it larger.	Participation *CANE-	SPECIAL, TAG, MCGF, HGD, HOTS
2-1	Examples of grid drawings	The student will compare their finished work to examples in the classroom-this is to promote keeping the grid lightly drawn and completely erasing it when drawing is complete.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-1		The student will use their knowledge of the structure and functions of vehicles to complete a drawing.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will need to integrate visual, spatial, and temporal concepts when drawing the grid and transmitting the image on to different paper. Math concepts, spatial awareness, visual focus is key to success.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 8th Grade Explore

Length of Unit: 22-25 Days

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.3, 3.2, 4.2, 5.1	Teacher Resources, Clay unit	<p>Learn techniques needed to create artwork with the media of clay, To learn vocabulary used with this media.</p> <p>Learn techniques of coil, slab and wheelwork as used with clay media.</p> <p>Demonstrate how three-dimensional forms interact with other art elements and principles.</p> <p>Demonstrate an appreciation of our sculptural heritage and its relationship to everyday living.</p> <p>Provide a foundation of knowledge which can be applied now and later in specialized courses.</p> <p>Critique of their projects with peers.</p>	Evaluation of finished project, class discussion and participation, teacher evaluation.	LS HOTS GS MCGF
1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 4.1	Teacher Resources, Printmaking Unit	<p>Learn the history and techniques used in printmaking.</p> <p>Compare work of other students to evaluate their success using elements and principles of art to create a relief print.</p> <p>Assist student in forming value judgments of diverse form and shape of their work and work of others.</p> <p>Gain understanding for the purpose of printmaking.</p> <p>Provide a foundation of knowledge which can be applied now and later in specialized courses.</p>	Finished edition of prints according to objectives being met and teacher evaluation of finished project and performance. Group discussion and participation.	LS HOTS GS MCGF CS
1.1, 1.2, 2.1, 2.3, 3.2, 4.1, 6.2	Teacher Resources, Painting Unit	<p>Learn techniques needed to create an acrylic painting.</p> <p>Learn about the Impressionist style of painting.</p> <p>Compare work of other students to evaluate their success using elements and principles to create their own painting.</p> <p>Provide a foundation of knowledge which can be applied now and later in specialized courses.</p> <p>Recognize poems, books, song and use popular themes for ideas for their own artwork.</p>	Finished painting using the elements and principles. Teacher evaluation.	LS HOTS GS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 8th Grade - Charcoal Drawing

Length of Unit: 1 Week

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

2. Knows difference between materials, techniques, and processes and can communicate ideas and experiences with them.

Standard 2: Making connections between visual arts and other disciplines.

Benchmarks:

2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Standard 3: Uses knowledge of structures and functions pertaining to the visual arts.

Benchmarks:

1. Select and use the qualities of structures and functions of art to improve communication of ideas.

Standard 4: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Integrate visual, spatial, and temporal concepts with content to communicate meaning in artwork.

*CANE - completeness, accuracy at following directions, neatness, and effort

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-2		The student will learn the difference between charcoal drawing and pencil drawing. They will learn different techniques, processes and use different materials. They will discover the durability of charcoal paper, use of blending stumps and processes to prevent smearing and assure sealing the completed work.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
2-2		The student will discover how science and art are related by selecting a human form in an athletic motion and complete a charcoal drawing of that image.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-1		The student will select an image and use knowledge of its structure and function to complete a charcoal drawing of a human form in an athletic motion	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will integrate visual and spatial knowledge of a human form committing an athletic act and complete a proper rendition of that image.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 8th Grade - Large Scale Painting/Partners

Length of unit: 1 Week

Instructor: Greg Jones

Standard 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Understands color and relationship, mixture, and application (age appropriate).

Standard 3: Uses knowledge of structures and functions pertaining to the visual arts.

Benchmarks:

1. Select and use the qualities of structures and functions of art to improve communication of ideas.

Standard 4: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Integrate visual, spatial, and temporal concepts with content to communicate meaning in artwork

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

Benchmarks:

1. Understand how artists express ideas and feelings in unique ways.
- 2.

*CANE - completeness, accuracy at following directions, neatness, and effort

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-1		The student will understand the relationship of colors and how to mix and apply paint to a hard board surface.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
3-1		The student will select an image agreed upon by the teacher and all members of the group. The picture will be grid out and the image transferred to large pieces of hardboard for the painting stage.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
4-1		The student will be integrating visual, spatial and temporal concepts to transfer the image and properly complete the grid and task before them.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS
5-1		The student will understand how artists express their ideas and feelings in unique ways by working together with others to complete a large scale work of art.	Participation *CANE	SPECIAL, TAG, MCGF, HGD, HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.
Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.
Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.
Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.
Benchmarks:

3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.
Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.
Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.2, 2.3, 3.2, 5.3	Teacher Resources UA, p. 18-19 Using the Elements of Art	Create a nonobjective design using the elements of art, integrating themes found through direct observations and imagination. Select appropriate art materials and tools to produce a drawing experimentally. Analyze a nonobjective design and recognize the various elements of art.	Student self-evaluation-describe and analyze work, orally or written, and teacher evaluation	HOTS, MEDIA MCGF, LS, CS, GS
1.1, 1.2, 2.2, 3.2, 4.3, 5.1, 5.2, 5.3, 6.1	Teacher Resources UA, p. 20-25 Using the Principles of Art	Create an artwork integrating themes from imagination and personal experiences. Select appropriate art materials and tools to interpret the art principles when producing a painting experimentally. Participate in individual and group critique.	Student self-evaluation-describe and analyze work, orally or written and teacher evaluation	HOTS, MEDIA MCGF, LS, CS, GS
1.1, 1.2, 2.1, 3.1, 3.2, 4.3, 5.3	Teacher Resource EA, p. 50-51	Create a radial design drawing using art materials and tools in traditional ways. Describe and analyze their own designs.	Student self-evaluation-describe and analyze work, orally or written and teacher evaluation	HOTS, MEDIA MCGF, LS, CS, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.
Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.
Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.
Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.
Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.
Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

STANDARD 6: Making connections between visual arts and other disciplines.
Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
	Teacher Resources UA, p. 264-265 Crayon Resist	Create paintings in the style of a Post-Impressionist. Analyze personal and peer artworks. Compare personal artwork to that of Gauguin.	Self-assessment, peer assessment and teacher evaluation.	HOTS, MEDIA MCGF, LS, CS, GS
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Teacher Resources EA, pp. 204-205 Illustration	Illustrate ideas from imagination to create a story illustration (or book) Describe, analyze, interpret and judge their own illustrations.	Self-assessment, peer assessment and teacher evaluation.	HOTS, MEDIA MCGF, LS, CS, GS
1.1, 1.2, 2.1, 3.1, 3.2	Teacher Resources EA, pp. 60-61 Rhythm & Movement	Create drawings in which one geometric shape gradually changes into a recognizable free-form object. (MC Escher) Describe and analyze their own drawings.	Self-assessment, peer assessment and teacher evaluation.	HOTS, MEDIA MCGF, LS, CS, GS
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.1, 4.1, 4.3, 5.1, 6.1	Teacher Resources EA, pp. 250-259 Architecture	Define architecture and explain what architects do. Describe four main uses of architecture. Discuss the double challenge architects face. Select and use a variety of art materials and tools to produce a drawing of an architectural elevation and a two-point perspective drawing. Describe, analyze, interpret, and judge their own drawings.	Self-assessment, peer assessment and teacher evaluation.	HOTS, MEDIA MCGF, LS, CS, GS
1.1, 1.2, 2.1, 2.3, 3.1	Teacher Resources EA, pp. 12, 13, 230-231	Define the term collage. Look at natural objects as sources of inspiration for their own work (Romare Bearden, Faith Ringgold) Make and describe collages.	Self-assessment, peer assessment and teacher evaluation.	HOTS, MEDIA MCGF, LS, CS, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Art 1 - Unit III

Length of Unit: 8 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.2, 6.1	Teacher Resources EA, pp. 72-75 pp.152-161 Printmaking AT, pp.184-85	<p>Explain the difference between an original print and a fine art reproduction.</p> <p>Identify the three basic steps in printmaking.</p> <p>Name the different kinds of media used in printmaking.</p> <p>Name and describe the four main methods of making prints.</p> <p>Select and use a variety of art materials and tools to produce a monoprint, abstract relief prints in Inuit style, collagraph and a linoleum block print.</p> <p>Describe, analyze, interpret and judge their own artwork.</p> <p>Create a high-relief collage based on a line from a poem, a song, or a famous saying.</p> <p>Incorporate the selected words and objects within the collage to create unity.</p> <p>Compare and contrast the use of colors and textures to create variety and emphasis in their artwork.</p>	Self-assessment, peer assessment and teacher evaluation. Quiz over vocabulary and techniques.	HOTS, MEDIA MCGF, LS, CS, GS
1.1, 1.2, 2.1, 2.2, 4.1	Teacher Resource AT, pp. 306-307	<p>Use direct observation to illustrate ideas for a contrast drawing.</p> <p>Compare and contrast the use of form and emphasis in artworks.</p> <p>Use a variety of shading techniques to create contrast</p> <p>Use of stippling technique to create artwork showing value and shading.</p> <p>Describe, analyze, interpret and judge own work and work of peers.</p> <p>Gain knowledge about the culture and history behind the molas.</p> <p>Create a colorful mola using a variety of materials.</p>	Self-assessment, peer assessment and teacher evaluation.	HOTS, MEDIA MCGF, LS, CS, GS
1.1, 1.2, 2.3, 4.1	Teacher Resources AT, pp. 124-125	<p>Select their own artworks and organize them in multimedia presentations.</p> <p>Select and use a variety of print and electronic resources to produce photographic imagery in traditional and experimental ways.</p> <p>Describe, analyze, interpret, and judge their own multimedia presentations.</p> <p>Present projects to their peers.</p>	Self-assessment, peer assessment and teacher evaluation.	HOTS, MEDIA MCGF, LS, CS, GS
1.1, 1.2, 2.2, 2.3, 3.3, 5.1	Teacher Resources			
1.1, 1.2, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2	Teacher Resources AT, pp. 160-161			
1.1, 1.2, 2.1, 2.2, 3.1	Teacher Resources EA, pp. 274-275			

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Introduction to Computer Imagery - (Art 112) - Unit I

Length of Unit: 6-8 Days

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.3, 5.1, 5.2	Text, Chapter 1 Teacher Resources Getting Started with Illustrator	Create a new document and explore the Illustrator Window and welcome screen. Create basic shapes, apply fill and stroke color to objects using Illustrator program. Learn how to select, move, and align objects. Work with guides and transform objects. Make direct selections Create and format text. Flow text into an object and on a path. Create colors and gradients with text Adjust a gradient and create a drop shadow	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS
1.1, 1.2, 2.3	Text, Chapter 2 Teacher Resources Creating Text and gradients		Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS
1.1, 1.2, 2.3	Text, Chapter 3 Teacher Resources Drawing and composing and illustration	Draw straight and curved lines. Draw elements of an illustration. Apply attributes to objects. Assemble an illustration, stroke objects for artistic effects. Use live trace and live paint bucket tools.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Introduction to Computer Imagery - (Art 112) - Unit II

Length of Unit: 6-8 Days

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 2.3, 3.1	Text, Chapter 4 Teacher Resources Transform and distort objects	Learn to transform objects. Use offset and outlines paths. Create compound paths. Work with the Pathfinder palette. Create clipping masks.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS
1.1, 1.2, 2.3	Text, Chapter 5 Teacher Resources Working with Layers	Create and modify layers. Manipulate and work with layered artwork. Create a clipping set.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS
1.1, 1.2, 3.2	Text, Chapter 6 Teacher Resources Working with patterns and brushes	Use the move command. Create a pattern and design using a repeating pattern. Work with the brushes palette and scatter brushes.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Intro to Computer Imagery - (Art 112) - Unit III

Length of Unit: 6-8 Days

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.3, 3.2	Text, Chapter 7 Teacher Resources Working with filters, gradient meshes, envelopes, and blends	Learn to work with filters, gradient meshes and envelopes. Create blends.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS
1.1, 1.2, 2.2, 3.2	Text, Chapter 8 Teacher Resources Working with Transparency, effects and graphic styles	Learn to use transparency palette and the color picker. Learn to apply effects to objects. Use the appearance palette. Work with different graphic styles.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS
1.1, 2.2, 3.2	Text, Chapter 9 Teacher Resources Creating Graphs in Illustrator	Create a graph; edit a graph using the graph data window. Use the group selection tool. Use the Graph type dialog box. Create a combination graph. Create a custom graph design. Apply a custom design to a graph. Create and apply sliding-scale design	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 2.2, 2.3, 3.1, 3.2	Text, Chapter 10 Teacher Resources Drawing with symbols	Create symbols. Place symbol instances, modify symbols and symbol instances. Create and modify Symbol instance sets.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS
1.1, 1.2, 2.3	Text, Chapter 11 Teacher Resources Creating 3D objects	Extrude objects. Revolve objects. Manipulate surface shading and lighting. Map artwork to 3d objects.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area Subject Area: Intro to Computer Imagery - (Art 112) - Unit V

Length of Unit: 6-8 Days

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.3, 3.1, 6.1	Text, Chapter 12 Teacher Resources Preparing a document for prepress and printing	Explore basic color theory. Work in CMYK mode. Specify spot colors. Create crop marks. Create bleeds.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS
1.1, 1.2, 2.3, 3.2, 6.1	Text, Chapter 13 Teacher Resources Preparing graphics for the Web	Create slices. Specify slice type and slice options. Use the Save for Web dialog box. Create an image map.	Completion of studio projects and exercises. Class participation and completion of reading and writing assignments. Quizzes	HOTS, MEDIA, TECH, MCGF, LS, CS, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.3, 6.1, 6.2	Text, Chapter 1, Drawing, Def and Purposes, Practical Guides 1 & 2	<p>Learn the definition of drawing.</p> <p>Understand the connections between drawing and other art techniques.</p> <p>Learn about the history of drawing and its purpose to the artist and non-artist.</p> <p>Distinguish between the two types of drawing: subjective and objective; informational and schematic.</p> <p>Compare the modes of expression used in drawing through the use of various media and techniques.</p> <p>Create artwork experimenting with the materials mentioned in Practical Guide 1.</p> <p>Realize the need to keep a sketchbook to bring art into your daily life by making connections to your world.</p>	<p>Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.</p>	<p>HOTS MCGF LS CS GS HGD</p>
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.3	Text, Chapter 2 Learning to See: Gesture & Other Beginning Line Exercises	<p>Learn the difference between Fature, Pochade and Time.</p> <p>Learn what gesture drawing is.</p> <p>Learn the two basic approaches to drawing: gesture and contour and their relationship to time.</p> <p>Know the five types of gesture drawings and their differences.</p> <p>Use the five types of gesture drawings in artwork.</p> <p>Learn how to use continuous-line drawings, organizational-line drawing and contour line drawing.</p> <p>Become aware of the importance of contour line drawing in learning to draw what you see.</p> <p>Use blind contour drawings in your sketchbook.</p> <p>Complete drawing exercises and assigned projects which reinforce chapter techniques.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content.</p>	<p>Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.</p>	<p>HOTS MCGF LS CS GS HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Drawing - Art 131 - Unit 2 - Spatial Relationships of the Art Elements

Length of Unit: 5-6 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.3, 5.3	Text, Spatial Relationships of the art elements	<p>Gain awareness of the spatial relationships of the art elements.</p> <p>Be aware that spatial notations are interpreted by three factors.</p> <p>Know the types of space: flat, shallow, illusionistic, actual, ambiguous, electronic and emotive</p> <p>Learn the influence of today's technology on the electronic space, different from pictorial space.</p> <p>Relate the work of Picasso, Pollock, Rauschenburg, Close and Baechler to the manipulation of the pictorial space.</p> <p>Learn how emotive space is used to create emotion.</p> <p>Understand the connection with M. C. Esher's work and the manipulation of the picture plane.</p> <p>Learn how the elements of art are used to create spatial illusions in drawing.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content</p>	<p>Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.</p>	<p>HOTS MCGF LS CS GS HGD</p>
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.3, 6.1, 6.2	Text, Chapter 3 Shape/Plane and Volume	<p>Define shape.</p> <p>Define plane as related to drawing surface.</p> <p>Define volume as related to plane and shape.</p> <p>Learn two types of shape-organic and geometric.</p> <p>Learn three types of organic shape.</p> <p>Relate implied shape to regular shapes.</p> <p>Understand that on the picture plane shapes become positive or negative space.</p> <p>Distinguish between positive/negative and figure/ground relationships to the picture plane.</p> <p>Relate composite shapes and silhouettes to the other types of shapes.</p> <p>Develop proficient skills in the use and manipulation of form in drawing.</p> <p>Use geometric shapes to create patterns.</p> <p>Know three ways to show volume on a picture plane: size of shapes, modeling and overlapping.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content</p>	<p>Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate</p>	<p>HOTS MCGF LS CS GS HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
	Text, Chapter 4 Value	<p>Students will complete sketchbook exercises as given in chapter to reinforce content</p> <p>Learn the definition and function of value.</p> <p>Know value is achromatic.</p> <p>Compare and contrast the work of 3 artists and their interpretation of deer (p. 93-94).</p> <p>Create two drawings of the same subject matter using difference compositional techniques.</p> <p>Become aware of the expressive and emotive functions of value.</p> <p>Develop proficient skills in the use of values.</p> <p>Learn the ways of creating value and use them in class exercises.</p> <p>Understand the arbitrary, descriptive and expressive uses of value.</p> <p>Know the spatial characteristics of value.</p> <p>Define chiaroscuro.</p> <p>Learn the 6 categories of light as it falls over a form.</p> <p>Use various materials to create value in your artwork.</p>	<p>Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.</p>	<p>HOTS MCGF LS CS GS HGD</p>
6.1	Text, Chapter 5 Line	<p>Develop proficient skills in the use of line quality and variations.</p> <p>Gain awareness of the determinants of line quality.</p> <p>Become familiar with the extended contemporary uses of Line.</p> <p>Experiment and use the different types of line: contour, mechanical, structural, lyrical, constricted, aggressive, cursive and calligraphic, implied, blurred, whimsical.</p> <p>Become aware of the spatial characteristics of line.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content</p>	<p>Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.</p>	<p>HOTS MCGF LS CS GS HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.3, 6.1	Text, Chapter 6 Texture	<p>Develop an understanding of the role of texture in contemporary art.</p> <p>Distinguish the difference between pattern and decoration when using texture.</p> <p>Learn the three categories of texture.</p> <p>Learn how contemporary textures are used in today's artwork.</p> <p>Become aware of the spatial characteristics of texture.</p> <p>Develop proficient skills in the drawing of textures in various drawing media.</p> <p>Create artwork using their knowledge of texture.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content</p>	Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.	HOTS MCGF LS CS GS HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.3	Text, Chapter 7 Color, Practical Guide part 4	<p>Gain knowledge about the functions of color and guidelines for working with color.</p> <p>Learn color terminology.</p> <p>Learn the three attributes of color: hue, value, intensity.</p> <p>Create art with different color schemes: monochromatic, analogous, complementary, primary, secondary, warm & cool.</p> <p>Learn about different color media and their characteristics and use appropriate choices in the best media for the project.</p> <p>Learn the importance of materials and learn to appreciate them by using them to create their own artwork.</p> <p>Become aware of the spatial characteristics of color.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content</p>	Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.	HOTS MCGF LS CS GS HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.3	Text, Chapter 8 Aniperspective	<p>Distinguish the between anti-perspective and perspective.</p> <p>Define perspective and learn its functions.</p> <p>Distinguish between eye level and baseline perspective.</p> <p>Learn how to create aerial perspective.</p> <p>Learn about linear perspective: 1 pt, 2pt, 3 pt.</p> <p>Learn how artists use axonometric perspective, multiple perspectives, stacked perspective, and foreshortening to create their artwork.</p> <p>Illustrate the concepts of linear perspective in their own artwork.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content</p>	Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.	HOTS MCGF LS CS GS HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.3, 3.1, 3.2, 5.3	Text, Chapter 9 Organizing the Picture Plane	<p>Become aware of the contemporary treatment of the picture plane.</p> <p>Understand the picture plane as related to the dominance of the edge.</p> <p>Learn about continuous-field compositions.</p> <p>Learn about the division of the picture plane.</p> <p>Address composition as a way of designing a successful art work.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content</p>	<p>Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.</p>	<p>HOTS MCGF LS CS GS HGD</p>
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.3, 6.2	Text, Chapter 10 Thematic Development	<p>Develop new conceptual and thematic ideas in relation to creative drawing.</p> <p>Learn about three themes: word and image; the figure/body art/portraiture; and appropriation.</p> <p>Students will create artwork using a given theme from art history and develop it into several works of art.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content</p>	<p>Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate.</p>	<p>HOTS MCGF LS CS GS HGD</p>
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.3, 6.1, 6.2	Text, Chapter 11 A Look at Drawing Today	<p>Look at the new trends in 21st century artwork.</p> <p>Become familiar with these trends and how contemporary artist have used them successfully:</p> <p>influence of outsider art; illustration-based narrative drawing; ornamental embellishment; Neo-romantic drawing; Abstraction; alternative worlds; subcultures into art; nostalgia; social and political drawings; hand-drawn animation; and drawings made from direct observation.</p> <p>Students will create artwork highlighting one of the contemporary trends above.</p> <p>Students will complete sketchbook exercises as given in chapter to reinforce content</p>	<p>Class participation and discussion. Completion of sketchbook assignments, self-evaluations of projects, teacher evaluations, quizzes and unit tests where appropriate</p>	<p>HOTS MCGF LS CS GS HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1	Teacher Resources, Text-Exploring Painting, Ch. 1 & 2 Communication and Color	<p>Get excited about painting.</p> <p>See painting as a form of communication.</p> <p>Develop a painting vocabulary.</p> <p>Be come aware of art career opportunities.</p> <p>Understand how painting enhances our lives.</p> <p>Become aware of the role of painting in cultural development.</p> <p>Be able to mix paint and match colors.</p> <p>Understand what makes colors glow and how colors change when placed next to other colors.</p> <p>Be able to select color schemes that work.</p> <p>Gain a working vocabulary for working with color.</p> <p>Become more visually aware of color in its environment.</p> <p>Be able to use color as an important element of design in their paintings.</p> <p>Create a painting using different color schemes.</p> <p>Understand each element and principle of design and look for them in paintings.</p> <p>Notice these compositional factors in their environment as well as paintings.</p> <p>Be able to utilize these observations in their own drawings and paintings, and in critical analyses.</p> <p>Analyze a piece of artwork for the elements and principles and be able to express orally or in written word their conclusions.</p>	Participation in class discussion and critiques. Vocabulary handouts, completion of paintings and assigned projects. Self-evaluations and teacher evaluations.	HOTS MCGF LS CS GS HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.3, 5.3, 6.2	Teacher Resources, Text-Exploring Painting, Ch. 3, Elements & Principles	<p>Understand each element and principle of design and look for them in paintings.</p> <p>Notice these compositional factors in their environment as well as paintings.</p> <p>Be able to utilize these observations in their own drawings and paintings, and in critical analyses.</p> <p>Analyze a piece of artwork for the elements and principles and be able to express orally or in written word their conclusions.</p> <p>Gain an increased visual sensitivity to all aspects of the environment.</p> <p>Gain an ability to generate ideas.</p> <p>Grow in personal concepts, ideas, creativity, originality and self-expression.</p> <p>Get a willingness to view subject matter from new and interesting perspectives.</p> <p>Show evidence of incorporating ideas found in the world of art into their own work.</p> <p>Show the beginnings of developing a personal style.</p> <p>Use drawing and sketching in planning a painting.</p> <p>Be able to analyze the compositional quality in their work and in the paintings of others.</p> <p>Be able to improve the composition of their paintings by using the elements and principles of design.</p>	Participation in class discussion and critiques. Vocabulary handouts, completion of paintings and assigned projects. Self-evaluations and teacher evaluations	HOTS MCGF LS CS GS HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2	Teacher Resources, Text-Exploring Painting, Ch. 4 & 5 Ideas, Planning, & Organizing	<p>Gain an increased visual sensitivity to all aspects of the environment.</p> <p>Gain an ability to generate ideas.</p> <p>Grow in personal concepts, ideas, creativity, originality and self-expression.</p> <p>Get a willingness to view subject matter from new and interesting perspectives.</p> <p>Show evidence of incorporating ideas found in the world of art into their own work.</p> <p>Show the beginnings of developing a personal style.</p> <p>Use drawing and sketching in planning a painting.</p> <p>Be able to analyze the compositional quality in their work and in the paintings of others.</p> <p>Be able to improve the composition of their paintings by using the elements and principles of design.</p>	Participation in class discussion and critiques. Vocabulary handouts, completion of paintings and assigned projects. Self-evaluations and teacher evaluations	HOTS MCGF LS CS GS HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Painting - Art 140 - Unit II - Painting Mediums

Length of Unit: 10 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2	Teacher Resources, Text, Exploring Painting, Ch. 6 Tempera, UA P. 258	Become proficient in the use of the tools and techniques used in tempera painting. Explore the versatility of tempera in their paintings. Become aware of the different styles of tempera painting and appreciate the qualities of tempera paintings throughout history. Learn when artists starting using tempera paints and which artists used tempera successfully. Create a painting using the medium of tempera as assigned (Impressionist Style)	Participation in class discussion and critiques. Vocabulary handouts, completion of paintings and assigned projects. Self-evaluations and teacher evaluations	HOTS MCGF LS CS GS HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3	Teacher Resources, Text, Exploring Painting, Ch. 7, Watercolor	Understand the importance of watercolor painting. Understand the change in emphasis of the medium throughout history. Gain some basic competence in using the medium. Understand the strengths and weaknesses of the medium. Recognize the work of several prominent watercolor artists. Learn the vocabulary used with this media. Explore the basic techniques used in watercolor painting to experiment. Create a painting using the medium of watercolor as assigned.	Participation in class discussion and critiques. Vocabulary handouts, completion of paintings and assigned projects. Self-evaluations and teacher evaluations	HOTS MCGF LS CS GS HGD
1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3	Teacher Resources, Text, Exploring Painting, Ch. 8 & 9 Acrylic & Oil	Learn the basic techniques and tools needed for acrylic and oil painting. Understand when acrylics became popular, by whom and why. Understand the importance of oil painting in documenting our cultural growth. Comprehend the evolution of painting styles. Learn to articulate their personal responses to art. Develop a verbal painting vocabulary. Gain basic technical experience in working with acrylic and oil paint. Recognize the names and styles of several artists. Solve visual problems in individual ways. Create an acrylic painting and an oil painting to be submitted for final critique at end of class.	Participation in class discussion and critiques. Vocabulary handouts, completion of paintings and assigned projects. Self-evaluations and teacher evaluations	HOTS MCGF LS CS GS HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Painting - Art 140 - Unit 3 - Other Media

Length of Unit: 4 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.
Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.
Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.
Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Teacher Resources, Chapter 10, Pastels UA P. 280.	Be able to master the use of pastels in a fresh, direct manner. Be able to render volume, shade objects and portray different surface textures. Be aware of the many different painting styles possible with pastels. Be aware of the historical importance of this medium. Be able to use pastels to express their ideas or to portray realism in a finished artwork. Create a still-life drawing in a cubist style using oil pastels.	Participation in class discussion and critiques. Vocabulary handouts, completion of paintings and assigned projects. Self-evaluations and teacher evaluations	HOTS MCGF LS CS GS HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Teacher Resources, Chapter 11, Collage	Be able to manipulate colors and shapes to create designed surfaces. Appreciate the freedom fostered by experimentation. Understand the effect of collage on twentieth century painting. Explore the experimental possibilities of collage. Experience unique approaches to problem solving that collage allows. Create artwork using the process of collage.	Participation in class discussion and critiques. Vocabulary handouts, completion of paintings and assigned projects. Self-evaluations and teacher evaluations	HOTS MCGF LS CS GS HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Photo I - Art 184 - Unit I - Intro

Length of Unit: 4 weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.3, 5.1, 5.3,	Teacher handout, "A Brief History of Photography", Chapter 2 & 3 from Text	<p>Describe 3 photos of choice from book and discuss in written work the photographs in terms of form, composition, black and white, lighting, mood, and subject matter. One photograph will be orally presented. Understand the use of good composition in photography and the techniques needed to create it.</p> <p>Learn to use Rule of Thirds in taking photographs.</p> <p>Learn the correct way to roll a cassette of film and load it into your cameras.</p> <p>Learn troubleshooting with your camera and how to prevent problems.</p> <p>Learn about the different types of cameras and which one used in class.</p> <p>Expose a roll of film with Composition-angles being the topic, as assigned and keep a diary sheet.</p> <p>Learn how to set the lens aperture, focus and use depth of field techniques to take good photographs.</p> <p>Learn how to use F-stops for correct exposure.</p> <p>Learn how zoom lenses affect lens apertures.</p> <p>Use correct aperture exposures during film assignments.</p>	Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Attendance and Class participation and use of materials. Quizzes & tests.	HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3	Chapter 6, Text, The Lens	<p>Learn how to read and use correct shutter speeds on your camera.</p> <p>Know the connection between the shutter speed and aperture.</p> <p>Learn how to control motion and camera shake with shutter speed usage.</p> <p>Learn the correct use and tips for using a tripod and accessories.</p> <p>Expose a roll of film dealing with more Composition techniques-Line, texture, framing, etc. and keep a diary sheet.</p>	Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Class participation and use of materials. Attendance and Quizzes & tests.	HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3	Chapter 7, Text, The Shutter	<p>Learn how to read and use correct shutter speeds on your camera.</p> <p>Know the connection between the shutter speed and aperture.</p> <p>Learn how to control motion and camera shake with shutter speed usage.</p> <p>Learn the correct use and tips for using a tripod and accessories.</p> <p>Expose a roll of film dealing with more Composition techniques-Line, texture, framing, etc. and keep a diary sheet.</p>	Completion, presentation, diary sheet, self-evaluation and teacher evaluation of assignments. Class participation and use of materials. Attendance and Quizzes & tests.	HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

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STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

3. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3	Text, Chapter 9 Film Exposure	<p>Learn how to use built in camera meters.</p> <p>Learn exposure basics and how to use them.</p> <p>Learn exposure strategies for negative film</p> <p>Learn to use bracketing to gain the correct exposures.</p> <p>Understand contrast and its relationship to good negatives.</p> <p>Expose a roll of film of creative objects and keep a diary sheet.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Attendance and Class participation and use of materials.</p> <p>Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD</p>
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.3, 6.2	Text, Chapter 12, Film Processing	<p>Demonstrate the ability to get film from the canisters into developing tanks properly.</p> <p>Become aware of the health and safety concerns with the darkroom and use of photo chemicals.</p> <p>Learn the process and steps for developing black and white negatives; what equipment is needed for processing; and chemicals needed.</p> <p>Learn why agitation is necessary for proper development.</p> <p>Learn about the problems that can occur during processing.</p> <p>Compare black and white processing to color processing.</p> <p>Expose a roll of film dealing with lighting techniques and keep a diary sheet.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Attendance and class participation and use of materials.</p> <p>Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1	Text, Chapter 1, Moments in Time- History of Photography	<p>Learn the origin of photography and its progression through the last 150 years.</p> <p>Become aware of how photography became a fine art and who was responsible for this event.</p> <p>Learn about photojournalism and who photography has changed this field.</p> <p>Look at what technology has changed photography in the last 20 years and discuss where it might be going in the next 20 years.</p> <p>Choose a topic for completing a photo essay for class and do the photography needed to complete this assignment and presentation to the class.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Attendance and Class participation and use of materials. Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD</p>
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Text, Chapter 15, Finishing Prints	<p>Learn general instructions for spotting photographs.</p> <p>Learn which tools and materials are necessary for good spotting.</p> <p>Learn what dry mounting is and what tools are needed to complete it.</p> <p>Understand the steps needed to keep negatives clean.</p> <p>Learn three ways to matt photographs.</p> <p>Learn what image and mats sizes are recommended for photography.</p> <p>Understand what flush mounting and over-matting are.</p> <p>Learn what tools, materials and instructions are needed for over-matting.</p> <p>Learn what light, temperature, humidity and storage has to do with image permanence.</p> <p>Expose a roll of film on a walking tour of one of the Villages of Van Buren.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Class participation and use of materials. Attendance and Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 6.2	Text, Chapter 13, Black and White Printing.	Gain knowledge of the different types of printing papers available to photographers. Compare the advantages and disadvantages of the different types of paper. Understand the contrast grades and filters and how they relate to photo paper. Compare fiber-based and resin-coated papers. Learn the correct way to handle prints and how to set up for tray processing. Know the equipment and process needed to create photo print enlargements. Know printing vocabulary. Learn dodging and burning techniques. Become familiar with the problems that can occur with the enlargement process. Produce black and white photographs from their developed film using all darkroom techniques.	Completion, presentation, self-evaluation and teacher evaluation of assignments. Class participation and use of materials. Quizzes & tests.	HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3, 5.1, 6.1	Teacher resources, Photo essays	Choose a topic to complete a photo essay and present to the class	Completion, presentation, self-evaluation and teacher evaluation of photo essay.	HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3, 5.1, 6.1	Teacher resources and Portfolio handout.	Create a portfolio to be used to present final pictures to the class. Photos are to be matted and ready to hang.	Completion, presentation, self-evaluation and teacher evaluation of portfolio..	HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Photo II - Art 185 - Unit I - The Lens

Length of Unit: 4-5 weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Chapter 4, Text, The Lens	<p>Understand the correct usage of manual and automatic focusing with 35mm camera.</p> <p>Learn the proper way to clean the lens on a camera to prevent damage.</p> <p>Learn about focusing screens and diopters.</p> <p>Expose a roll of film using angle as the compositional element.</p> <p>Learn what camera formats and lens are available to the photographer.</p> <p>Differentiate between normal, wide angle and telephoto lens.</p> <p>Learn about internal focusing.</p> <p>Learn about teleconverters, zoom lens, and special purpose lenses are including macro lens.</p> <p>Understand the relationship between focal length and film format.</p> <p>Become aware of many of the close-up lens which is available for the creative photographer including, but not limited to: fisheye, perspective-control, soft-focus, ultra fast, and mirror lens.</p> <p>Create and use a pinhole camera to experience the simplicity of photography.</p> <p>Expose a roll of film using good composition and line as the compositional element and keep a diary sheet.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Class participation and use of materials.</p> <p>Attendance and Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS, GS, HGD</p>
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Chapter 5, Text, The Lens: focal length	<p>Students will expose and develop their film using all the correct techniques needed for processing and printing of their photographs as assigned.</p>	<p>Completion, presentation, self-evaluation and teacher evaluation of assignments.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS, GS, HGD</p>
1.1	Teacher resources	<p>Choose 5 photos from text and analyze each one in written form.</p> <p>Choose one of the five photos to give an oral presentation on the analysis.</p>	<p>Completion, presentation, self-evaluation and teacher evaluation of assignments.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS, GS, HGD</p>
2.1, 2.2, 3.1, 3.2, 4.3, 5.1, 5.3	Teacher resources		<p>Completion, presentation, self-evaluation and teacher evaluation of assignments.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS, GS, HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Photo II - Art 185 - Unit II - Film, Filters & Lighting

Length of Unit: 4-5 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Chapter 8, Text, Film Basics	<p>Learn the basics about black and white, color films and color transparency films.</p> <p>Learn correct procedures for film handling and storage.</p> <p>Learn about film speed, and how it affects the grain.</p> <p>Understand the relationship with temperature to film balance.</p> <p>Learn about contrast and saturation with film.</p> <p>Learn how to choose a film speed, and how the image will be recorded onto film (black and white and color).</p> <p>Learn about reciprocity failure.</p> <p>Use the APS system for film formats and look at 35mm format as compared to medium and large format films.</p> <p>Introduced to special films as used in X-rays and other specialty uses.</p> <p>Compare professional and amateur films.</p> <p>Expose a roll of film using landscapes for the subject matter and keep a diary sheet.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Class participation and use of materials. Attendance and Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Chapter 10 -Camera Filters,	<p>Gain an understanding on how filters work.</p> <p>Use lens protecting filters and what they do for cameras.</p> <p>Learn about the differences between black and white filters and color filters.</p> <p>Learn the purpose of sky filters.</p> <p>Be able to classify filters. Black and white and color.</p> <p>Be aware of filter factors and how they affect film.</p> <p>Become aware of special effects filters, and how they are used for aesthetic purposes.</p> <p>Be aware of the most commonly used filters in photography.</p> <p>Be able to use filters in their photographic experience.</p> <p>Expose a roll of film using cityscape or architecture as the subject and keep a diary sheet.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Class participation and use of materials. Attendance and Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD</p>
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Chapter 11, Text, Lighting Tools and Techniques	<p>Understand the differences when using daylight exposures and electronic flash exposures on film density.</p> <p>Be introduced to the basics of 35mm flash techniques.</p> <p>Know what a flash meter is and how flash synchronization occurs.</p> <p>Know what fill flash is and what it is used for.</p> <p>Learn the techniques, processes and equipment needed for studio lighting paraphernalia.</p> <p>Learn the types, techniques and equipment used in studio lightning by photographers.</p> <p>Use lighting techniques in a photographic assignment.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Class participation and use of materials. Attendance and Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Chapter 16-Special Techniques	<p>Learn techniques used for the following special manipulations, including: photograms, negative prints, sandwiching negatives and Sabattier Effect (or solarization).</p> <p>Learn about the materials and techniques used with high contrast photography.</p> <p>Learn and use ways to hand coat and hand color prints for aesthetic purposes.</p> <p>Learn how Polaroid Manipulations can result in time-zero film manipulation and image transfers.</p> <p>Learn about the process of printing on Polaroid film and emulsion transfers.</p> <p>Create photographs using the above special manipulations of photograms, negative prints, sandwiching negatives and solarization.</p> <p>Expose a roll of film using texture as the compositional element and keep a diary sheet.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Class participation and use of materials. Attendance and Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD</p>
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.1, 5.3, 6.1, 6.2	Chapter 17-Digital Imaging	<p>Introduce students to the filmless photography of digital imaging.</p> <p>Explore the resolution and file size needs for photographers.</p> <p>Learn proper ways to store digital cameras and images.</p> <p>Learn the difference between still photos and video.</p> <p>Understand and use the scanning process of photos.</p> <p>Learn about digital storage media and how it is used in output of digital images.</p> <p>Introduction to image editing with Photoshop.</p> <p>Manipulate their own digital images/scanned images with the Photoshop program to create new aesthetically pleasing pieces of art.</p> <p>Be introduced to digital internegatives including silver halides, pigment and dye-sublimation.</p> <p>Understand the use of color management on computers and the problems created with improper use.</p> <p>Acknowledge the use and preparation of digital imaging and the World Wide Web</p> <p>Expose a roll of film using contrast as the subject matter and keep a diary sheet.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Class participation and use of materials. Attendance and Quizzes & tests.</p>	<p>HOTS, MEDIA, TECH, MCGF, LS, CS,GS, HGD</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Photo II - Art 185 - Unit IV - Color Photography

Length of Unit: 3 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	Chapter 14, Text, Color Printing	<p>Compare the differences between color and black and white printing.</p> <p>Learn the color terminology.</p> <p>Become aware of the color printing papers and filter packs for color photography.</p> <p>Learn the advantages of color negatives over transparencies and making a color print.</p> <p>Become familiar with equipment used for color photography.</p> <p>Become familiar with the processes and techniques used in color processing manually and with automated processors.</p> <p>Become aware of the problems that occur from color negatives.</p> <p>Expose one roll of color film having to do with a specific color for its subject matter and have it processed.</p> <p>Create a collage using the color photographs processed.</p>	<p>Completion, presentation, diary sheets, self-evaluation and teacher evaluation of assignments. Class participation and use of materials.</p> <p>Attendance and Quizzes & tests.</p>	HOTS, MEDIA, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3, 5.1, 6.1	Teacher Resources Photo Essay	<p>Choose a topic to complete a photo essay and present to the class</p>	<p>Completion, presentation, self-evaluation and teacher evaluation of photo essay.</p>	HOTS, MEDIA, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3, 5.1, 6.1	Teacher Resources Portfolio	<p>Create a portfolio to be used to present final pictures to the class. Photos are to be matted and ready to hang.</p>	<p>Completion, presentation, self-evaluation and teacher evaluation of portfolio.</p>	HOTS, MEDIA, TECH, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Mixed Media - 2-Dimensional

Length of Unit: Semester

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 5.1, 5.3	Student and Teacher generated activities.	Discuss and plan the direction student wants to take in this independent class. Create 2-dimensional artwork using a variety of processes and media. Create artwork which communicates an idea using the techniques which best suits idea.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 2.1, 2.2, 2.3, 4.3, 5.1	Student and Teacher generated activities.	Create personal portfolio of 2-dimensional artwork which solves specific problems. Create 2-dimensional artwork and complete self-evaluation as to decisions made in creating artwork. Critique their own work for elements and principles.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.3, 5.1, 6.1, 6.2	Student and Teacher generated activities	Research 2 artists and report in written form the findings and create a work in the style related to the artist. Create a personal logo. Research and compare Egyptian figure drawing to Renaissance figure drawings in written form.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
4.2, 4.3, 5.2, 5.3, 6.1	Student and Teacher generated activities.	Research the difference of self-portraits by at least 3 different artists and give written findings. Critique and interpret works of art using 4 step critique in written form.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 4.2, 4.3, 5.1	Student and Teacher generated activities.	Create a power point of their portfolio to present to the class to explain their growth in their artwork.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	TECH, HGD MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 2.1, 3.1, 3.2, 6.1	Student and Teacher generated activities.	Compare a 2-dimensional art composition to a music composition and present findings written or orally, and use personal selection of music to create an illustration of its meaning.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Mixed Media - 3-Dimensional

Length of Unit: Semester

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 5.1, 5.3	Student and Teacher generated activities.	Discuss and plan the direction student wants to take in this independent class. Create 3-dimensional artwork using a variety of processes and media. Create artwork which communicates an idea using the techniques which best suits idea.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 2.1, 2.2, 2.3, 4.3, 5.1	Student and Teacher generated activities.	Create personal portfolio of 3-dimensional artwork which solves specific problems. Create 3-dimensional artwork and complete self-evaluation as to decisions made in creating artwork. Critique their own work for elements and principles.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.3, 5.1, 6.1, 6.2	Student and Teacher generated activities	Research 2 artists, and report in written form the findings and create a work in the style related to the artist. Create a personal carving of a logo. Research and compare Egyptian figure drawing to Renaissance figure drawings in written form.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
4.2, 4.3, 5.2, 5.3, 6.1	Student and Teacher generated activities.	Research the difference of sculptures by at least 3 different artists and give written findings. Critique and interpret works of art using 4-step critique in written form.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 4.2, 4.3, 5.1	Student and Teacher generated activities.	Create a power point of their portfolio to present to the class to explain their growth in their artwork.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	TECH, HGD MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 2.1, 3.1, 3.2, 6.1	Student and Teacher generated activities.	Compare a 3-dimensional art composition to a music composition and present findings written or orally, and use personal selection of music to create a 3-dimensional artwork to show its meaning.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Mixed Media - Photo

Length of Unit: Semester

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 5.1, 5.3	Student and Teacher generated activities.	Create a plan with teacher to navigate the students' achievements for the class. Create photographs using a variety of processes and photographic techniques. Create photographs which communicate an idea using techniques which best suite the idea.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 2.1, 2.2, 2.3, 4.3, 5.1	Student and Teacher generated activities.	Critique their own work for elements and principles. Create a personal portfolio which covers a variety of specified problems.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
3.1, 3.2, 4.1, 4.3, 5.1, 6.1, 6.2	Student and Teacher generated activities	Research a photographer and give a written summary on his style and contribution to the field of photography. Research and compare 2 photographic styles from early to present time periods in written form.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 2.3, 4.2, 4.3, 5.2, 5.3, 6.1	Student and Teacher generated activities.	Create a photograph to advertise a product. Compare the differences between black and white and color photography.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,
4.2, 4.3, 5.1	Student and Teacher generated activities.	Critique and interpret photographs by given artists using a 4-step critique process. Create a power point to present to the class to show the student's growth during the class.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	TECH, HGD MEDIA, GS, HOTS, LS, CS, MCGF,
1.1, 1.2, 2.1, 3.1, 3.2, 6.1	Student and Teacher generated activities.	Compose a photograph to illustrate a musical composition of their choice.	Completion of projects, self-evaluations, completion of written assignments and Teacher Evaluation. Daily class participation.	HGD, MEDIA, GS, HOTS, LS, CS, MCGF,

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Graphic Design I - Art 113 - Unit 1

Length of Unit: 12 Days

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.
Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2	Text, Timeline	<p>Learn about the beginning of graphic design. Become familiar with the different movements relevant to the growth of graphic design. Compare different forms of graphic design and how it is used to visually impact our world.</p>	Reviews, class participation and teacher evaluation.	HOTS MEDIA TECH MCGF LS CS GS
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3	Text, Introduction Chapter 1	<p>Define graphic design. Understand the place graphic design has in our world. Become familiar with the major categories and specializations in graphic design and advertising professions. Become acquainted with the nature and impact of visual communication. Be aware of the employment opportunities for visual communication professionals. Understand the nature of collaboration. Appreciate why design matters. Value ethical practice in visual communication. Realize the education necessary for visual communication professionals.</p>	Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, worksheets, teacher evaluation.	HOTS MEDIA TECH MCGF LS CS GS
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.3, 5.1, 5.2, 5.3	Text, Overview of Graphic Design Chapter 2	<p>Learn the components of a graphic design solution. Gain knowledge of setting strategy and determining objectives. Learn to write and work with a design brief. Recognize the critical nature and role of concept generation. Become skilled at methods for concept generation. Grasp designing as the integration of concept and visual elements. Examine the basic visual elements of any design solution. Become familiar with the process and phases of designing. Comprehend the need to learn about paper, printing, and production. Learn to critique work. Consider keeping an idea and source book.</p>	Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, worksheets, teacher evaluations.	HOTS MEDIA TECH MCGF LS CS GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3	Text, Fundamentals of Graphic Design Chapter 3	Learn to design with the formal elements of design. Understand the nature of color. See how to employ the principles of design. Realize how to manipulate graphic space.	Completion of exercises, reviews, class participation and discussion. Self-evaluations. Teacher evaluation.	HOTS MEDIA TECH MCGF LS, CS, GS
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3	Text, Typography Chapter 4	Differentiate among calligraphy, lettering, and type. Gain knowledge of type definitions and nomenclature. Learn about type measurement, basic type specifications, and classifications of type. Identify the parts of letters. Pick up the basic principles of designing with type. Understand the interrelated visual factors involved in typographic design. Become familiar with the three types of spacing. Learn design considerations of form, direct and secondary meanings, and graphic impact. Consider the relationship of type and visuals. Use type creatively and expressively. Acquire tips on type from esteemed professionals.	Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, worksheets, teacher evaluations.	HOTS MEDIA TECH MCGF LS CS GS
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3	Text, Layout Chapter 5	Discover the meaning of a layout. Learn the interconnected goals and functions of a layout. Grasp the need to fit visual elements into a limited space, have them function effectively, and be unified. Learn that successful layout facilitates communication. Comprehend fundamental principles governing the layout of a page: emphasis (focal point and visual hierarchy), unity, and balance. Recognize the importance of format in any layout. Use the grid as a layout device. Construct simple grids.	Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, tests, worksheets, teacher evaluations.	HOTS MEDIA TECH MCGF LS CS GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Graphic Design I - Art 113 - Unit 3

Length of Unit: 10-12 Days

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.3, 5.1, 5.2, 5.3	Section from Text Text, Chapter 6 Logos, Symbols, and Pictograms	<p>Learn the definition of a logo and the types of logos. See logos as a keystone in a visual identity, which addresses the spirit of the brand, group or social cause. Design logos with relevance to an audience in mind. Choose fonts appropriately and creatively. Understand the use of a logo in letterhead and stationery applications. Become acquainted with practical considerations of logo application. Learn historical periods and connotative meaning, as applied to choosing fonts for logo designs. Become familiar with fundamental ways of depicting logos. Study the definition and potential meaning of a symbol. Recognize the various possible configurations of a symbol. Grasp how professionals utilize symbol nomenclature. Learn the definition and purpose of a pictogram and pictogram system. Communicate meaning through logo, symbol and pictogram design. Convey information through pictograms Design an elemental visual. Skillfully combine type and visuals into a coherent unit. Design logos, symbols, and pictograms</p>	Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, worksheets, teacher evaluations	HOTS MEDIA TECH MCGF LS CS GS
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3	Section from Text Text, Chapter 7 Visual Identity and Branding	<p>Define visual identity. List the most common applications comprising a visual identity. Comprehend the meaning of a visual identity program that coordinates every aspect of graphic design material. Learn when and why visual identities began to become an industry standard. Identify the objectives of a visual identity program. Learn how unity with variety creates visual interest across applications. Understand the purpose of a graphic standards manual. Design a visual identity Realize the role of the logo as the foundation of a visual identity. Define brand, branding, and integrated brand experience. Understand the purpose of branding.</p>	Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, tests, worksheets, teacher evaluations	HOTS MEDIA TECH MCGF LS CS GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2	Text, Chapter 8 Posters	Become acquainted with the history of posters. Know the purpose of a poster. Realize the dual nature of a poster as visual communication and art object. Appreciated how a viewer may identify with a poster as an expression of individuality. Be aware of how a poster must be considered in context. Consider designing a poster as an instant memorable communication. Understand the integration of concept with type and visuals in poster design. Value poster design as an interpretative medium. Design a poster.	Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, worksheets, teacher evaluations	HOTS MEDIA TECH MCGF LS CS GS
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3	Text, Chapter 9 Books, Jackets and Magazine Covers	Understand the purpose of book jacket and magazine cover design. Realize that cover design is both promotional and editorial design. Be aware of how a cover is seen in context. Appreciate the relationship a reader has with a cover. Consider how the combination of type and visuals communicates to the viewer. Learn a cover designer's basic options of driving the design solution. Consider the front, back and spine of a book cover. Realize the need for consistency and unity in a cover series. Understand the function of a template when designing a series. Understand the use of a slipcase.	Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, worksheets, teacher evaluations	HOTS MEDIA TECH MCGF LS CS GS
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3	Text, Chapter 10 Packaging Design	Understand the purpose of packaging design. Realize that there are form and function requirements. Be conscious of sustainable design issues. View packaging as part of a larger brand identity design. Understand how packaging design is a collaborative effort. Grasp the power of effective packaging design to influence the consumer. Learn that packaging must enclose, inform and persuade. Study the different types of packaging. Be aware of how a consumer views most packaging in a store setting or on screen. Design packaging. Appreciate the special role of audio packaging to the listener/viewer. Consider integration of type and visuals to communicate a CD's feel. Design a CD cover. Recognize a shopping bag as a functional object, identity design and a promotional design. Design a shopping bag.	Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, tests, worksheets, teacher evaluations	HOTS MEDIA TECH MCGF LS CS GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Graphic Design I - Art 113 - Unit 5

Length of Unit: 10-12 Days

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3	Text, Chapter 11 Advertising	<p>Grasp the purpose and value of advertising.</p> <p>Distinguish among different types of advertisements</p> <p>Appreciate the purpose of a creative brief.</p> <p>Become aware of the role of the creative team.</p> <p>Identify the elements of an ad.</p> <p>Distinguish between copy-driven ads and visual-driven ads.</p> <p>Learn the four main components of an advertisement.</p> <p>Distinguish between a functional benefit and an emotional benefit.</p> <p>Be aware of visual/verbal synergy</p> <p>Learn how to generate ideas for advertising.</p> <p>Understand the importance of a campaign structure.</p> <p>Learn some creative approaches to utilize during idea generation.</p> <p>Realize the strategy behind television commercials.</p> <p>Design a print advertisement.</p> <p>Create an advertising campaign.</p> <p>Create a storyboard.</p> <p>Explore creative approaches.</p>	<p>Completion of exercises and projects. Self-evaluations.</p> <p>Reviews, class participation, discussion, quizzes, worksheets, teacher evaluations</p>	<p>HOTS</p> <p>MEDIA</p> <p>TECH</p> <p>MCGF</p> <p>LS</p> <p>CS</p> <p>GS</p>
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3	Text, Chapter 12 Unconventional Advertising	<p>Learn about unconventional advertising formats.</p> <p>Understand the reasons that unconventional advertising is being used today.</p> <p>Consider the pros and cons of advertising.</p> <p>Become conscious of sponsorship as advertising.</p>	<p>Completion of exercises and projects. Self-evaluations.</p> <p>Reviews, class participation, discussion, quizzes, tests, worksheets, teacher evaluations</p>	<p>HOTS</p> <p>MEDIA</p> <p>TECH</p> <p>MCGF</p> <p>LS</p> <p>CS</p> <p>GS</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3, 6.1, 6.2	Text, Chapter 13 Annual Reports	<p>Realize the purpose of an annual report.</p> <p>Identify the components that comprise an annual report design.</p> <p>Realize that an annual report is a hybrid visual communication tool.</p> <p>Understand that an annual report can be utilized in print, online or both.</p> <p>Understand the role of a theme in annual report design.</p> <p>Organize multiple elements into one document.</p> <p>Comprehend the need for unity in a multi-page corporate document.</p>	<p>Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, worksheets, teacher evaluations</p>	<p>HOTS MEDIA TECH MCGF LS CS GS</p>
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3, 6.1, 6.2	Text, Chapter 14 Web Design	<p>Realize the function and purpose of a web site as an interactive experience.</p> <p>Identify different digital design applications.</p> <p>Appreciate web design as a collaborative effort.</p> <p>Specify types of online design solutions.</p> <p>List key parts I web site development.</p> <p>Understand the role of content, design concept, and information architecture.</p> <p>Become aware of navigation systems and links.</p> <p>Become familiar with the organization and basic design principles as applied to web design.</p> <p>Learn about approaches to promotional web sites.</p> <p>Understand the role of a grid and template in web design.</p> <p>Remember to keep the user's point of view in mind.</p>	<p>Completion of exercises and projects. Self-evaluations. Reviews, class participation, discussion, quizzes, worksheets, teacher evaluations</p>	<p>HOTS MEDIA TECH MCGF LS CS GS</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3, 6.1, 6.2	Text, Chapter 15 The Portfolio and Job Search	Understand the purpose of a portfolio. Compile a generalized graphic design or advertising portfolio. Prepare a resume. Conduct a job search. Learn about the interview process.	Completion of exercises projects and resume. Self-evaluations. Reviews, class participation, discussion, quizzes, tests, worksheets, teacher evaluations	HOTS MEDIA TECH MCGF, LS, CS, GS, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Art Appreciation - Art 101- Unit 1 - Introduction

Length of Unit: 2 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2	Understanding Art, Chapter 1 Introduction and Multimedia Disk	How do we define art? What does it mean to be creative? Why do we create art? What is the nature of art? What is the "function" of art? How can we appreciate art? Compare and contrast two works of art for differences and similarities in style, technique, media, etc. Create art which shows the purposes of art	Class discussions, critiques and participation. Written Compare and Contrast, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation.	HOTS MEDIA TECH MCGF LS CS GS HGD CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.2, 2.2, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2	Chapter 2 - Visual Elements of Art and Multimedia Disk	<p>Understand that art has a language of its own</p> <p>Realize that while we use many of the terms associated with art regularly—terms such as line, shape, texture, and space—when artists and other professionals in the field use the terms, they often have specialized meanings</p> <p>Master the basic art concepts of Line, Shape, Volume, Mass, Light and Value, Color, Texture, Space, Time and Motion</p> <p>Move beyond “vocabulary building” and see how these terms function in actual works of art</p> <p>Prepare yourself to move on to the grammar of art</p> <p>Create artwork using the principles and elements of art.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation. Written Compare and Contrast, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	Chapter 3 - Principles of Design and Multimedia Disk	<p>See the relationship between the elements of art and the principles of design</p> <p>Recognize <i>unity</i> as an overriding principle</p> <p>Understand the following concepts as related to art Unity, Balance, Emphasis and Focal Point, Rhythm, Scale, Proportion</p> <p>See and understand the principles as they relate to specific works of art illustrated in the chapter</p> <p>Be able to apply the principles as tools of analysis to works that you have not seen before.</p> <p>Create artwork using balance, focal point and rhythm.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation. Written Compare and Contrast, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>
1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2	Chapter 4 - Style, Form and Content and Multimedia Disk	<p>Master the concept of style in art</p> <p>Become appreciative of the cultural context of style</p> <p>Understand that <i>content</i> is more than subject matter</p> <p>Distinguish between realistic and representational art</p> <p>Gain an understanding of expressionism as style and movement</p> <p>Consider abstract art as non-objective and objective</p> <p>Understand the broad implication of content in a work of art</p> <p>Discern the different levels of content in a work</p> <p>Explore how understanding iconography in art increases appreciation</p> <p>Create a formal analysis of the “Birth of Venus”</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation. Written Compare and Contrast, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Art Appreciation - Art 101 - Unit 2 - Two - Dimensional Media

Length of Unit: 4 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2	Chapter 5 - Drawing and Multimedia Disk	<p>Learn why drawing lies at the heart of art</p> <p>Distinguish between drawing and drawings</p> <p>Learn the three main reasons for creating a drawing</p> <p>Investigate the relationship between thinking and drawing</p> <p>Examine the fluid media for drawing and the results an artist can expect</p> <p>Examine the dry media for drawing and the results an artist can expect</p> <p>Learn a new meaning of the word <i>cartoon</i></p> <p>Create artwork using the technique of contour drawing</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussion, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>
1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2	Chapter 6 - Painting and Multimedia Disk	<p>Understand the role of pigment, vehicle, and medium in the preparation of paint</p> <p>Appreciate the importance of proper preparation of the support or surface for the reception of paint</p> <p>Distinguish between <i>buon fresco</i> and <i>fresco secco</i></p> <p>Understand the limitations as well as the possibilities of each painting technique</p> <p>Explore the vast possibilities afforded by oil paint and by its modern "cousin," acrylic</p> <p>Understand the differences among mural painting, panel painting, and painting on paper</p> <p>Appreciate the evolution of painting materials through history and particularly in the twentieth and twenty-first century</p> <p>Associate each major painting technique with at least one famous work of art</p> <p>Create artwork using different painting mediums</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussion, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2	Chapter 7 - Printmaking and Multimedia Disk	<p>Identify the things that distinguish prints from other forms of 2-D art</p> <p>Learn what a <i>matrix</i> is, and the part it plays in printmaking.</p> <p>Be able to identify the parts of each process of printmaking.</p> <p>Learn the importance of printmaking to the progression of art.</p> <p>Learn the 4 methods of printmaking: relief, intaglio, lithography, serigraphy</p> <p>Appreciate the importance of proper preparation of the printing plate for each of the four methods of printmaking.</p> <p>Appreciate the differences in the different methods of printmaking.</p> <p>Develop a visual-memory core of prints from master printmakers.</p> <p>Become aware of the various tools that artists use to create a design on a matrix</p> <p>Understand the concept of <i>states</i> in printmaking.</p>	<p>Class discussions, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>

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1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2	Chapter 7 - Printmaking and Multimedia Disk	<p>Create a relief print using elements and principles of art.</p> <p>Associate each method of printmaking with at least one famous work of art.</p> <p>Distinguish between monotypes and other forms of printmaking</p> <p>Understand why the monotype print is a print but does not belong to one of the major categories.</p> <p>Distinguish between those printmaking techniques that have been available for hundreds of years and those that have appeared more recently.</p> <p>Be cognizant of the effect that <i>multiplicity</i> has on works of art.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	Chapter 8 - Imaging: Photo, Film, Video and digital and Multimedia Disk	<p>Become familiar with the earliest experiments that eventually lead to the invention of photography.</p> <p>Identify the early masters of photography as an expressive medium.</p> <p>Watch as the artistic possibilities of photography expand with technical developments as well social demands placed on the medium.</p> <p>Explore early attempts at "photography in motion," the motion picture or cinema.</p> <p>Watch as serious filmmakers develop various editing tools to take control of the passage of time and story telling in motion pictures.</p> <p>Examine the natural evolution of the motion picture into video.</p> <p>Become aware of the artistic discovery that commercial video was establishing norms and attitudes that were embraced by the public and those artists could build on those mind-sets in creative ways.</p> <p>Appreciate the appearance of the personal computer and vast opportunities that easy access to digital management gave to artists.</p> <p>Recognize that we live in a digital information age that has an important counterpart, the digital art age.</p> <p>Create a flip book movie.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>

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Subject Area: Art Appreciation - Art 101 - Unit 3 - Three Dimensional Media

Length of Unit: 3 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.
Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.
Benchmarks:

3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.
Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.
Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.
Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

STANDARD 6: Making connections between visual arts and other disciplines.
Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1:1, 1:2, 2:3, 3:1, 3:2, 4:1, 4:2, 4:3, 5:1, 5:2	Chapter 9 - Sculpture and Multimedia Disk	<p>Appreciate the extremely long history of sculpture in human affairs.</p> <p>Understand the difference between additive and subtractive sculptural techniques.</p> <p>Explore aesthetic and philosophical stances associated with bringing "form" out of raw materials.</p> <p>Gain an understanding of the basic technical requirements of casting.</p> <p>Understand the difference between represented motion/time and real motion/time.</p> <p>Appreciate the enormous changes that took place in attitudes toward materials and techniques in the twentieth century.</p> <p>Find and explore relationships between traditional ideas and recent ideas about sculpture.</p> <p>Be able to identify the major sculpting techniques and processes.</p> <p>Create an assemblage sculpture.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation.</p> <p>Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS</p> <p>MEDIA</p> <p>TECH</p> <p>MCGF</p> <p>LS</p> <p>CS</p> <p>GS</p> <p>HGD</p> <p>CE</p>
1:1, 1:2, 2:3, 3:1, 3:2, 4:1, 4:2, 4:3, 5:1, 5:2, 6:1, 6:2	Chapter 10 - Architecture and Multimedia Disk	<p>Understand the major categories of building construction techniques.</p> <p>Become aware of space and gravity as important architectural tools.</p> <p>Familiarize yourself with the fundamental concepts of arch, vault, and dome.</p> <p>Become more sensitive to the relationship between building and the landscape.</p> <p>Appreciate the role of nineteenth-century commerce on the exploration of new building types and construction techniques.</p> <p>Recognize the search for light as one of the engines of technological innovation during the Western Middle Ages.</p> <p>Become acquainted with the role of recent museum construction on developing styles in recent architecture. Create a design for a room.</p> <p>Understand the close relationship between science and art in architecture.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation.</p> <p>Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS</p> <p>MEDIA</p> <p>TECH</p> <p>MCGF</p> <p>LS</p> <p>CS</p> <p>GS</p> <p>HGD</p> <p>CE</p>
1:1, 1:2, 2:3, 3:1, 3:2, 4:1, 4:2, 4:3, 5:1, 5:2, 6:2	Chapter 11 - Craft and Design and Multimedia Disk	<p>Provide yourself with definitions of <i>craft</i> and <i>design</i>.</p> <p>Become familiar with the techniques involved in making objects from clay, glass, fiber, metal, and wood.</p> <p>Explore the wide range of things that come from the world of graphic design: packaging, logos, posters, web work, industrial design, interior design, and urban design. Increase your awareness of civic responsibility in the designing of objects of mass consumption. Create a weaving project.</p> <p>Give yourself a list of artists who are at the forefront of crafts and design.</p> <p>Learn how knowledge of the history of craft and design provides insight into ethnicity, diversity, and the richness of a shared history.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation.</p> <p>Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS</p> <p>MEDIA</p> <p>TECH</p> <p>MCGF</p> <p>LS</p> <p>CS</p> <p>GS</p> <p>HGD</p> <p>CE</p>

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Instructor: Mary Sederburg

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STANDARD 2: Using knowledge of structures and functions.
Benchmarks:

3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.
Benchmarks:

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2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.
Benchmarks:

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2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

STANDARD 6: Making connections between visual arts and other disciplines.
Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2	Chapter 12 - The Art of the Ancients and Multimedia Disk	<p>Be able to identify the major division of ancient art.</p> <p>Within each major division, be aware of the subdivisions.</p> <p>Notice that the prehistoric period is far longer than any of the periods that follow it.</p> <p>Be able to give a general description for the style and motivation for each of the periods.</p> <p>Associate "survival skills" with prehistoric art</p> <p>Watch the emergence of identifiable gods in Near Eastern and Egyptian art and their representation in art.</p> <p>Pay special attention to the conventions that arise in representation, especially with regard to the human figure.</p> <p>Become familiar with the "Amarna Revolution" in Egyptian art and note the rapidity with which things returned to "normal" following the Amarna collapse.</p> <p>Be aware that the arts of Egypt, the Near East, and the /Aegean will have an impact on early Greek art.</p> <p>Create a 21st Century Deity</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	Class discussions, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation	HOTS MEDIA TECH MCGF LS CS GS HGD CE
1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2	Chapter 13 - Classical Art: Greece and Rome and Multimedia Disk	<p>Observe the quick evolution of Geometric and Archaic Greek art to Classical art.</p> <p>Learn to recognize the major characteristics of Idealism in Greek art.</p> <p>Watch the evolution of Greek art from Classicism toward the more expressive qualities found in Hellenistic art.</p> <p>Be aware of the spread of Greek ideas through the spread of the empire of Alexander the Great.</p> <p>Become aware of the achievements of the Etruscans, the dominating force of Italy before the Romans.</p> <p>Learn the major divisions of Roman history and the evolution of ideas about art in each division.</p> <p>Be aware of the extent of the Roman Empire and the use of Roman ideas about planning, provision and "decoration" of the Empire through art and architecture.</p> <p>Watch the gradual weakening of the Roman Empire from within and without.</p> <p>Become conversant with the stylistic shifts of Roman art that becomes visible in the late third- and fourth-century.</p> <p>Create a classical sculpture.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	Class discussions, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation	HOTS MEDIA TECH MCGF LS CS GS HGD CE

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1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	Chapter 14 - Christian Art and Multimedia Disk	<p>Critical Objectives</p> <p>Establish the differences between the Roman Empire of antiquity and the New Rome of the east and the Holy Roman Empire of the West.</p> <p>Recognize the fundamental changes in art that take place under Imperial patronage in the third and fourth centuries.</p> <p>Notice the division that gradually separates Europe into an East and a West.</p> <p>Pay attention to the so-called "barbarian" roots of Medieval Art in the west.</p> <p>Recognize the staying power of certain ideas and attitudes of Classical Antiquity as they arise to influence Medieval art and architecture.</p> <p>Become cognizant of the importance of centrally planned churches in the East and longitudinally planned churches in the West.</p> <p>Be aware of the importance of the Western Church's search for natural light in the architectural developments of the Romanesque and Gothic</p> <p>Notice the evolution of figure types and of "mood" as history moves through the Romanesque period and into the Gothic period.</p> <p>Learn about the important structural changes that develop in church building, paying special attention to supports and vaulting and the redefinition of "wall" during the Gothic. Design a church.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	Class discussions, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation	HOTS MEDIA TECH MCGF LS CS GS HGD CE
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2	Chapter 15 - The Renaissance and Multimedia Disk	<p>Recognize the increased intrusion of secular subjects into art, including art with religious function.</p> <p>Become aware of a new appreciation of the world of natural appearances and the search for technical means to allow imitating nature.</p> <p>Appreciate the value of and interest in living people.</p> <p>Recognize the assertion of ego in phenomena such as the portrait.</p> <p>Acquire the ability to separate intellectual inquiry from matters of faith—the ability to be a good Christian and also study the pagan classics.</p> <p>Notice the rise of modern scientific methods and attitudes (and the helpmate of art as illustration in advancing science)</p> <p>Think about the invention of printing, the beginnings of the communications revolution that still occupies us.</p> <p>Become familiar with printmaking as seen in the work of one of engraving's master practitioners, Durer.</p> <p>Come away with lists of artists who belong to the Early Renaissance, the Renaissance at Mid-Century, and the High Renaissance.</p> <p>Create a drawing using the technique of linear perspective.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	Class discussions, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation	HOTS MEDIA TECH MCGF LS CS GS HGD CE

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1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	Chapter 16 - The Age of Baroque and Multimedia Disk	<p>Recognize the new emphasis on drama and emotion that informs much of the work discussed.</p> <p>Understand that the Reformation and the Counter-Reformation had an enormous impact on all religious art of the Baroque.</p> <p>Be aware that when you feel yourself involved in a work of Baroque art, that reaction is precisely what the artist wanted.</p> <p>Delve beneath subject matter to discover the compositional reasons for reactions that are more emotional than those we encountered in Renaissance art.</p> <p>Understand space as the element that may be the unifying theme of the formal changes we see in the transition from Renaissance to Baroque.</p> <p>Recognize that the exploitation of space in architecture and urban planning is matched by a new interest in depicting space in two-dimensional works.</p> <p>Create a painting in the Baroque style.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	Class discussions, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation	HOTS MEDIA TECH MCGF LS CS GS HGD CE
1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2	Chapter 17 - Art Beyond the West and Multimedia Disk	<p>Acknowledge that the Western tradition is only part of the story of art.</p> <p>Become familiar with the important arts of Africa, Oceania, Native Arts of the Americas, The Islamic world, The Indian subcontinent, China, Japan.</p> <p>Notice similarities and differences among non-western traditions.</p> <p>Take note of similarities you find in non-western and western art.</p> <p>Be aware that the visual heritage of the non-western world will have enormous impact on modern art.</p> <p>Take care to associate art objects with beliefs that prompted the art and that are embodied in the art.</p> <p>Create artwork that recreates native arts of the Americas.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	Class discussions, critiques and participation. Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation	HOTS MEDIA TECH MCGF LS CS GS HGD CE

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Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1	Chapter 18 - Modern Art and Multimedia Disk	<p>Critical Objectives</p> <p>Be aware of the power the French Academy held over art and artists. Study David, an academic artist during a revolutionary time, and look for signs that the best artists of the Academy were staking out new conceptual and technical approaches to art.</p> <p>Become conversant with the differing attitudes of Classicists and Romantics. Make certain that you realize the enormous challenge that Realism flung in the face of the art establishment.</p> <p>Recognize the realist tendencies of Impressionism.</p> <p>Take note of the technical and optical tenets of Impressionism.</p> <p>Be aware of the multiplicity of tendencies in Postimpressionism.</p> <p>Make yourself aware of the consolidation of modernist tendencies in painting in the three-dimensional medium of sculpture—especially in the hands of Rodin.</p> <p>Recognize the decorative intentions of Art Nouveau as well its effort to reconcile modernism with form and function.</p> <p>Despite the supremacy of France (especially Paris) in the birth of modernism, be aware of contributions made by artists from other countries.</p> <p>Chose an art period studied and create a work of art in that style.</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation.</p> <p>Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	Chapter 19 - The Twentieth Century and Multimedia Disk	<p>Note the catalyst nature of late nineteenth-century art on the developments in the early twentieth century.</p> <p>Be aware of two major strands of art, one analytical and the other expressionistic.</p> <p>Be aware of the fact the analytical and the expressionistic often cross-pollinated.</p> <p>Note the major “isms” and movements of early twentieth-century art.</p> <p>Take note of the fact that the genesis of the new trends took place in Europe</p> <p>Take special note of the fact that the United States was not long in noticing European impulses and creating an American avant-garde.</p> <p>Begin making your list of significant American artist—the list will grow much longer as we move into later modern art.</p> <p>Make yourself conversant with Dada and Surrealism, movements that continued to exert strong influence on art since the early twentieth century.</p> <p>Be sure to open your mind to new ideas and new ways of seeing.</p> <p>Create artwork which represents Realistic and Abstract Representation</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Class discussions, critiques and participation.</p> <p>Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE).

Benchmarks	Section from Text	Critical Objectives	Infusions/ Provisions	
1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	Chapter 20 Contemporary Art and Multimedia Disk	<p>Recognize the geographic shift of the “art center” from Europe to the US but also remember that in the post—WWII era a large number of European artists took residence in the US.</p> <p>Distinguish between the two generations of New York Expressionists.</p> <p>Be aware of the role of criticism in bridging the gap between the public and “new painting” of the New York School.</p> <p>Observe that despite the dominance of abstraction in the early period, figurative art returned in Pop and in the works of others.</p> <p>Note the co-existence of figurative and abstract sculpture.</p> <p>Examine the growth of awareness of art by people of “unnoticed” cultures and of women.</p> <p>Gain an understanding of Postmodern and Deconstructivist architecture.</p> <p>Mark the emergence of art museums as patrons of some of the most experimental architecture.</p> <p>Recognize the rapid assimilation by artists of new materials, including electronic ones.</p> <p>Notice the fascination that has arisen around the idea of the artist as the work of art.</p> <p>Look at evidence of an art world that no longer has a city as its capital.</p> <p>Create a project experimenting with the New millennium Media</p> <p>Compare and contrast two works of art for differences and similarities in style, technique, media, etc.</p>	<p>Assessments</p> <p>Class discussions, critiques and participation.</p> <p>Written Compare and Contrast worksheets, assigned projects, Vocabulary, Chapter Quiz, teacher evaluation</p>	<p>Infusions/ Provisions</p> <p>HOTS MEDIA TECH MCGF LS CS GS HGD CE</p>

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE).

Subject Area: Ceramics - Unit I - History and Introduction

Length of Unit: 2 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1, 4.2	Text, Ceramics & Clay Teacher Resources	Learn about the formation of clay. Become aware of the different types of clay and which is used for sculpture and pottery.	Completion of worksheets and projects. Self-evaluations and teacher evaluations.	HOTS, TECH, MCGF, LS, CS, GS, HGD
4.1, 4.2, 5.1, 6.2	Text, Chap 2, 3, 4 and Teacher Resources History of Ceramics	Identify the origins of pottery and where it began. Understand how technology affected the evolution of pottery. Reflect on the change pottery has made in the last 60 years from being primarily utilitarian to fine art.	Completion of worksheets and projects. Self-evaluations and teacher evaluations	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2	Text, Chapter 5 and Teacher Resources	Identify the properties of clay bodies. Identify the basic clay bodies and differentiate between them and special clay bodies. Identify the type of clay used for pottery and sculpture. Become familiar with the basic studio processes: wedging, joining and drying. Learn about health and safety needs when working with ceramics. Describe the characteristics of each type of construction methods used in creating sculpture: found object and assemblage; additive and manipulation; subtractive and casting. Create sculptures for each of the construction methods above.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
4.2, 4.3, 5.1	Teacher Resources	Learn about the different stages of clay and the stages of firing. Recognize the different colors of clay during the different stages of firing.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
3.1, 3.2, 4.3, 5.1	Teacher Resources	Compare two pieces of clay sculpture and look for the use of principles and elements and describe what the artist is trying to say in written form.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Ceramics - Unit 2 - Handbuilding

Length of Unit: 5-6 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.1, 2.2	Teacher Resources	Identify structural use and significance of elements and principles in various given sculptures. Know purpose of armatures and use one to create a sculpture in the round using clay.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 4.2	Teacher Resources	Learn the three types of relief sculptures through various examples and create one type using clay.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.2, 2.3, 3.1, 3.2	Teacher Resources	Learn techniques of the pinch pot and create one as assigned.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.2, 2.3, 3.1, 3.2	Teacher Resources	Learn techniques of coil pots and create teapot or other assigned piece including handle, lid, spout.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.2, 2.3, 3.1, 3.2	Teacher Resources	Learn slab techniques and create a bird house using these techniques.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.2, 2.3, 3.1, 3.2	Modeling	Use modeling techniques to create a sculpture as assigned.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.2, 2.3, 3.1, 3.2,	Combined tech	Create a sculpture which uses 2 or more of the above techniques.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
2.2, 2.3, 3.1, 3.2,	Extruded forms	Learn about the equipment and processes needed to use an extruder for projects.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Ceramics - Unit 3 - Wheel Techniques

Length of Unit: 5-6 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 4.2	Teacher Resources	Learn the process of preparing to throw on the wheel and the techniques of centering, opening, pulling up, and trimming. Use these processes to make pots on the wheel.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 4.2	Teacher Resources	Become familiar with specific thrown forms, such as: the cylinder; bowls; large pots; bottle and closed forms; multiple section forms; throwing off the hump and use them to create own artwork.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 4.2	Teacher Resources	Use creativity to complete functional wheel thrown pots.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 3.2, 4.1, 4.2	Teacher Resources	Understand the techniques needed to create handles, spouts, lids and the teapot.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 4.2	Teacher Resources	Create using the wheel and proper techniques a cylinder, bowl and closed form.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
3.2, 4.1, 4.2,	Teacher Resources	Learn vocabulary for ceramics.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Ceramics - Unit 4 - Casting

Length of Unit: 3-4 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 5.2	Teacher Resources	Learn casting techniques and the history of casting.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3	Teacher Resources	Learn proper steps to pour a mold with slipcasting. Become familiar with plaster molds and how they are used for casting. Learn ceramic vocabulary.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3	Teacher Resources	Learn what consistency the clay should be for pouring and how long it should remain in the mold.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3	Teacher Resources	Pour three molds of choice to be cleaned, washed, fired and finished using three different finishing techniques.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3	Teacher Resources	Learn the techniques of underglaze, glaze and painting for ways to finish fired bisque.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Ceramics - Unit 5 - Surface and Glazing

Length of Unit: 2 Weeks

Instructor: Mary Sederburg

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.1, 2.2, 2.3	P. 232 Teacher Resources	Learn what clay in the plastic state is and how it relates to hand building.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
2.1, 2.2, 2.3	Teacher Resources	Define leather hard clay and why it is important to hand building.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
2.1, 2.2, 2.3	Teacher Resources	Compare clay in the dry state to clay in the bisque state.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
2.1, 2.2, 2.3	Teacher Resources	Learn how to use glaze and use the technique to finish your clay work. Learn and use the techniques of underglaze, dry brushing and bisque painting.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD
2.1, 2.2, 2.3	Teacher Resources	Define glaze-fired ware and learn what glaze defects are caused from and how to prevent them.	Class participation, class discussion, completion of assigned projects, self-evaluation, teacher evaluation and quizzes.	HOTS, TECH, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Figure Studies - Unit I - Skeletal System

Length of Unit: 3 Weeks

Instructor: Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources, Text, How to Draw the Human Figure, pp.1-37	Demonstrate through practice the understanding of the skeletal system and how it is necessary for the correct proportions for the drawings of human. Create sketches of the skeleton using a variety of media (ink, charcoal, conte crayon, paint) and techniques	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources, Text, How to Draw the Human Figure, pp.1-37	Create a composition using three or more figures in an activity with at least one being a skeleton, using the media of choice to enhance their message.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources, Text, How to Draw the Human Figure, pp.1-37	Draw and understand the relationship of the skull to the outward appearance of the human head.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources, Text, How to Draw the Human Figure, pp.137	Learn the structure of the major skeletal structures and how they relate to the movement of the body. Sketch the major skeletal structures in various movements and positions as needed to study the human body.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources, Text, How to Draw the Human Figure, pp.1-37	Create drawings where the bone shows through the skin so a connection is made with the skull and the muscles.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources, Text, How to Draw the Human Figure, pp.1-37	Demonstrate an understanding of skeletal movement by finding 5 images of figures in motion and copy the structure of the bones into a composition.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Figures Studies - Unit II - Muscular Structure

Length of Unit: 3 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Text, pp. 38. Muscles Teacher resources	Create studies of the different muscles of the body as they relate to figure drawing.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher resources	Practice daily sketches of muscles and the connections they have with the skeleton.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher resources	Create artwork using a variety of media to show an understanding of the muscle groups necessary to draw a human figure.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1:1, 1:2, 2:1, 2:2, 2:3, 3:2	Teacher resources	Sketch the muscular form of the upper torso.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1:1, 1:2, 2:1, 2:2, 2:3, 3:2	Teacher resources	Sketch the muscular form of the arms and legs in different position and movements.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1:1, 1:2, 2:1, 2:2, 2:3, 3:2	Teacher resources	Create a composition showing all the major muscle groups by using 3 or more figures in action.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1	Teacher Resources	Demonstrate and share their understanding of the structures used to complete their figure drawings Students will self-evaluate their own artwork for principles and elements used.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources	Students will create figure drawings using five figures interrelated in a composition.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
3.1, 3.2, 4.1, 4.2, 5.1, 6.1	Teacher Resources	Compare figure drawings from several different artists using varying medias and the history behind their use compared to today's media.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
4.1, 5.2, 5.3, 6.2	Teacher Resources	Compare the works of Dali and the evolution of figures in his work and the purposes he used for them.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.2, 5.3	Teacher Resources	Compare the figure drawings and sculptures of Michelangelo and create a sculpture from their own drawing using the correct proportions and ideals	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
3.1, 4.1, 4.2, 4.3, 5.2, 5.3	Teacher Resources	Study the statue of "Pieta" by Michelangelo and relate it to the times and the treatment of the human figure by the artist.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.3, 3.2	Teacher Resources	Complete a self-portrait and show personality using symbols and ideas of their choosing.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
4.1, 4.2, 5.1, 5.2	Teacher	Understand the reason for self-portraits throughout history	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
4.1, 4.2, 4.3, 5.1, 5.2	Teacher Resources	Compare self-portraits by various artists and justify their responses.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
4.1, 4.2, 4.3, 6.1, 6.2	Teacher Resources	Compare the figure drawings of Salvador Dali and the Surrealist movement and the psychology of the movement.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources	Understand the structure of the hand by creating a composition of 5 hands in different positions.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources	Understand the structure of feet by creating a composition of 5 feet in different positions.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources	Sketch and practice all the features of the face as assigned working on shading and detail	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests & Quizzes	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources	Learn the proportions of the face and head which will help in the process of portrait drawing.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources	Draw a portrait drawing of a profile, front view and 3/4 view from a magazine.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.2	Teacher Resources	Create a final composition showing all skills learned about figure drawing using a variety of media.	Completion of daily sketches and assignments, completion of all projects assigned, self-evaluation and teacher evaluation. Participation. Tests and Quizzes.	HOTS, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Art II - Clay Unit

Length of Unit: 8-10 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 4.1, 4.2, 5.2	Teacher Resources, Text EA, p. 80	Name the different kinds of media used in sculpting. Explain the difference between freestanding sculpture and relief sculpture. Identify the four basic methods for making sculpture. Illustrate ideas from imagination to create three-dimensional environmental sculpture.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 4.1, 4.2, 5.2	Teacher Resources	Create wheel thrown clay work on potter's wheel and complete techniques of finished piece. Learn the steps and techniques necessary to be successful in throwing a pot on the wheel.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 3.1	Teacher Resources, Text EA, p. 236 Animal Banks	Use traditional modeling methods; and select for use a variety of art materials and tools to create functional clay sculptures. Use coil techniques to create animal bank. Describe, analyze, interpret, and judge their own clay sculptures.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.3, 3.1, 5.2	Teacher Resources, Text UA, p. 204 Gargoyles	Create ceramic sculptures modeled after Gothic Gargoyles, integrating themes found through direct observation and imagination. Participate in individual critiques to describe, analyze, interpret, and judge their own sculptures.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 4.1, 4.2, 5.2	Teacher Resources, text, IA, p. 270	Create a sculpture from clay using art elements based on the artwork of M. C. Escher. Make change from human-made object to an object from nature. Understand metamorphosis and its relationship to this project.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Art II - Sculpture Unit

Length of Unit: 4 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 3.1, 3.2	Teacher Resources, Text, EA, p. 224.	Carve plaster sculptures in the round. Interpret a subject when producing a sculpture. Learn the tools necessary to manipulate this media.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.3, 3.1, 3.2	Teacher resources, Text, EA, p. 208	Incorporate design into an artwork for use in everyday life by creating a product package design. Describe, analyze, interpret, and judge their own package designs.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 3.2, 5.2	Teacher Resources, Text, EA, p. 220	Use the techniques of assembling to create abstract sculptures. Describe, analyze, interpret, and judge their own artwork.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 3.2, 4.1	Decorated Found Object, AT p. 304	Identify a variety of designs characteristic of the arts and crafts of a specific culture. Create a design for practical application, transforming a functional object into a work of art.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 3.2, 4.1	Wire Sculpture, Brommer, Teacher Resources	Create a sculpture in the round using the technique of wire and add other elements to the sculpture to add color, texture, etc. (glass, foil, metal, beads, etc)	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 3.2, 4.1	Wire and Plaster Gauze Teacher Resource	Create a sculpture of a figure in motion with wire and cover with plaster gauze techniques.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Art II - Craft Unit

Length of Unit: 4 Weeks

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.3, 3.2	Ceramic Mask, pp. 242-243, AT	Create a symmetrical mask related to the masks of the Kuba people out of clay. Illustrate ideas for a mask using imagination. Demonstrate the effective use of art media and tools in sculpture.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.3, 4.1, 4.2	Papier Mache Sculpture, pp 186-187, AT	Create a papier-mâché sculpture using recycled materials and additive construction techniques. Use a variety of found materials to unify the surface of the sculpture with texture. Demonstrate effective use of art media and tools in sculpture.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.3	Dioramas, Teacher Resources	Create a Diorama of a landscape from a famous painting in 3-d using all the materials and techniques necessary to get their idea across to the viewer.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.3, 4.1, 4.2, 5.1	Origami, Teacher Resources	Use techniques and materials needed to complete origami projects as assigned. Become familiar with the origin of this art and who made it popular.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.3, 4.1, 4.2, 5.1	Mirror Mosaic Frame, Teacher Resources	Gain an understanding of the process and techniques of mosaics. Become familiar with the origin of mosaics and why they were used. Create a Mirror Mosaic frame or other mosaic project as assigned using the techniques successfully.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.3, 4.1, 4.2, 5.1, 6.1	Art History in a Bottle, Handout, Teacher Resource	Report on a famous artist of their choice. Devise and apply a plan to recreate artwork of a famous artist. Incorporate art history, aesthetics, and criticism with a hands-on activity. Experience the skills and techniques belonging to a particular culture, time and place.	Completion of projects, class participation, self-evaluations and teacher evaluations. Quizzes.	HOTS, MCGF, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Advanced Mixed Media - Independent Study

Length of Unit: Semester

Instructor: Mary Sederburg

STANDARD 1: Understands and applies media, techniques and processes related to visual arts.

Benchmarks:

1. Students will apply media, techniques, and processes with sufficient skill, confidence and sensitivity and carry them out in their own artwork.
2. Students will conceive and create works of visual art that demonstrate an understanding of how the communications of their ideas related to the media, techniques and processes they use.

STANDARD 2: Using knowledge of structures and functions.

Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artworks in terms of organizational structures and functions.
3. Create artworks that use organizational principles and functions to solve specific visual arts problems.

STANDARD 3: Choosing and evaluating a range of subject matter, symbols and ideas.

Benchmarks:

1. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

STANDARD 4: Understanding the visual arts in relation to history and culture.

Benchmarks:

1. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works or art.
2. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.
3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

STANDARD 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Benchmarks:

1. Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
3. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual arts.

STANDARD 6: Making connections between visual arts and other disciplines.

Benchmarks:

1. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2	Teacher and student resources	Student will create a plan with the instructor to describe their plans for the semester. Student will complete a project or projects which will cover all of the standard and benchmarks.	Class participation, self-evaluations and teacher evaluations of projects	HOTS, MEDIA, TECH, MCGF, T&G, LS, CS, GS, HGD
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2	Teacher and student resources	Student will become proficient in techniques used to complete their personal plan. Create a multimedia presentation to present to class to show progress made throughout this class.	Class participation, Self-evaluations and teacher evaluation of projects	HOTS, MEDIA, TECH, MCGF, T&G, LS, CS, GS, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)