**\_\_\_\_\_ART I\_\_\_\_\_\_\_\_\_\_\_\_\_ Pacing Guide**

**Course:Art I Grade:9-12**

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| **Months/Days** | **UNITS** | **STANDARDS** | **CONTENT**  **Topics being covered? What do students need to know? (*nouns*)** | **ACTIVITIES**  **w/Integration of Technology & Career Ready Practices** | ASSESSMENTS  What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
| September | **Unit 1- Line** | VPA.1.1.12 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  0x VPA.1.2.12 All students will understand the role, development, and influence of the arts throughout history and across cultures.  0x VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.  0x VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. | * Symmetry and balance through radial designs * Organic vs geometric shapes * Perspective drawing in 1 and 2 point perspective * Vanishing point * Graffiti artist and typography * Pastel techniques | • Minnie Evans powerpoint  • elements of design worksheet and station work  • pattern design worksheet and drawing practice  • video and powerpoint on Keith Haring  •2 point perspective demo and practice sheet  •chalk pastel demo and blending practice  •colored pencil techniques worksheet | •Monochromatic Portraits  •Abstract Flower Designs  •Scratchboard Design  • Daily walk arounds assessing student progress  • Preliminary Sketches/Sketchbook Assignments  • Question of the Day  • peer critique of work in progress  • self critique of work in progress |
| October | **Unit 2- Shape & Space** | AR.K-12.1.1.A and B.2 The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.  0x AR.K-12.1.2.A-D.1 The arts serve multiple functions: enlightenment, education, and entertainment.  0x AR.K-12.1.2.A-D.2 Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.  0x VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.  0x VPA.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.  0x VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. | * Repetition of Shape creates pattern * Art of Romero Britto & other pop artists * Art of Picasso and other Cubist artists * Fractured planes and distortion * Watercolor pencil techniques | • Picasso Modern Master video  • Powerpoint and Scholastic Magazine on Picasso  • Romero Britto video and powerpoint  • What is a pattern? worksheet  • pattern design worksheet and drawing practice  •shading and painting technique with watercolor pencil demo and practice  •value scale in watercolor pencil | • Romero Britto Design  Picasso Cubism Design   * Daily walk arounds assessing student progress   • Preliminary Sketches/Sketchbook Assignments  • Question of the Day  • peer critique of work in progress  • self critique of work in progress |
| November  December | **Unit 3- Value** | VPA.1.1.12 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  0x VPA.1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  0x VPA.1.4.12.A.CS2 Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.  0x VPA.1.4.12.A.CS4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. | * Creating value with pencil * Grid drawing * Facial features and proportions * Chuck Close * Surrealism * Metamorphosis drawings * Monochromatic color schemes | • Chuck Close: Close Up Video  • Powerpoint and Scholastic Magazine article on Close -• Powerpoint on Dali  • Salvador Dali Modern Masters video  • Scholastic Magazine and questions worksheet on Dali  •grid drawing warm up worksheet and demo  •pencil drawing value scale worksheet  •practice hand drawings and shading demo  •tints and shades color mixing practice and demo | •Chuck Close Portrait Drawing  •Surreal Dali inspired “Handscapes”  •Monochromatic painting  • Daily walk arounds assessing student progress  • Preliminary Sketches/Sketchbook Assignments  • Question of the Day  • peer critique of work in progress  • self critique of work in progress |
| January  February | **Unit 4- Form** | VPA.1.1.12 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  0x VPA.1.2.12 All students will understand the role, development, and influence of the arts throughout history and across cultures.  0x VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.  0x VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. | * Basics of Ceramic Handbuilding techniques * Creating three-dimensional forms * Creating two-dimensional forms * Watercolor techniques * The art of Georgia O’Keeffe * Creating form by using value | • O'Keeffe video and powerpoint presentation  • Powerpoint and step by step tutorial on handbuilding  • ceramic vocab jeopardy game  • watercolor video clip  •ceramic handbuilding techniques demo and practice  • watercolor pencil value scale practice and demo | **•**Slab Ceramic Lanterns  •O’Keeffe Flower Paintings  • Daily walk arounds assessing student progress  • Preliminary Sketches/Sketchbook Assignments  • Question of the Day  • peer critique of work in progress  • self critique of work in progress |
| March  April | **Unit 5- Color** | VPA.1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  0x VPA.1.4.12.A.CS2 Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.  0x VPA.1.4.12.A.CS4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. | * Colored pencil techniques * Color theory & color schemes * Art nouveau & Tolouse Lautrec * Pop artists including Roy Lichtenstein * Self portraits * Oil pastel techniques * Impressionism * Vincent Vangogh * Georges Seurat & Post Impressionism * Pointilism * Optical mixing | • Georges Seurat video and questions worksheet  • Modern Masters movie on Van Gogh and powerpoint presentation  • Pop Art video on Roy Lichtenstein  • colored pencil techniques demo and practice worksheet  • grid drawing worksheet  • pastel practice worksheet and demo  • pointillism optical mixing color wheel practice  • watercolor techniques practice and demo | •Colored Pencil technique Grid drawing  •Art Nouveau  •Pop Art Portraits  •VanGogh Flowers  •Pointilism Landscapes  • Daily walk arounds assessing student progress  • Preliminary Sketches/Sketchbook Assignments  • Question of the Day  • peer critique of work in progress  • self critique of work in progress |
| May  June | **Unit 6- Texture** | AR.K-12.1.2.A-D.2 Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.  0x VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.  0x  0x VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. | * Illustration as career * Creating texture with hatching, cross-hatching, stippling, scumbling, etc, * Scratchboard techniques * Drawing animals, basic shape drawing * composition | • Maurice Sendak video clip and worksheet on Illustration  • Notes on scratchboard and techniques tutorial  • Scratchboard video clip  • Sendak Scholastic Magazine Article and worksheet  • pen and ink techniques worksheet and demo  • scratchboard value scale strip and demo | • Pen & Ink Children’s Book Covers  •Animal Scratchboards  Daily walk arounds assessing student progress  • Preliminary Sketches/Sketchbook Assignments  • Question of the Day  • peer critique of work in progress  • self critique of work in progress |
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