

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

Subject: Art
Course: Advanced Art

Grade Level: 10, 11, 12

Title or Topics (Unit organizing idea)	Concepts (understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)	Time Frame (Number of weeks)
<p>-Blind contour drawing -Artwork of the week</p>	<p>- To understand that learning to <u>see</u> better helps you draw better. -To learn how to analyze a variety of artworks using principles of art</p>	<p>- Practice blind contour drawing from direct observation. (a daily 5 min. routine.) -View a different artwork each week. -Write about and discuss the artwork using art vocabulary</p>	<p>-class critique -teacher input -teacher assessment</p>	<p>Ongoing ongoing</p>
<p>Elements & Principles Collage</p>	<p>-To review how the elements and principles of design work together to make good composition. -Abstract Expressionism -How to create a collage</p>	<p>-Analyze artworks and advertisements that use strong principles of design. -View artwork by artists such as Robert Rauschenberg, Jasper Johns - Establish a theme for the collage -Research images or create original images to collage</p>	<p>◆ Create a an Abstract Expressionistic collage -class critique -student and teacher assessment</p>	<p>3 weeks</p>
<p>Landscape</p>	<p>-Students will learn the various terms of a landscape work of art. -Students will understand different styles of landscape painting. -Students will learn about the Hudson River School of Art - Students will learn the properties of oil pastels. -Students will understand the meaning and application of “light source” and “focal point” within a composition.</p>	<p>-View a PowerPoint presentation about landscape painters and particularly the Hudson River School of Art. - Practice drawing trees and clouds from life. - Visit online museums or participate in class field trip to Vassar’s Loeb museum to view the large collection of Hudson River Landscape paintings. They will write their own poetic piece of their impressions of the landscape artworks. They will also create their own “plein air” oil pastel landscape in oil pastel on the Vassar campus that day.</p>	<p>◆ “Plein Air” landscape project in oil pastel using a full range of values and definite light source and focal point. - teacher assessment w/rubric -class critique</p>	<p>2 weeks</p>
<p>Mixed Media Portraiture <i>(Scholastic Art competition)</i></p>	<p>- What is “mixed media”? - Proportions of the face -Charcoal techniques</p>	<p>- View mixed media portraits of contemporary artists and students -Paint an abstract expressionistic background with acrylic</p>	<p>◆ Draw a self-portrait on painted background with charcoal. -class critique -student and teacher assessment</p>	<p>2 weeks</p>

Graphic Design (on computer)	<ul style="list-style-type: none"> -Photoshop -Publisher or Quark XPress -Scanning and saving -Typography design - Key concept 	<ul style="list-style-type: none"> -View many examples of graphic design, historical and contemporary - Read segments of school play (or magazine article) and find key concept(s) - Research photos or design original art for cover - Make thumbnail sketches of ideas 	<ul style="list-style-type: none"> ◆ Create an original cover design on the computer for the current school play program. (or a magazine) -class critique -teacher assessment -drama club assessment 	3 weeks
Still Life	<ul style="list-style-type: none"> -Arrange a still life -Properties of gouache -Monochromatic 	<ul style="list-style-type: none"> -View classic and contemporary still life paintings - Execute a color value scale with gouache paint on black paper 	<ul style="list-style-type: none"> ◆ Arrange and paint a monochromatic still life with gouache on black paper. -class critique -teacher assessment 	2 weeks
Printmaking	<ul style="list-style-type: none"> -Positive and negative shapes -Concept of print (transfer) -Use of cutting tools on a linoleum or rubber block -Color registration -Meaning of “compassion” 	<ul style="list-style-type: none"> - View prints by Kathe Kollwitz, Andy Warhol, etc. - Research a subject that students are passionate about. -Develop 3 ideas in thumbnail sketches that express their idea or statement. 	<ul style="list-style-type: none"> ◆ Carve a printing plate and pull a series of prints about “Compassion” – use different color combinations. -class critique -student and teacher assessment 	3 weeks
Calligraphy & Chinese Brush painting	<ul style="list-style-type: none"> -How calligraphy has been used in a variety of cultures - Use of calligraphy pens -Calligraphic alphabets - Use of bamboo brushes 	<ul style="list-style-type: none"> - View a video “History of Calligraphy” - View Chinese Brush art - Practice calligraphy on graph paper - Select a poem or song - Watch teacher demo of calligraphy & brush painting 	<ul style="list-style-type: none"> ◆ Make a calligraphic artwork based on a poem or song. Or...Chinese Brush Painting - teacher assessment 	2 weeks
Assemblage (Self-Portrait)	<ul style="list-style-type: none"> - What is an “assemblage”? - Triptych - Applying Principles of Design to 3-D 	<ul style="list-style-type: none"> - View medieval altar triptychs and modern assemblage artists such as Joseph Cornell, Robert Hudson, etc. - Collect photos and personal objects from past and present. 	<ul style="list-style-type: none"> ◆ Create/assemble a self-portrait triptych representing past, present and future -class critique -student and teacher assessment 	3 weeks
Illustration OR . . .	<ul style="list-style-type: none"> - Develop a story -What is a Fairy Tale? - Key concept - Properties of watercolor 	<ul style="list-style-type: none"> -View Jerry Pinkey video - View “Art 21” segment “Fantasy” -View a variety of watercolor illustrators (Tim Burton, Beatrix Potter, etc.) -Write (as “stream of consciousness”) after following prompts such as a classical music piece, a video clip, and a painting. -Highlight key words from own writing to develop an idea for a fairy tale -Watch teacher demonstration of watercolor techniques. 	<ul style="list-style-type: none"> ◆ Write a “modern fairytale” and illustrate with watercolor and pen & ink. -class critique -student and teacher assessment -Presentation to English teachers. 	4 weeks

Intro to Animation	<ul style="list-style-type: none"> - History and mechanics of animation - Create a storyboard - “cut-out” animation -Use “Flash” animation program 	<ul style="list-style-type: none"> - View many samples of animation beginning with Mickey Mouse, Looney Tunes, Terry Gilliam and continuing through modern day animated games and TV shows. (also teacher sample animation) - Research and cut images from magazines to use in an animation. - Scan artwork and save 	<ul style="list-style-type: none"> ◆ Produce a 3-minute “cut-out animation using “Flash” program. -class critique -student and teacher assessment 	4 weeks
Final Project	<ul style="list-style-type: none"> - Understand the use of the Principles of Design in all artworks. 	<ul style="list-style-type: none"> - View teacher sample of final project. - Read final project rubric. 	<ul style="list-style-type: none"> ◆ Using the word “ART”, make four artworks emphasizing 4 different Principles of Art. <u>Also use four different mediums.</u> <p>Teacher assessment with rubric</p>	2 weeks