

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP 2015-2016

Subject ART

Course Title STUDIO ART

<p>KEY</p> <ul style="list-style-type: none"> - Exercises ◆ Major project

Grade Level 9 (some 10-12)

Title or Topics (Unit organizing idea)	Concepts (understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)	Time Frame (Number of weeks)
<p>-Intro to <u>ELEMENTS OF ART</u> (line, value, shape, color, texture, space, form) -Portfolio design</p>	<p>- Students will understand how the Elements of Art are used in all design. (review from 8th grade) - Students will understand the structure of <u>composition</u>.</p>	<p>◆ Students will create a folder portfolio using the Elements of Art and their knowledge of good composition.</p>	<p>-Peer critique</p>	<p>SEPTEMBER 1 wk.</p>
<p>Element of LINE</p>	<p>- Types of lines and uses (outline, contour, calligraphic, gesture, lines as value)</p>	<p>- Students will practice “blind” contour drawing from direct observation. -Create a <u>value scale</u> using line only. ◆ Produce a piece of art using many types of lines as value and shape while being aware of good composition. For example, (“<i>ONE WORD describing first day of school</i>”)</p>	<p>- Rubric - Class critique - Written self- assessment</p>	<p>SEPTEMBER 3 wks.</p>
<p>Element of VALUE</p>	<p>- How value can be used in art to create contrast or interest. - How the use of a strong light source will create “chiaroscuro”.</p>	<p>-View a power point presentation of Rembrandt (chiaroscuro) and Picasso and Braque (value and Cubism). - Students will make a <u>value scale</u> from 1-10 (light to dark) using pencil. - Practice shading in pencil and charcoal using direct observation of white geometric forms and a strong light source. ◆ Draw a picture of a face (could be self-portrait) and “fracture” with random lines to create abstract shapes that will be shaded using a full range of values and strong gradations. (“<i>Shattered Values</i>”)</p>	<p>- Rubric - Discussion of value while viewing a Rembrandt or Braque (check for understanding) - Class critique</p>	<p>OCTOBER 3-4 wks</p>
<p>Element of SHAPE</p>	<p>- Shapes are used to construct everything in the world. - The difference between positive and negative shapes and geometric and organic shapes. - Composition using shapes and</p>	<p>-View PowerPoint of Japanese artists (ancient through contemporary) - Cut black paper shapes and arrange on white paper in a pleasing composition while being aware of negative and positive shapes.</p>	<p>- Rubric - Class Critique - Written self-assessment</p>	<p>NOVEMBER 2 wks</p>

	<p>other elements previously learned.</p> <ul style="list-style-type: none"> - To obtain a knowledge of Japanese art, past and present. 	<p>◆ Create a “notan” (a Japanese Black and white design) from a black paper square. (Theme directed...nature...sports, etc.)</p>		
Element of COLOR	<ul style="list-style-type: none"> -To learn the primary, secondary and tertiary colors. -To learn, understand and use complementary, analogous and monochromatic color schemes. -To examine how artists use color to create mood, emphasis and space in a composition. -To understand how to create tints and shades of a color. -To understand what a personal symbol means. 	<ul style="list-style-type: none"> -View a PowerPoint of the Fauvist movement of art and Aboriginal painting. - Create a <u>color value scale</u> using one color and its <u>complement</u>. - Create a unique “color wheel” that does not have to be a “wheel” (must use only red, yellow and blue). ◆ Design a personal flag that is divided into 5 sections representing 5 different color theories. Each section of the flag will also contain “personal symbols” of the student. (“<i>Personal Flag</i>”) 	<ul style="list-style-type: none"> -Teacher assessment with rubric - Assessment of “Fauvist” painting (written or class discussion.) - Color theory quiz 	NOVEMBER/ DECEMBER 4 wks.
Element of TEXTURE	<ul style="list-style-type: none"> -Understanding the difference between real texture and implied texture. -To learn how to create visual (implied) texture using other elements of art. 	<ul style="list-style-type: none"> -Students will find and create everyday textures (in classroom and at home) using crayons and paper to make “rubbings”. They will then create a collage from their collection. - Experiment with different mediums (pencil, ink, fabric, paper, etc.) using different elements of art (line, shape, value and color) to create real and implied texture. ◆Using scratchboard as medium, students will create a composition of an animal with fur, scales or feathers. 	<ul style="list-style-type: none"> -Class critique 	DECEMBER 2 wks.
Element of SPACE	<ul style="list-style-type: none"> -Students will learn about perspective in art. (1-pt, 2-pt, atmospheric) -Students will understand the concept of foreshortening. -Color pencil techniques 	<ul style="list-style-type: none"> -Students will view a video about the origins of perspective during the Renaissance. ◆Students will design a “dream room” using 1 pt. perspective for all elements in room. (pencil and color pencil technique) (<i>Dream Room</i>) - Students will draw a favorite stuffed animal in perspective using foreshortening. (chalk pastel) 	<ul style="list-style-type: none"> -Perspective quiz (applied) -Teacher assessment with rubric 	JANUARY 3 wks.
Element of FORM	<ul style="list-style-type: none"> -How to transform a 2-d drawing into a 3-d form. (figure drawing, elevation drawings) -How 3-d objects form positive and negative space. -Proportion and scale 	<ul style="list-style-type: none"> -Draw a figure (many different gesture drawings, proportion lesson.) ◆Sculpt a figure with a theme. (Self-portrait, famous artist, etc.) <i>or</i> ◆Build an architectural form to scale using elevation drawings. (<i>Dream House</i>) 	<ul style="list-style-type: none"> -Student presentation of their project: “Self-portrait figure” or “Dream House” along with their “Dream Room”. -Teacher evaluation 	JANUARY/ FEBRUARY 3 wks.

<p>The PRINCIPLES OF ART</p>	<p>-How the ELEMENTS of Art form the PRINCIPLES. -Utilize the Principles to create a good design -Understand the term “mixed media”.</p>	<p>-Listen to my presentation of Principles of Art using ads from popular magazines and NY Times. -Play Principles of Art game ♦Principles of Art Poster (personal business ad) – mixed media (all Principles must be present in Ad and identified creatively.)</p>	<p>-Teacher assessment - Class critique - Self- Assessment</p>	<p>FEBRUARY/ MARCH 4 wks.</p>
<p><i>Personal</i> ART HISTORY JOURNAL</p>	<p>-History of art -Techniques and concepts of art throughout time periods -Applied knowledge of Elements and Principles of Art</p>	<p>-Students view a PowerPoint once a week and take notes. ♦ Students will create a 12-chapter journal based on all the major art movements. It will contain student notes, teacher notes and student artwork of each period of art. They will use their knowledge of the Elements and Principles of art within their book design.</p>	<p>-Weekly grade of context and content of journal -Monthly class critiques</p>	<p>APRIL/MAY 10 weeks ongoing till the end of the school year</p>
			<p><i>*Final written/applied art exam will encompass entire 1st and 2nd semester content and notes in Art History journal.</i></p>	<p>1 day</p>