### MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

**Subject:** ART  
**Course Title:** Advanced Studio Art  
**Grade Level:** 9 (some 10-12)

<table>
<thead>
<tr>
<th>Title or Topics (unit organizing idea)</th>
<th>Concepts (understandings)</th>
<th>Skills (What students actually do)</th>
<th>Major Assessments (Tests, projects, etc)</th>
<th>Time Frame (Number of Weeks)</th>
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</table>
| **Sketchbook Name Design**             | - Students will design their sketchbook cover using their name and drawings relating to them.  
- Students will look at various fonts to show personality | - Students will complete a survey the first day of classes  
- Initial design sketch  
- Final cover and color addition | - Sketch Approvals  
- Rubric  
- Final Project  
- Written self-assessment | September (2 weeks) |
| **Year Long Drawing**                  | - Students will choose a topic to draw for the whole year in mini projects leading up to larger projects in a unit. They will draw the same subject all year to allow them to work on perfecting a skill, their motivation and creativity. | - Students will create a book and powerpoint of their “Year Long Drawings” to document the techniques they have learned throughout the year and the investigation they have created on one topic.  
- They will create 15-20 drawings of the subject using different techniques such as contour line, blind contour lines, shapes shading/value, color schemes, mark-making/texture, space, surrealism, etc. | - Rubric  
- Final Project  
- Written self-assessment  
- Google Slides Presentation | All year |
| **Contour Line**                       | - Students will learn about contour lines, blind contours, | - Review Element of “line”  
- Drawing examples and | - Rubric  
- Final Project | October (3 weeks) |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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| & continuous contours | Videos of Contour and Blind Contour Drawings  
  - Practice Sketches  
  - Final Contour Line Portrait (using Tracing paper)  
  - Written self-assessment |

| Value/Color | Students will learn to shade and blend graphite and colored pencil  
  - How value can be used in art to create contrast or interest.  
  - How the use of a strong light source will create “chiaroscuro”.  
  - To learn the primary, secondary and tertiary colors. To 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. | Students will make value scales, and complete shaded shape exercises  
  - Students will shade a sphere to show a light source.  
  - Value Shading Graphite Project  
  - Color Pencil Shaded Shattered Portrait Project or Exaggerated Portrait | Rubric  
  - Worksheet Exercises  
  - Final Project  
  - Written self-assessment | November-January (8 weeks) |

| Color Scheme Polygon Animal | Student will learn color schemes and design to create minimalistic illustrations | Student will create value scales using cut out paper from magazines  
  - Students will use design and color schemes to create a | Rubric  
  - Final Project  
  - Written self-assessment | January (2 weeks) |
<table>
<thead>
<tr>
<th>Mark making Drawing</th>
<th>Minimalistic design of an animal using cut paper/paint chips</th>
<th>Understanding the difference between real texture and implied texture.</th>
<th>Mark making Drawing</th>
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</table>
| Linocut | - Everyday textures  
- Implied and Actual Texture  
- Using texture to design a space (within a hand)  
- *Scratch Art, Printmaking or Mark Making Drawing | How different printmaking mediums are used to create various effects.  
How to create a relief surface to recreate images multiple times.  
Understanding the difference between real texture and implied texture.  
To learn how to create visual (implied) texture using other elements of art. | Linocut |
| Painting | How different painting mediums are used to create various effects.  
SPACE--Students will learn the “Illusions of Space” in artwork. We will review ways contemporary and | **watch** teacher demos of various techniques  
**experiment** with painting mediums such as watercolor, acrylic and gouache  
**paint** studies of many types of organic and inorganic | Painting |
famous painters use these techniques in their art.
- Students will learn about perspective in art.
- Students will learn about perspective in art.

objects using all painting mediums.
- view “Art 21” segments related to painting

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<thead>
<tr>
<th>Experimental art-</th>
<th>Students will use no traditional materials or processes that let them experiment with:</th>
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<tbody>
<tr>
<td></td>
<td>- What is art?</td>
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<td>- What materials can make art?</td>
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<td>- What are the investigations that artists go through when making art?</td>
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<tr>
<th>Potential Projects:</th>
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<tbody>
<tr>
<td></td>
<td>- Drawing Machine</td>
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<td></td>
<td>- Sight Specific Sculpture</td>
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<tr>
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<td>- Embroidery- T-shirt, pillow case, patch</td>
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<td></td>
<td>- Cardboard Layered Illustrations</td>
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<td></td>
<td>- Extended Illustration (photo+illustration)</td>
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<td></td>
<td>- 2D Design Black and White Cut-Out Still Life</td>
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<td>- Metal Embossing</td>
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- Rubric
- Final Project
- Written self-assessment

May (3 weeks)

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<tr>
<th>Portrait</th>
<th>Students will create a final Self-Portrait to show the skills they have gained this year.</th>
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<tr>
<td></td>
<td>- Final Project Applying all elements taught this year</td>
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</table>

- Rubric
- Final Project
- Written self-assessment

June 2 Weeks

Revised November 2020