<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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| Sketchbook Name Design                 | • Students will design their sketchbook cover using their name and drawings relating to them. | • Students will complete a survey the first day of classes  
• Initial design sketch  
• *Final cover and color addition | • Rubric  
• Sketchbook Cover  
• Written self-assessment | 2 Weeks September |
| 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  
• Yearlong Google Slide  
• Yearlong Drawing Book  
• Written self-assessment | Ongoing September thru June |
<table>
<thead>
<tr>
<th>Theme</th>
<th>Topics</th>
<th>Activities</th>
<th>Timeframe</th>
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</thead>
<tbody>
<tr>
<td><strong>Elements of Art</strong></td>
<td>● Review of the seven elements of art</td>
<td>● Vocab review&lt;br&gt;● Art examples and videos&lt;br&gt;● Previous knowledge activities&lt;br&gt;● *Final Accordion project---Students choose a single theme and draw once per EOA to show their interpretations of the concepts</td>
<td>2 Weeks&lt;br&gt;<strong>October</strong></td>
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<tr>
<td><strong>Contour Line Drawing</strong></td>
<td>● Students will learn about contour lines, Blind Contours, Continuous Contours</td>
<td>● Blind Contour Drawings&lt;br&gt;● Portrait Contours&lt;br&gt;● Everyday object Contours&lt;br&gt;● *Final Contour piece</td>
<td>2 Weeks&lt;br&gt;<strong>October-November</strong></td>
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<tr>
<td><strong>Element of Value/Color</strong></td>
<td>● How value can be used in art to create contrast or interest.&lt;br&gt;● How the use of a strong light source will create “chiaroscuro”.&lt;br&gt;● To learn the primary, secondary and tertiary colors.&lt;br&gt;● To learn, understand and use complementary, analogous and monochromatic color schemes.&lt;br&gt;● To examine how artists use color to create mood, emphasis and space in a composition.&lt;br&gt;● To understand how to create tints and shades of a color.</td>
<td>● Value Scale&lt;br&gt;● Practice shading&lt;br&gt;● Geometric Shapes&lt;br&gt;● Value Project&lt;br&gt;● Color Theory&lt;br&gt;● Color Schemes&lt;br&gt;● Emotions/Personality color relations&lt;br&gt;● Character Design using color, shape and value</td>
<td>2 Weeks&lt;br&gt;<strong>November</strong></td>
</tr>
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</table>
| Element of Texture | Understanding the difference between real texture and implied texture. | Everyday textures  
Implied and Actual Texture  
Using texture to design a space (within a hand)  
*Scratch Art, Printmaking or Mark Making | Rubric  
Final Project  
Written self-assessment | 2 Weeks  
December |
|---|---|---|---|---|
| Element of Space | Students will learn the “Illusions of Space” in artwork. We will review ways contemporary and famous painters use these techniques in their art.  
Students will learn about perspective in art. (1-pt, 2-pt, atmospheric)  
Students will understand the concept of foreshortening.  
Color pencil techniques | 1 and 2 Point perspective  
Foreground, Middle Ground, Background  
*Two- Point Letter Design Project | Rubric  
Final Project  
Written self-assessment | 2 Weeks  
December-January |
| Element of Form | 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 | Designing in the “round”  
*3-D Sculpture in one of these materials  
Clay, Paper mache | Rubric  
Final Project  
Written self-assessment | 2 Weeks  
January |
| The Principles of Design | How the ELEMENTS of Art form the PRINCIPLES.  
Utilize the Principles to create a good design | MECBURP: vocabulary and images to go with principles. | Rubric  
Final Project | 2 Weeks  
February |
<table>
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<tr>
<th>Activity</th>
<th>Tasks</th>
<th>Rubric</th>
<th>Duration</th>
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| Artist Study      | • Understand proportions of the face; and placement of features  
                   • Use a viewfinder to find the best composition.  
                   • Create a realistic still life  
                   • Create the same still life and make it abstract.  
                   • Utilize the Principles of Design to create a good composition.  
                   • Realism vs Abstract  
                   • Proportion, size and placement  
                   • Color and value  
                   • Details, texture and shading  
                   • Add color with different mediums.  
                   • View portraits by different artists  
                   • Portrait Study Packets  
                   • Portrait exercises and mini lessons  
                   • Create a portrait using a variety of media.  
                   • Create a balanced composition.  
                   • Show unity by filling space with designs and imagery.  
                   • Create a poster about the artist. Include artwork artist information. | • Rubric  
                   • Final Project  
                   • Written self-assessment                  | 2 Weeks  
                   | April                                         |                         | April-May   |
| Still Life         | • Use a viewfinder to find the best composition.  
                   • Create a realistic still life  
                   • Create the same still life and make it abstract.  
                   • Utilize the Principles of Design to create a good composition.  
                   • Realism vs Abstract  
                   • Proportion, size and placement  
                   • Color and value  
                   • Details, texture and shading  
                   • Add color with different mediums.  
                   • View portraits by different artists  
                   • Portrait Study Packets  
                   • Portrait exercises and mini lessons  
                   • Create a portrait using a variety of media.  
                   • Create a balanced composition.  
                   • Show unity by filling space with designs and imagery.  
                   • Create a poster about the artist. Include artwork artist information. | • Rubric  
                   • Final Project  
                   • Written self-assessment                  | 3 Weeks  
                   | March                                         |                         |            |
| Portrait           | • Understand the term “mixed media”.  
                   • Collaboration project  
                   • Look at art work to discuss the principles  
                   • Create a collage with peers showing the principles.  
                   • Written self-assessment                  | • Rubric  
                   • Artist Poster  
                   • Written self-assessment                  | 2 Weeks  
                   | April                                         |                         | April-May   |
Self-Portraits: Final

- Review of the elements of art
- Utilize the Principles of Design to create a good composition.
- Take a self-portrait photograph
- Create a self-portrait referring to the photograph.

Final Project Applying all elements taught this year

- Rubric
- Final Project
- Written self-assessment

2 Weeks
May-June

Revised November 2020