



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

# **Art III**

**Prepared by:**  
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June Chang

*Approved by the Midland Park Board of Education on*  
*October 7, 2014*

## ***Art III***

### ***Course Description:***

Art III will challenge students to draw upon their previous knowledge and skills, combine them with creativity and explore new methods, media and subject areas. Through the studies mark making, acrylic painting, printing and 3-D design combined with traditional drawing skills and art history students will be guided toward the completion of a professional product that can be used in a portfolio.

### ***Course Sequence:***

- Unit 1: Mark Making (2 weeks)
- Unit 2: Art History (4 weeks)
- Unit 3: The Figure (4 weeks)
- Unit 4: Self Portraits (5 weeks)
- Unit 5: Acrylic Painting (4 weeks)
- Unit 6: Lettering and Advertising Art (6 weeks)
- Unit 7: Printmaking (5 weeks)
- Unit 8: 3-Dimensional Design (7 weeks)

Unit Overview	
<b>Content Area:</b>	Art III
<b>Unit Title:</b>	Unit 1 - Mark Making
<b>Target Course/Grade Level:</b>	11-12
<b>Unit Summary</b> Students will learn to use a broad range of mark making techniques discovered through experimentation with various mediums, tools, and styles.	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets	
<b>Standards:</b> <b>1.1 The Creative Process</b> 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. <b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. <b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
<b>1.1.12.D.1</b>	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
<b>1.1.12.D.2</b>	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
<b>1.3.12.D.1</b>	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.
<b>1.3.12.D.2</b>	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
<b>1.3.12.D.3</b>	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
<b>1.3.12.D.4</b>	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
<b>1.3.12.D.5</b>	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
<b>1.4.12.A.2</b>	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
<b>1.4.12.B.2</b>	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How can mark making affect the way an idea is expressed?</li> <li>How can expressive marks making convey emotion?</li> <li>Why is it important to apply a wide range of techniques?</li> </ul>	
<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The tools you use and the way you use them affects the way you are able to express an idea.</li> <li>An artist should be able to apply a wide range of techniques.</li> <li>Feelings and emotions can be conveyed through the use of expressive art making.</li> <li>The process of creating a work of art from imagination to representation requires experimentation, criticism and reflection.</li> </ul>	

**Unit Learning Targets***Students will...*

- Demonstrate expressive application and manipulation of materials, tools and mediums.
- Emphasize diverse mark making techniques as well as use of various surfaces and textures.
- Demonstrate ability to manipulate marks both technically and expressively.
- Explore the use of both conventional and non-conventional methods and materials.
- Employ a wide range of techniques and styles.

**Evidence of Learning****Summative Assessment:** Performance Tasks**Equipment Needed:** Computer, Interwrite Board, drawing tools**Teacher Resources:** Visual examples, books, videos, posters, computer resources, galleries**Formative Assessments**

- Discussion
- Q&A
- Observation
- Projects
- Critique

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	The Vocabulary of Line	1 day
2	Physical Characteristics of Line	1 day
3	Expressive Properties of Line	4 days
4	Experimenting with Mark Making	3 days

**Teacher Notes:****Curriculum Development Resources**

Survival Guide for the Secondary School Art Teacher

The Artist's Handbook

Art Fundamentals



Unit Overview	
<b>Content Area:</b>	Art III
<b>Unit Title:</b>	Unit 2 - Art History
<b>Target Course/Grade Level:</b>	11-12
<b>Unit Summary:</b> Students will study the historical, social, political and cultural background associated with major art movements. Major works of art will be viewed, studied and critiqued. Artists' personal history will be discussed. Virtual museum and gallery trips will enhance students learning experience by engaging them in the actual spaces in which works of art exist.	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets	
<b>Standards:</b> <b>1.1.</b> The Creative Process: 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. <b>1.2.</b> History of the Arts and Culture: all students will understand the role, development and influence of the arts throughout history and across cultures. <b>1.4.</b> Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>1.1.12.D.1</b>	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
<b>1.2.12.A.1</b>	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
<b>1.2.12.A.2</b>	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
<b>1.4.12.A.1</b>	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
<b>1.4.12.A.2</b>	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
<b>1.4.12.A.3</b>	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
<b>1.4.12.B.3</b>	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does art of the past affect the art we make today?</li> <li>What can we learn by studying the history of art?</li> <li>What is significant about the progression of art movements we will be studying?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding art movements and their significance in the art world as well as their historical, social and political influence is essential for any artist.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Understand the historical, social, political and cultural background to major art movements.</li> <li>Identify major works of art.</li> <li>Discuss how the art of the past relates to the art of today.</li> <li>Analyze the significance of famous works of art.</li> </ul>	
Evidence of Learning	
<b>Summative Assessment: Performance Tasks</b> <b>Equipment Needed:</b> Computer, Interwrite Board <b>Teacher Resources:</b> Visual examples, books, videos, posters, computer resources, galleries	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Projects</li> <li>Critique</li> </ul>	

• Observation

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Realism	4 days
2	Impressionism	6 days
3	Expressionism & Use of Color	3 days
4	Surrealism	4 days
5	US Pop Art	4 days

**Teacher Notes:**

**Curriculum Development Resources**  
 Survival Guide for the Secondary School Art Teacher  
 The Artist's Handbook  
 Art Fundamentals

Unit Overview			
<b>Content Area:</b>	Art III		
<b>Unit Title:</b>	Unit 3 - The Figure		
<b>Target Course/Grade Level:</b>	11-12		
<b>Unit Summary:</b> Students will be able to develop figure drawings, which effectively engage the space. Proper use of proportion will result in technically accurate drawings while various tools and techniques will convey expression and emotion. Students will be able to effectively use two-point perspective and foreshortening to further demonstrate technical skill.			
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving			
Learning Targets			
<b>Standards:</b> <b>1.1 The Creative Process</b> 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. <b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. <b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.			
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>		
<b>1.1.12.D.1</b>	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.		
<b>1.3.12.D.1</b>	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.		
<b>1.3.12.D.2</b>	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.		
<b>1.3.12.D.3</b>	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.		
<b>1.3.12.D.5</b>	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.		
<b>1.4.12.A.4</b>	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.		
<b>1.4.12.B.2</b>	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is it essential to effectively demonstrate proper use of proportion?</li> <li>How can media affect expression?</li> <li>How does an artist engage space effectively?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Fundamentals are essential.</li> <li>The instruments you use and the way you use them affect your ability to communicate an idea.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is it essential to effectively demonstrate proper use of proportion?</li> <li>How can media affect expression?</li> <li>How does an artist engage space effectively?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Fundamentals are essential.</li> <li>The instruments you use and the way you use them affect your ability to communicate an idea.</li> </ul>
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<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Manipulate the figure in a composition that effectively engages the space.</li> <li>Demonstrate proper use of proportion.</li> <li>Apply use of 2-point perspective and foreshortening.</li> <li>Apply previous range of mark making to manipulate form.</li> </ul>			

### Evidence of Learning

**Summative Assessment:** Performance Tasks

**Equipment Needed:** Computer, Interwrite Board, Drawing Supplies

**Teacher Resources:** Visual examples, books, videos, posters, computer resources, galleries

### Formative Assessments

- Discussion
- Q&A
- Observation
- Projects
- Critique

### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Blind Contour - Figure	2 days
2	Proportions and the Figure	3 days
3	Perspective	3 days
4	Foreshortening	3 days
5	Rendering the figure	5 days
6	Engaging Space Effectively	5 days

### Teacher Notes:

### Curriculum Development Resources

Survival Guide for the Secondary School Art Teacher

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## Unit Overview

<b>Content Area:</b>	Art III
<b>Unit Title:</b>	Unit 4 - Self Portraits
<b>Target Course/Grade Level:</b>	11-12

**Unit Summary:**

Students will be able to create a self-portrait from observation. A variety of techniques will be employed. Students will start with basic techniques for drawing each feature and finally they will be challenged to complete both a self-portrait and an expressive self-portrait.

**21<sup>st</sup> century themes:** Creativity and Innovation, Critical Thinking and Problem Solving

## Learning Targets

**Standards:**

**1.1 The Creative Process** 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.

**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
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.
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.
1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

**Unit Essential Questions**

- How does an artist decide how to convey themselves in a self portrait?
- How does an artist decide which medium will evoke proper emotion?
- How does an artist successfully translate subject matter from real life?

**Unit Enduring Understandings**

- The tools you use them and the way you use them affect your ability to effectively communicate an expression or idea.
- Ideas and feelings can be conveyed by the artist through expressive treatment of the medium and subject.

**Unit Learning Targets**

*Students will...*

- Create a recognizable self-portrait.
- Accurately observe subject matter and translate from life.

- Use various media to effectively express emotion.
- Manipulate the subject matter in a way that will effect expression.

### Evidence of Learning

**Summative Assessment:** Performance Tasks

**Equipment Needed:** Computer, Interwrite Board, Drawing Supplies

**Teacher Resources:** Visual examples, books, videos, posters, computer resources, galleries

### Formative Assessments

- Discussion
- Q&A
- Observation
- Projects
- Critique

### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	The Self Portrait – Some History	2 days
2	Drawing the Eyes	2 days
3	Drawing the Nose	2 days
4	Drawing the Mouth	2 days
5	Drawing the Face	4 days
6	Drawing a Complete Self Portrait	5 days
7	Evoking Emotion from a Self Portrait	2 days
8	Expressive Self Portrait	5 days

**Teacher Notes:**

### Curriculum Development Resources

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## Unit Overview

<b>Content Area:</b>	Art III
<b>Unit Title:</b>	Unit 5 - Acrylic Painting
<b>Target Course/Grade Level:</b>	11-12

## Unit Summary

Students will be introduced to acrylic paint and learn how it differs from tempera and watercolor paints. Uses for acrylic paint and properties of it will be discussed. Students will learn how to stretch their own canvas and use acrylic paint to create original works of art. Works of art will be critiqued by both students and teacher.

**21<sup>st</sup> century themes:** Creativity and Innovation, Critical Thinking and Problem Solving

## Learning Targets

## Standards

**1.1 The Creative Process** 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.

**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
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.
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.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
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.

## Unit Essential Questions

- What are the properties of acrylic paint and how does it differ from tempera and watercolor?
- How do you properly stretch and prepare a canvas?

## Unit Enduring Understandings

- Acrylic paint dries quickly and must be treated differently than other paints.
- Different types of paint are used on different surfaces.

## Unit Learning Targets

*Students will...*

- Understand the ways in which acrylic paint differs from tempera and acrylic paint.
- Demonstrate proper canvas stretching technique.
- Properly apply acrylic paint to canvas
- Create an original work of art using acrylic paint

## Evidence of Learning

**Summative Assessment:** Performance Tasks

**Equipment Needed:** Computer, Interwrite Board, Painting Supplies

<b>Teacher Resources:</b> Visual examples, books, videos, posters, computer resources, galleries		
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Observation</li> <li>• Projects</li> <li>• Critique</li> </ul>		
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	What is Acrylic Paint?	2 days
2	How to Stretch a Canvas	3 days
3	Painting with Acrylics on Canvas	12 days
<b>Teacher Notes:</b>		
<b>Curriculum Development Resources</b> Survival Guide for the Secondary School Art Teacher The Artist's Handbook Art Fundamentals		

## Unit Overview

<b>Content Area:</b>	Art III
<b>Unit Title:</b>	Unit 6 – Lettering & Advertising Art
<b>Target Course/Grade Level:</b>	11-12

## Unit Summary

Students will be introduced to the world of advertising and commercial art and learn about practical applications for their artistic skills. At this point students have studied art for a significant period of time and they are offered insight into careers that would enable them to use their skills and talents. Students will learn how to sketch ideas, letter, and create packaging design. They will be challenged to find solutions to assignments.

**21<sup>st</sup> century themes:** Creativity and Innovation, Critical Thinking and Problem Solving

## Learning Targets

## Standards

**1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
<b>1.2.12.A.2</b>	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various <a href="#">historical eras</a> .
<b>1.3.12.D.1</b>	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.
<b>1.3.12.D.2</b>	Produce an original body of artwork in one or more <a href="#">art mediums</a> that demonstrates mastery of <a href="#">visual literacy</a> , methods, techniques, and cultural understanding.
<b>1.3.12.D.3</b>	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the <a href="#">art media</a> , <a href="#">art mediums</a> , and techniques used.
<b>1.3.12.D.5</b>	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
<b>1.4.12.B.2</b>	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
<b>1.4.12.B.3</b>	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers,

## Unit Essential Questions

- What is advertising art?
- What are some practical applications for artistic skills?
- How do I create original solutions to problems?

## Unit Enduring Understandings

- There are many careers that will put artistic skills to use that are challenging and rewarding.
- Creativity and original ideas are essential to success as a commercial artist.
- Art is all around us all the time. Billboards, posters, newspapers, packaging design, etc.

## Unit Learning Targets

*Students will...*

- Create original solutions to advertising assignments.
- Learn the tools, materials, and vocabulary of commercial art.
- Apply lettering techniques to assignments.
- Create an effective poster

- Come up with original packaging design for an original product.

## Evidence of Learning

## Summative Assessment: Performance Tasks

**Equipment Needed:** Computer, Interwrite Board

**Teacher Resources:** Visual examples, books, videos, posters, computer resources, galleries

## Formative Assessments

- Discussion
- Q&A
- Observation
- Projects
- Critique

## Lesson Plans

[illegible]

**Teacher Notes:**

## Curriculum Development Resources

# Survival Guide for the Secondary School Art Teacher

## The Artist's Handbook

## Art Fundamentals

Unit Overview	
<b>Content Area:</b>	Art III
<b>Unit Title:</b>	Unit 7 - Printmaking
<b>Target Course/Grade Level:</b>	11-12
<b>Unit Summary</b> Students will understand the history of printmaking and learn about a variety of techniques used in printmaking. They will be encouraged to create original designs and will also be able to differentiate between various techniques.	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets	
<b>Standards</b> <b>1.1 The Creative Process</b> 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. <b>1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures. <b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. <b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>1.1.12.D.1</b>	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
<b>1.2.12.A.1</b>	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
<b>1.3.12.D.1</b>	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.
<b>1.3.12.D.2</b>	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
<b>1.3.12.D.3</b>	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
<b>1.3.12.D.5</b>	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
<b>1.4.12.B.3</b>	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers,
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What are some techniques used in printmaking?</li> <li>How do printmaking techniques differ from one another?</li> <li>What materials are used in printmaking?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>There is a direct correlation between printmaking and other artistic skills.</li> <li>Different techniques are used for different types of printmaking.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Understand the history of printmaking.</li> <li>Understand a variety of techniques in printmaking and explain the differences.</li> <li>Create original designs in printmaking.</li> </ul>	
Evidence of Learning	
<b>Summative Assessment:</b> Performance Tasks <b>Equipment Needed:</b> Computer, Interwrite Board, Printmaking Supplies <b>Teacher Resources:</b> Visual examples, books, videos, posters, computer resources, galleries	

**Formative Assessments**

- Discussion
- Q&A
- Observation
- Projects
- Critique

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	History of Printmaking	1 day
2	Relief Printing: Woodcut	6 days
3	Linocut	5 days
4	Monoprint	3 days
5	Silk Screen Printing	8 days

**Teacher Notes:**
**Curriculum Development Resources**

Survival Guide for the Secondary School Art Teacher  
The Artist's Handbook  
Art Fundamentals

### Unit Overview

**Content Area:** Art III

**Unit Title:** Unit 8 - 3-Dimensional Design

**Target Course/Grade Level:** 11-12

#### Unit Summary:

Students will learn the elements and principles of three-dimensional design. They will learn to adapt to change that will naturally occur when progressing from two dimensional to three dimensional work. Students will expand upon three-dimensional skills from Art I and Art II and they will be encouraged to create original works of art. Three-dimensional art is viewed from all sides so it must be interesting from all angles. Students will be challenged to create visually appealing works of art that looks good however it is viewed.

**21<sup>st</sup> century themes:** Creativity and Innovation, Critical Thinking and Problem Solving

### Learning Targets

#### Standards

**1.1 The Creative Process** 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.

**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**CPI#** Cumulative Progress Indicator (CPI)

**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.

**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.

**1.4.12.A.2** Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

**1.4.12.A.4** Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

**1.4.12.B.2** Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

**1.1.12.D.1** Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

**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.

#### Unit Essential Questions

- What are the necessary skills needed to create three dimensional art?
- How does three dimensional art differ from two dimensional art?
- How do you learn to think differently?

#### Unit Enduring Understandings

- Three dimensional art must be interesting no matter how it is viewed so it is important to understand spatial relationships.
- You must be willing and able to adapt to changes and flow with them.

#### Unit Learning Targets

*Students will...*

- Develop the ability to think abstractly.
- Learn how to use a variety of different materials.
- Develop skills necessary to create three-dimensional art.

- Understand the concept of spatial relationships.

### Evidence of Learning

**Summative Assessment:** Performance Tasks

**Equipment Needed:** Computer, Interwrite Board, Sculpture Supplies, Found Objects

**Teacher Resources:** Visual examples, books, videos, posters, computer resources, galleries

### Formative Assessments

- Discussion
- Q&A
- Observation
- Projects
- Critique

### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Three Dimensional Thinking	2 days
2	Ceramic Coil Pots	8 days
3	Wire Sculptures	4 days
4	Assemblage	6 days
5	Plaster Carving (Additive vs. Subtractive Sculpture)	8 days
6	Plaster Casting	8 days

**Teacher Notes:**

### Curriculum Development Resources

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Art Fundamentals