

High School		First Nine Weeks:
<p>Note: These units are for Art I, II, III, IV, and Set Design Students are expected to increase difficulty, scale, and/or work with different media for each project, each year. Set Design students, when possible, should make a project for a specific production.</p>	<p>Media is flexible for most assignments.</p>	<p>Drawing is Essential exercises and the Homecoming project are to be done concurrently.</p>
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Demonstrate an understanding of creation of illusion of space (e.g., overlapping; variations in size, placement, value). Demonstrate an understanding of formal/linear perspective (e.g., horizontal lines, vanishing point, one/two point perspective). Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Use linear and aerial/atmospheric perspective to create the illusion of 3-dimensionality in a 2-dimensional artwork. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments, 27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life.</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary -Project is at or above student's level in Art</p>	<p>Drawing is Essential: 10 class periods-100 pt</p> <p><u>Mini-Lesson:</u> Concept: Types of pencils and erasers</p> <ul style="list-style-type: none"> • #2, Ebony, H=hard, B=soft • Numbers=graphite hardness • Kneadable vs. art gum/pink <p><u>Mini-Lesson:</u> Concept: Differences in papers</p> <ul style="list-style-type: none"> • # is thickness of paper-the higher the number, the heavier the paper • Thicker paper is easier to erase, higher quality, ripples less when damp <p><u>Mini-Lesson:</u> Concept: Value</p> <ul style="list-style-type: none"> • Pressure on pencil • Turn pencil on side for softer, wider line-easier to blend • Crosshatching-usually used with pen and ink • Blending stick • Showing value, light and dark, helps create 3-D effect • Light source • Leonardo da Vince • Michelangelo • Influence of Renaissance <p>Assignment Art I and Art II: Practice smooth transition from light to dark; try a variety of papers and pencils.</p>

		<p>Assignment Art 3, Art IV, Set Design: Find one object in the room to draw and shade realistically</p> <hr/> <p><u>Mini-Lesson:</u> Concept: Drawing 3-D Geometric Shapes</p> <ul style="list-style-type: none"> • Cone • Pyramid-3/4 sides and bottom • Cube-most important • Cylinder • Sphere <p>Assignment Art I and II: Draw each shape; shade each. Assignment Art III, IV, SD: Find object in a magazine that are based on the basic shapes; Assemble them in a still life; draw with pen and ink, using crosshatching.</p> <hr/> <p><u>Mini-Lesson:</u> Concept: Drawing complex shapes</p> <ul style="list-style-type: none"> • Most complex shapes/objects are made of these 5 shapes • Roughing out, adding detail and realism • Adding visual texture • Simulated texture-hair, bark • Bricks, shingles, siding <p>Assignment: Draw a house, showing two sides; add bricks, shingles and siding; draw tree with bark and leaves.</p> <p>Assignment: Draw an abstract design and fill in spaces with various textures; pen and ink or fine markers.</p>	
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		<p><u>Mini-Lesson:</u> Concept: Showing space</p> <ul style="list-style-type: none"> • Perspective • Size, overlapping, position on picture plane • Scale and proportion <p>Assignment: Students will make a simple composition showing "space".</p>	
		<p><u>Mini-Lesson:</u> Concept: Still life</p> <ul style="list-style-type: none"> • Figure and ground <p>Assignment: Draw a still life composed of mechanical forms.</p>	
		<p>Mini-Lesson:</p>	
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<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of</p>	<p>-Craftsmanship -Problem-</p>	<p>Homecoming: 10 class periods-400 points Concepts:</p>	

<p>the arts. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Compare and contrast the variety of techniques that can be used for a variety of materials, tools, and techniques. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments)</p>	<p>solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary -Project is at or above student's level in Art</p>	<p>-Relationship of elements, principles, and expressive qualities in a 2-D or 3-D work -Compare and contrast processes and tools, to select the best options for chosen project -Homecoming is a tradition in the US; decorating; floats; tp-ing trees -Theme-What are the objects, words, and designs associated with this year's theme</p> <p>Assignments: Students will work alone or in groups to create a project in keeping with the Homecoming theme.</p> <p>Assignment suggestions:</p> <ul style="list-style-type: none"> • Work in group to create panel based on homecoming theme • Create auxiliary props based on Homecoming theme • Work on object or sign for class float • Create props for the Homecoming dance
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Express a judgment of a work of art based on</p>	<p>Participation in discussion</p>	<p>Mini-Lessons: Critiquing a Work of Art- To be done concurrent with Cultural Art Unit (two per week-100 points)</p>

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<p>description, analysis, and interpretation. Debate the intent of a series of works by one artist. Defend an opinion in writing on the use of elements and principles (objective) and/or expressive intent (subjective) in a work of art. Critique a portfolio of art by self or others for impact and intent.</p>		<ol style="list-style-type: none"> 1. What is seen in an artwork? Describe the subject and the elements (line, shape, color, texture, form, space) 2. How is the artwork designed? Analyze the organization of principles (movement, balance emphasis, harmony, variety, gradation, rhythm, proportion) 3. What does it mean? Interpret the ideas, feelings, or mood evoked by artwork 4. Is it a successful work of art? Judge the artistic merit 5. Debate the intent of a series of works by one artist 6. Defend your opinion of an artwork 7. Critique a portfolio of art by self or other for impact or intent
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Describe the elements and principles that create harmony. Identify the elements and principles that convey</p>	<p>-Craftsmanship -Problem-solving -Creativity</p>	<p style="text-align: center;">Cultural Art 5 class periods-200 points</p> <div style="border: 1px solid black; padding: 5px;"> <p>Concept: What is the definition of “cultural art”</p> </div>

<p>meaning in a work of art. Describe elements and principles that unify a work of art. Evaluate the visual qualities of symbols that create meaning in works of art. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Use a variety of materials and processes to create functional and decorative art work (e.g., mosaics, murals, clay pottery, weavings, paintings). Construct a plan for a work of art based on gathering information, making adjustments, evaluating the image in terms of criteria, and correlating intent and solution. Create art works in a variety of materials, techniques and styles. 27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. Analyze how historical and cultural contexts influence arts processes and products (e.g., Reformation, patronage system, invention of microphone, camera, and printing press, WPA).</p>	<p>-Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or above student's level in Art -Originality</p>	<p>Concept: Compare and Contrast</p> <ul style="list-style-type: none"> All cultural art has commonalities Symbols that create meaning Themes, subject matter and components
		<p>Concept: Stereotyping</p> <ul style="list-style-type: none"> What we think of as cultural art is often not modern and was not done by all people Art from the same culture, but a different time period, may be similar or different
		<p>Concept: Elements and principles that create harmony or create meaning</p>
		<p>Concept: Expressive qualities, elements and principles</p> <ul style="list-style-type: none"> Cultural art is often religion or ritual-based
		<p>Concept: Media</p> <ul style="list-style-type: none"> Different media creates different effects Cultures used local materials A variety of media can be used to create functional and decorative artwork
		<p>Concept: Problem-solving and creativity: Construct a plan for a work of art based on gathering information, making adjustments, evaluating the image in terms of criteria, and correlating intent and solution.</p>
		<p>Concept: Artists</p> <ul style="list-style-type: none"> Often unknown Techniques often passed down within a family or community

		<p>Concept: Analyze how historical and cultural contexts influence arts processes and products</p> <table border="1"> <tr><td>Artifact</td><td></td><td></td><td></td></tr> <tr><td>Weaving</td><td></td><td></td><td></td></tr> <tr><td>Pottery</td><td></td><td></td><td></td></tr> <tr><td>Mandala</td><td></td><td></td><td></td></tr> <tr><td>Mosaics</td><td></td><td></td><td></td></tr> <tr><td>Mural</td><td></td><td></td><td></td></tr> <tr><td>Paintings</td><td></td><td></td><td></td></tr> <tr><td>PowerPoint</td><td></td><td></td><td></td></tr> <tr><td>Puppets</td><td></td><td></td><td></td></tr> <tr><td>Stitchery</td><td></td><td></td><td></td></tr> <tr><td>Mask</td><td></td><td></td><td></td></tr> <tr><td>Musical Instrument</td><td></td><td></td><td></td></tr> <tr><td>Model of housing</td><td></td><td></td><td></td></tr> </table> <table border="1"> <tr><td>European</td><td></td><td></td><td></td></tr> <tr><td>Japan</td><td></td><td></td><td></td></tr> <tr><td>China</td><td></td><td></td><td></td></tr> <tr><td>Australia</td><td></td><td></td><td></td></tr> <tr><td>India</td><td></td><td></td><td></td></tr> <tr><td>Russia</td><td></td><td></td><td></td></tr> <tr><td>Africa</td><td></td><td></td><td></td></tr> <tr><td>Egypt</td><td></td><td></td><td></td></tr> <tr><td>Native American</td><td></td><td></td><td></td></tr> </table> <p>Assignment: Students will choose a different country to research each year; students will select one of this year's projects to execute.</p>	Artifact				Weaving				Pottery				Mandala				Mosaics				Mural				Paintings				PowerPoint				Puppets				Stitchery				Mask				Musical Instrument				Model of housing				European				Japan				China				Australia				India				Russia				Africa				Egypt				Native American				
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<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Discuss the use of aesthetic components in expressing theme. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. Students who meet the</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics</p>	<p>Artists are Storytellers and Recorders 5 class periods-200 points</p> <p>Concepts: Art records a society; often, only artwork and tools remain from a culture; cultures recorded their environment, political</p>																																																																																									

<p>standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>	<p>-Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or above student’s level in Art -Originality</p>	<p>struggle, clothing, religious beliefs</p> <p>Concept: Art changes in response to society- new media is invented; political changes; environmental changes</p> <p>Concept: Time art-art that moves or progresses, such as animation, storyboard, PowerPoint, PIVOT, video</p> <p>Concept: Art tells a story</p> <p>Concept:</p> <p>Concept:</p> <p>Artists: Andrew Wyeth; Norman Rockwell; Egyptian art; Cave paintings;</p> <p>Yearly emphasis suggestions:</p> <ul style="list-style-type: none"> • Research artist/art period/art style- PowerPoint with animation • PIVOT with theme relating to art • PhotoShop-recording society; manipulating reality • Video-Storyboarded, telling a story • Explore Medieval times; artifact or computer project • Egyptian hieroglyphics
<p>27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life.</p> <ul style="list-style-type: none"> • Analyze the impact of political actions, current events, and natural phenomena (e.g., wars, civil unrest, disasters, 	<p>Art I and II: 3 paragraphs</p> <p>Art III, IV, Set Design: 5 paragraphs</p>	<p style="text-align: center;">Writing Assignment</p> <p>Year 1: Analyze the impact of political actions on the development and production of art.</p> <p>Year 2: Analyze the impact of current events on the development and production of art.</p> <p>Year 3: Analyze the impact of natural</p>

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<p>economic prosperity, discovery, technology, legislation) on the development and production of art.</p> <ul style="list-style-type: none"> • Cite examples of where the arts shaped aspects of a culture (e.g., Dionysian theatre festival, Renaissance church art and music, cinema and the Depression). 		<p>phenomena on the development and production of art. Year 4: Cite examples of where the arts shaped aspects of a culture</p>

High School		Second Nine Weeks
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26B — Students who meet the standard can apply skills and knowledge necessary</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics</p>	<p>Artists are Designers and Planners-Architecture 5 class periods/200 points</p> <div style="border: 1px solid black; padding: 5px;"> <p>Concept: What are the purposes of structures? (buildings, towers, bridges); what is the purpose of designing parks, urban areas, etc.?</p> </div>

<p>to create and perform in one or more of the arts. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>	<p>-Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or above student’s level in Art --Originality</p>	<p>Concept: Form follows function</p> <p>Concept: Issues to consider when designing:</p> <ul style="list-style-type: none"> • Setting • Interpretation of ideas-style • Concepts • Cultural context • Function • Client • Elements and principles of art • Material and costs <p>Concepts: Problem-solving</p> <p>Professions: Architect; furniture designer; interior designers; landscape artist</p> <p>Designers or Architects: Frank Lloyd Wright; Frank Gehry, etc.</p> <p>Assignment suggestions:</p> <ul style="list-style-type: none"> • Drawing of building, tower or bridge • Floor plan • Urban plan drawing from above • Garden/landscape drawing from above • Model of building, tower, or bridge • Model of room • Furniture design
<p>27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. Analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture.</p>	<p>Participation in discussion</p>	<p style="text-align: center;">Mini-Lesson</p> <p>Analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture.</p>
<p>26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Differentiate between 2-D, 3-D, and time arts. Describe and/or demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process (e.g., film, video, computer programs). Demonstrate processes that create special</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10</p>	<p>Art and Technology: PowerPoint and PIVOT 5 class periods/200 points</p> <p>PIVOT</p> <p>Demonstration: Inserting slides, adding background, adding figures, making small movements for smoothness, opening and</p>

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<p>effects (e.g., scratch knife/ scratch board, gouge/printing block, painting/palette knife). Evaluate the significance of special effects in 2-D art work (e.g., embossing, wet-wet, scriffito, pointillism). Demonstrate the influence of modern technologies on tools, materials, and processes. Demonstrate an understanding of the limitations and potential of media, tools, processes, and technology. Evaluate the effect of changing technologies on the visual arts. Analyze the relationship among the tools, media, technology, and processes. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create a performance art work incorporating the use of computer or video. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts inform and persuade through movement, sound, and image. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments, 27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. Trace how artistic styles have changed in response to cultural, historical, and technological events (e.g., inventions, transportation, economics, wars).</p> <p>NETS Technology Goals: #1: Technology Operations and Concepts; #2: Social, ethical, and human issues; #3: Productivity Tools; #4: Communication tools; #5: Research tools; #6: Problem-solving and decision-making tools</p>	<p>points per day -Understanding of concepts and vocabulary - Project is at or above student's level in Art</p>	<p>saving, making own figure</p>
		<p>Concept: Evaluate the significance of special effects in 2-D art work-background, figures from the Internet.</p>
		<p>Concepts: Demonstrate the influence of modern technologies on tools, materials, and processes.</p>
		<p>Concept: Demonstrate an understanding of the limitations and potential of media, tools, processes, and technology.</p>
		<p>Concept: Evaluate the effect of changing technologies on the visual arts.</p>
		<p>Concept: Analyze the relationship among the tools, media, technology, and processes.</p>
		<p>Concept: Analyze how the arts inform and persuade through movement, sound, and image.</p>
		<p>Concept: Analyze how the arts function in historical, societal, economic, and personal contexts</p>
		<p>Concept: Line, shape, repetition combine to express an idea</p>
		<p>Concept: Using computer programs to communicate an idea</p>
		<p>Concept: Analyze how the PIVOT program enhances a student's ability to create animation</p>
		<p>Concept: Describe and/or demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process</p>
		<p>Concepts: Trace how artistic styles have changed in response to cultural, historical, and technological events</p>

		<p>Concept: Small movements make a smoother presentation</p> <p>Concept: Differentiate between 2-D, 3-D, and time arts: Comic strips vs PIVOT</p> <p>Assignment: Students will create a PIVOT stick figure animation with at least 1000 slides; animation must have a story line; background, action and resolution of story.</p> <p>PowerPoint</p> <p>Demonstration: Adding slides, getting background, layouts, adding pictures, hyperlink, changing fonts, size, color, transitions, custom animation, adding sound</p> <p>Concept: Copyright law</p> <p>Concept: Words, elements of art, pictures combine to express an idea and to communicate</p> <p>Concept: Explain how line, shape, color, repetition, etc. combine to express an idea</p> <p>Concept: Using computer programs to communicate an idea</p> <p>Concept: Describe how special effects are created by the use of the PowerPoint computer program</p> <p>Concept: Evaluate the significance of special effects in 2-D art work-background, pictures from the Internet.</p> <p>Concepts: Demonstrate the influence of modern technologies on tools, materials, and processes.</p> <p>Concept: Evaluate the effect of changing technologies on the visual arts.</p>
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		<p>Concept: Analyze the relationship among the tools, media, technology, and processes.</p> <p>Concept: Analyze how the arts function in historical, societal, economic, and personal contexts</p> <p>Concept: Describe and/or demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process</p> <p>Concepts: Trace how artistic styles have changed in response to cultural, historical, and technological events</p> <p>Assignment: Students will create a PP presentation with at least 10 slides, a theme, with clip art/sound, hyperlink to an Internet video, background.</p>	
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Compare and contrast the variety of techniques that can be used for a variety of materials, tools, and techniques. Describe, analyze, and evaluate an artist's work based on the choices (e.g., media, tools,</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and</p>	<p>Independent Study: 5 class periods-200 pts.</p> <p>Concept: Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.</p> <p>Concept: Compare and contrast the variety of techniques that can be used for a variety of materials, tools, and techniques.</p> <p>Concept: Describe, analyze, and evaluate an artist's work based on the choices (e.g.,</p>	

<p>technology) made to communicate the idea. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>	<p>vocabulary - Project is at or above student's level in Art --Originality</p>	<p>media, tools, technology) made to communicate the idea. Concept: Analyze how the arts function in historical, societal, economic, and personal contexts. Assignment: Students may choose any media to interpret the chosen theme. Students who are in Set Design must make a prop for Madrigal.</p>
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Analyze how different art forms combine to create an interdisciplinary work (e.g., ballet, musical theatre, opera, cinematography, music videos). 25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Compare and contrast similar and distinctive artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) across art forms. Select works from each art form that share</p>	<p>Participation</p>	<p>Madrigal: 2 or 3 class periods/100 points Concept: Analyze how different art forms combine to create an interdisciplinary work Concept: Compare and contrast similar and distinctive artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) across art forms. Concept: Point out elements from each art form from the Madrigal, that share similar</p>

<p>similar theme/subject matter and justify selection.. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>		<p>theme/subject matter and justify selection.</p> <p>Concept: Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments)</p> <p>Suggested duties to help with Madrigal:</p> <ul style="list-style-type: none"> • Artifact or permanent Medieval prop • Hanging “wall” • Setting up coat rack • Setting up stage, tables, and/or chairs • Carrying • Decorate • Decorate cabinet • Costumes <p>Polite Audience Behavior -Listen attentively to and observe performances and art works -Do not move about or talk during the performance unless it is an emergency -Fine arts: drama (theatre, TV, video, movies, radio), music, dance, art -Name occupations associated with a performance such as Madrigal -Applause: standing ovation, “Bravo!” -Do not disturb cast member or crew during performance</p>
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<p>27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. Describe the influences of at least two artists (dance, drama, music or visual art) on their times. Connect the artists/works with the trends and/or influences of others (e.g. Picasso's "Guernica"; Stravinsky's "Firebird", Rodgers & Hammerstein's Oklahoma). Analyze how a particular art work (e.g., social dance, political cartoons, protest songs, films) influenced society in a given time period. Analyze how the works of a particular artist (e.g., playwright, composer, computer artist, choreographer) shape or reflect a given time period or event.</p>	<p>Art I and II: 3 paragraphs</p> <p>Art III, IV, Set Design: 5 paragraphs</p>	<p style="text-align: center;">Writing Assignment</p> <p>Year 1: Describe the influences of at least two artists (dance, drama, music or visual art) on their times.</p> <p>Year 2: Connect the artists/works with the trends and/or influences of others (e.g. Picasso's "Guernica"; Stravinsky's "Firebird", Rodgers & Hammerstein's Oklahoma).</p> <p>Year 3: Analyze how a particular art work (e.g., social dance, political cartoons, protest songs, films) influenced society in a given time period.</p> <p>Year 4: Analyze how the works of a particular</p>

		<p>artist (e.g., playwright, composer, computer artist, choreographer) shape or reflect a given time period or event.</p>								
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Discuss and evaluate an artist's ability to convey meaning based on the selection of materials and tools. Debate the choice of techniques used to convey meaning in an art work of self and others. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create an art work based on a plan incorporating research and problem solving. Create a body of work that will become a portfolio using a variety of technologies, resources, and independent decision making demonstrating a conceptual rationale (e.g., artist's statement of intent); depth (e.g., exploration, research, planning, practice, evaluation); proficiency (e.g., advanced techniques, tools, techniques); and evaluation (e.g., critique, revision, justification). Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>	<ul style="list-style-type: none"> -Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or above student's level in Art --Originality 	<p style="text-align: center;">Final Project: 5 class periods/200 points plus 50 daily points</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Concept: Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.</td> </tr> <tr> <td style="padding: 5px;">Concept: Compare and contrast the variety of techniques that can be used for a variety of materials, tools, and techniques.</td> </tr> <tr> <td style="padding: 5px;">Concept: Describe, analyze, and evaluate an artist's work based on the choices (e.g., media, tools, technology) made to communicate the idea.</td> </tr> <tr> <td style="padding: 5px;">Concept: Analyze how the arts function in historical, societal, economic, and personal contexts.</td> </tr> <tr> <td style="padding: 5px;">Concept: . Create art works in a variety of materials, techniques and styles.</td> </tr> <tr> <td style="padding: 5px;">Concept: Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments</td> </tr> <tr> <td style="padding: 5px;">Legacy Project: Paint a design personal to one's interests of personality on the wall or ceiling.</td> </tr> <tr> <td style="padding: 5px;">Assignment: Students may choose any media to interpret the chosen theme or paint a legacy design on the wall or ceiling.</td> </tr> </table>	Concept: Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.	Concept: Compare and contrast the variety of techniques that can be used for a variety of materials, tools, and techniques.	Concept: Describe, analyze, and evaluate an artist's work based on the choices (e.g., media, tools, technology) made to communicate the idea.	Concept: Analyze how the arts function in historical, societal, economic, and personal contexts.	Concept: . Create art works in a variety of materials, techniques and styles.	Concept: Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments	Legacy Project: Paint a design personal to one's interests of personality on the wall or ceiling.	Assignment: Students may choose any media to interpret the chosen theme or paint a legacy design on the wall or ceiling.
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High School		Third Nine Weeks					
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>	<ul style="list-style-type: none"> -Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or above student’s level in Art 	<p style="text-align: center;">Resists and Printing 5 class periods-200 points</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1297 1049 1992 1088">Concept: Everything prints backwards</td> </tr> <tr> <td data-bbox="1297 1088 1992 1127">Concept: Discourage use of words or numbers</td> </tr> <tr> <td data-bbox="1297 1127 1992 1235">Concept: . Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.</td> </tr> <tr> <td data-bbox="1297 1235 1992 1422">Concept: Analyze how the arts function in historical, societal, economic, and personal contexts. Printing of artwork began with Duhrer and the Guttenburg press; Japanese prints and their influence on the 1800 art;</td> </tr> <tr> <td data-bbox="1297 1422 1992 1458">Linoleum Print: Cutting a design in</td> </tr> </table>	Concept: Everything prints backwards	Concept: Discourage use of words or numbers	Concept: . Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.	Concept: Analyze how the arts function in historical, societal, economic, and personal contexts. Printing of artwork began with Duhrer and the Guttenburg press; Japanese prints and their influence on the 1800 art;	Linoleum Print: Cutting a design in
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	<p>--Originality</p>	<table border="1"> <tr> <td data-bbox="1297 138 1969 207"> <p>linoleum blocks, removing design; remaining design will print</p> </td> </tr> <tr> <td data-bbox="1297 207 1969 277"> <p>Mono Print: Drawing an original design in ink, then printing</p> </td> </tr> <tr> <td data-bbox="1297 277 1969 347"> <p>Nature Print: Printing with leaves, grasses, flowers, etc.</p> </td> </tr> <tr> <td data-bbox="1297 347 1969 537"> <p>Silk Screen: A design is cut into a silk screen panel, ink is applied with a squeegee Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.</p> </td> </tr> <tr> <td data-bbox="1297 537 1969 607"> <p>Batik: Hot wax or a resist paste is applied to fabric, then dyed</p> </td> </tr> <tr> <td data-bbox="1297 607 1969 760"> <p>Tie-Dye or Shibori: Fabric is tied with string or rubber bands; dye is painted, squirted or applied in a dye bath; tied areas will resist the dye</p> </td> </tr> <tr> <td data-bbox="1297 760 1969 829"> <p>Techniques: single and double prints; reduction printing</p> </td> </tr> <tr> <td data-bbox="1297 829 1969 948"> <p>Assignment: Students will use at least one printing technique to make four “good prints”; or create a tee shirt design using one method.</p> </td> </tr> </table>	<p>linoleum blocks, removing design; remaining design will print</p>	<p>Mono Print: Drawing an original design in ink, then printing</p>	<p>Nature Print: Printing with leaves, grasses, flowers, etc.</p>	<p>Silk Screen: A design is cut into a silk screen panel, ink is applied with a squeegee Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.</p>	<p>Batik: Hot wax or a resist paste is applied to fabric, then dyed</p>	<p>Tie-Dye or Shibori: Fabric is tied with string or rubber bands; dye is painted, squirted or applied in a dye bath; tied areas will resist the dye</p>	<p>Techniques: single and double prints; reduction printing</p>	<p>Assignment: Students will use at least one printing technique to make four “good prints”; or create a tee shirt design using one method.</p>
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<p>27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. Classify selected works of art by style, periods, or cultures (e.g., Classical, Renaissance, Romanticism, Pan-Asian, Native American).</p>	<p>Participation in discussion</p>	<p>Mini-lesson Classify selected works of art by style, periods, or cultures (e.g., Classical, Renaissance, Romanticism, Pan-Asian, Native American).</p>								
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Identify the role of a specific color scheme in an art work. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Use 2-D or 3-D materials to create an abstract work. Create art works in a variety</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding</p>	<p>Color 5 class periods-200 points</p>								

<p>of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>	<p>of concepts and vocabulary - Project is at or above student's level in Art --Originality</p>	<p>Concept: Identify the role of a specific color scheme in an art work.</p> <ul style="list-style-type: none"> • Analogous • Complementary • Triadic • Monochromatic <p>Concept: Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.</p> <ul style="list-style-type: none"> • How does color tie the artwork together? <p>Concept: Analyze how the arts function in historical, societal, economic, and personal contexts.</p> <ul style="list-style-type: none"> • Color popularity is different in different cultures, different time periods • Color has symbolism; color symbolism is different in different cultures <p>Concept: Using the same color in different media will create a different effect, mood, texture, etc.</p> <p>Concept: Artists or trends famous for color</p> <ul style="list-style-type: none"> • Fauvists-realistic subject with unusual colors • Picasso-Blue and Rose period • Van Gogh-intense colors • Chagall-fauvist colors • Matisse-intense color • Paintings that influenced society: Picasso
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		<ul style="list-style-type: none"> • 20th Century abstract art <p>Concept: Color Vocabulary</p> <ul style="list-style-type: none"> • Intensity • Hue • Tint • Shade <p>Assignment: Year 1: Composition, using color to show mood. Year 2: Cultural composition using a specific color scheme, such as a mandala. Year 3: Composition, realistic, using fauvist coloring. Year 4: Composition using color as symbolism.</p>				
<p>26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Describe and/or demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process (e.g., film, video, computer programs). Demonstrate processes that create special effects (e.g., scratch knife/ scratch board, gouge/printing block, painting/palette knife). Evaluate the significance of special effects in 2-D art work (e.g., embossing, wet-wet, scriffito, pointillism). 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal,</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or</p>	<p style="text-align: center;">Photoshop 2 or 3 class periods-100 points</p> <table border="1" style="width: 100%;"> <tr> <td>Concept: PhotoShop is the most-used photographic manipulation program in the US; many professions have use for it.</td> </tr> <tr> <td>Concepts: Many special effects can be used</td> </tr> <tr> <td>Concepts: Copyright law</td> </tr> <tr> <td>Concepts: Many photographs in public media have been “Photoshop-ed”, or altered</td> </tr> </table>	Concept: PhotoShop is the most-used photographic manipulation program in the US; many professions have use for it.	Concepts: Many special effects can be used	Concepts: Copyright law	Concepts: Many photographs in public media have been “Photoshop-ed”, or altered
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State Standards and NETS Technology Goals for High School	Assessment	Week #
<p>economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments)</p> <p>NETS Technology Goals: #1:Technology Operations and Concepts; #2: Social, ethical, and human issues; #3: Productivity Tools; #4: Communication tools; #4: Research tools; #6: Problem-solving and decision-making tools</p>	<p>above student's level in Art-Originality</p>	<p>Opening Photoshop, importing images; save</p> <p>Undo command; image magnification; opening saved images; moving image; image size and resolution; creating new images</p> <p>Color modes and models; foreground and background colors; color picker; eyedropper tool; magic eraser. Background eraser</p> <p>Selection basics; marquee tools, lasso tools, magic wand tool,</p> <p>Using layers; layer types; stacking layers; Rotating and flipping images; cropping images; filters, clone stamp; healing brush; red eye removal;</p> <p>Assignment: Students will experiment with filters; will remove a background and put three pictures together.</p>
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Compare and contrast the variety of techniques that can be used for a variety of materials, tools, and techniques. Describe, analyze, and evaluate an artist's work based on the choices (e.g., media, tools, technology) made to communicate the idea. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Use a variety of</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or above student's</p>	<p style="text-align: center;">Sculpture 5 class periods-200 points</p> <p>Concepts: Analyze the relationship among elements, principles, and expressive qualities in a 3-D work</p> <p>Concepts: Compare and contrast the variety of techniques that can be used for a variety of materials, tools, and techniques.</p> <ul style="list-style-type: none"> • Foam core-x-acto knives • Wood-hammer and nails or Dremel • Clay-clay tools • Metal-welder

<p>materials and processes to create functional and decorative art work (e.g., mosaics, murals, clay pottery, weavings, paintings). Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>	<p>level in Art --Originality</p>	<p>Concept: Describe, analyze, and evaluate an artist's work based on the choices (e.g., media, tools, technology) made to communicate the idea; different media will create different effects.</p> <p>Concept: Use a variety of materials and processes to create functional and decorative art work (e.g., mosaics, murals, clay pottery, weavings, paintings). Create art works in a variety of materials, techniques and styles.</p> <ul style="list-style-type: none"> • Vessels: functional but sometimes not used • Boxes: • Weaving • Foamcore • Wooden assemblages • Wooden carving • Wire <p>Concept: Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p> <p>Assignment: Students will make a sculpture out of a chosen media.</p>
<p>25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Analyze how different art forms combine to create an interdisciplinary work (e.g., ballet, musical theatre, opera, cinematography, music videos). Compare and contrast similar and distinctive artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes)</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day</p>	<p>Play-Set Design students-Alternate assignment- to replace as many other assignments as needed, depending on the length of time needed for that year's play</p> <p>Concept: Analyze how different art forms combine to create an interdisciplinary work</p> <p>Concept: Compare and contrast similar and</p>

State Standards and NETS Technology Goals for High School	Assessment	Week #
<p>across art forms. Select works from each art form that share similar theme/subject matter and justify selection. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>	<p>-Understanding of concepts and vocabulary - Project is at or above student's level in Art</p>	<p>distinctive artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) across art forms.</p> <p>Concept: Select an aspect of the play from each art form that help promote the them of the play and justify selection.</p> <p>Concept: Analyze how the arts function in historical, societal, economic, and personal contexts.</p> <p>Assignment possibilities:</p> <ul style="list-style-type: none"> • Paint scenery • Make props or sets • Gather props • Gather or make costumes

High School		Fourth Nine Weeks
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or above student's level in Art --Originality</p>	<p style="text-align: center;">Fantasy 5 class periods-200 points</p> <p>Concept: Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.</p> <p>Concept: Analyze how the arts function in historical, societal, economic, and personal contexts</p> <p>Concept: Paintings are painted in a realistic style, but with compositions that are not possible in real life. Surrealism-Salvatore Dali, Rene Magritte</p> <p>Modern media: Students should understand that new technologies such as CGI and other</p>

		<p>computer programs have opened up a new world for artists/ art-related career. Movies that are considered fantasy, such as the “Twilight” series, are related to surrealism, in that they appear real but are not. Fantasy movies such as “Harry Potter” series or “Lord of the Rings”; Manga cartoons have fantasy environment, costumes, buildings, artifacts</p> <p>Powerpoint: Fantasy examples and suggestions</p> <p>Assignment suggestions:</p> <ul style="list-style-type: none"> • Costume design • Surrealist painting • Surrealist sculpture • Fantasy environment model • Fantasy artifact • Fantasy architecture • Create PIVOT of fantasy world • Time art project (Storybook Alice)
		<p>Independent Study-Optional, if calendar permits. See first semester.</p>
<p>26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Describe and/or demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process (e.g., film, video, computer programs). Demonstrate processes that create special effects (e.g., scratch knife/ scratch board, gouge/printing block, painting/palette knife). Evaluate the significance of special effects in 2-D art work (e.g., embossing, wet-wet, scriffito, pointillism). Demonstrate the influence of modern technologies on tools, materials, and processes. Demonstrate an understanding of the limitations and potential of media, tools, processes, and technology. Evaluate the effect of changing technologies on the visual arts. Analyze the relationship among the tools, media, technology, and processes. 26B —</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or above student’s level in Art</p>	<p>Using a Computer as an Art Tool 5 class periods-200 points</p> <p>Concept: Describe and/or demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process (e.g., film, video, computer programs).</p> <p>Concept: Demonstrate processes that create special effects</p> <p>Concept: Evaluate the significance of special effects in 2-D art work</p> <p>Concept: Demonstrate an understanding of the limitations and potential of media, tools,</p>

<p>Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments,</p>		<p>processes, and technology.</p> <p>Concept: Evaluate the effect of changing technologies on the visual arts.</p> <p>Concept: Analyze the relationship among the tools, media, technology, and processes.</p> <p>Concept: Create art works in a variety of materials, techniques and styles.</p> <p>Concept: Analyze how the arts function in historical, societal, economic, and personal contexts</p> <p>Option #1: Using the drawing tools on Word, Paint, or Photoshop to create an original artwork.</p> <p>Option #2: PowerPoint presentation: This is only for a student who has not learned this in Computer Applications class.</p> <p>Option #3: PIVOT stick figure animation program</p> <p>Photoshop assignment option #4:</p> <p>Introduction to Photoshop DVD Explore Photoshop on own</p> <p>Edit Modes Basic image manipulation Students will experiment with all elements introduced.</p> <p>Color Basics Painting Tools Students must experiment with at least 6 tools discussed.</p> <p>Selections Filling and Stroking Students must experiment with 3 tools, plus the Magic Wand.</p>
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		<p>Layers Text Students must try all elements.</p> <p>Manipulating images Lighting, Color, Contrast, Clarity Students must try 5 tools, including Filters</p> <p>Assignment: Select three images to combine, including one taken by student; use at least one filter; one color tool; and two other tools.</p> <p>Option #5: Storytelling Alice animation program Day 1: Introduction to Photoshop DVD Explore Photoshop on own</p> <p>Option #6: Interdisciplinary work such as a project for science class in which you use an</p> <p>Option #7: Housing design drawing program (need to talk to Adam about putting it on the library computers)</p>
<p>25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create art works in a variety of materials, techniques and styles. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the artist in each of the arts uses technology creatively. Investigate occupations that are related to the arts industry (e.g., record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers). Evaluate the function of the arts in historical, societal, economic, and personal contexts (e.g. careers, aesthetics, commentary or criticism, predictor of or</p>	<p>-Craftsmanship -Problem-solving -Creativity -Aesthetics -Work ethic:10 points per day -Understanding of concepts and vocabulary - Project is at or above student’s level in Art --Originality</p>	<p>Art-Related Careers 5 class periods-200 points</p> <p>Concept: Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work; the artist must combine these to create an aesthetically appealing product and to please the client or public.</p> <p>Concept: Analyze how the artist in each of the arts uses technology creatively.</p> <ul style="list-style-type: none"> • Architect: CAD or other computer drawing programs • Photographer: Use photoshop, digital cameras • Industrial designer: CAD or other computer drawing programs

<p>catalyst for change, tools for learning, economic contribution, therapy, propaganda/ advertising, making the invisible visible, cross disciplinary synthesis). Evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms. Justify an opinion about the purposes and effects of various media in terms of informing and persuading the public. Examine the purposes and effects of various media (e.g. film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public. Hypothesize how the arts will function in the future as a result of changes in traditional and contemporary media.</p>		<p>Concept: Investigate occupations that are related to the arts industry (e.g., record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers).</p>
		<p>Concept: Evaluate the function of the arts in historical, societal, economic, and personal contexts.</p>
		<p>Concept: Examine the purposes and effects of various media (e.g. film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public.</p> <ul style="list-style-type: none"> • What is the role of advertising in our society? • How does package design affect our buying habits? • How do TV commercials affect our buying habits? • What is the importance of a movie trailer? • Why don't we wear the same style of clothing forever? •
		<p>Concept: Hypothesize how the arts will function in the future as a result of changes in traditional and contemporary media.</p>
		<p>Careers: Architect, book illustrator, artist, commercial artist/graphic design, car designer, industrial designer, etc</p>
		<p>Assignment Suggestions:</p> <ul style="list-style-type: none"> • Vessel • Book Illustration • Greeting card designer • Drawing or model of functional object such as a car, building, tractor, artifact • Design clothing • City planning

State Standards and NETS Technology Goals for High School

Assessment

Week #

		<ul style="list-style-type: none">• Landscaping design• Video
		Final 5 class periods-200 pts and 50 pts daily pts. See first semester assignment