

Middle School-First Nine Weeks		Week
<p>25A — Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Distinguish between figure and ground in a still life composition. Describe value and line and how they transform shapes to 3-D forms. Distinguish the light and dark values of a color using a monochromatic scale. Recognize variation in size and proportion to express an idea (e.g., Giacommetti's, Botero's, and Tatlin's sculptures). Explain the illusion of a 3-D object drawn on a flat surface. Demonstrate an understanding of the ability of line to create value and surface change. 25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.</p> <p>26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Compare and contrast how materials are used when depicting similar subjects. 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Draw a still life composed of objects based on mechanical forms (e.g., balls, boxes, blocks, cups) demonstrating overlap and placement. Draw a building from observation using geometric shapes and forms. Use linear and aerial/atmospheric perspective to create the illusion of 3-dimensionality in a 2-dimensional artwork.</p>	<p>-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p>Week 1 and 2: Drawing skills-200 pts.</p> <div data-bbox="1325 354 1940 542" style="border: 1px solid black; padding: 5px;"> <p>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 </div> <div data-bbox="1325 545 1940 805" style="border: 1px solid black; padding: 5px;"> <p>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 </div> <div data-bbox="1325 808 1940 1328" style="border: 1px solid black; padding: 5px;"> <p>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 </div> <p>Assignment: Practice smooth transition from light to dark; try a variety of papers and pencils.</p>

Illinois State Standards or NETS Technology Standards	Assessment	Concepts
<p>Middle School-First Nine Weeks-Drawing Basics</p> <p>27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. List artists who have made significant contributions and describe their ideas. Compare and contrast the contribution of individual artists on movements, trends, or period. 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. Describe the influences of at least two artists (dance, drama, music or visual art) on their times. Connect artists or their works with the trends and/or influences they create(d)</p>		<p>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: Draw each shape; shade each.</p>
		<p>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>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>Concept: Still life</p> <ul style="list-style-type: none"> • Figure and ground <p>Assignment: Draw a still life composed of mechanical forms.</p>

Illinois State Standards or NETS Technology Standards

Assessment

Concepts

Middle School-First Nine Weeks-Poster

25A — Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Identify universal symbols from every day life. Locate contrast in 2-D and 3-D art works (e.g., light to dark, big to small). 25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.

26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the art. Create special effects in 2-D art 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 a realistic 2-D art work.

27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Explain the way the various arts are used to persuade and promote ideas in advertising.

- Understanding of vocabulary and concepts
- Craftsmanship
- Aesthetics
- Problem solving
- Daily points

Weeks 3 and 4: Poster Composition; Poster on Word, and Technical Drawing-200 points

Concept: Types of poster board

- Weights and colors

Concept: Lettering

- Freehand
- Stencils
- Tracing from Word

Concept: Placement of lettering

- Symmetrical or asymmetrical
- Draw lightly, so you can erase!
- Horizontal, vertical, diagonal
- Shaped

Concept: Choice of colors

- Eye-catching color for most important words
- Do not color each letter a different color-hard to read

Concept: Choice of font

- Is it legible?
- No more than two fonts

Concept: Craftsmanship

- Erase smudge marks
- Cover areas with paper to protect
- Take your time!

Illinois State Standards or NETS Technology Standards	Assessment	Concepts
<p align="center">Middle School-First Nine Weeks-Poster</p>		<p>Concept: Emphasis</p> <ul style="list-style-type: none"> • Adding colored borders on pictures and charts • Most important information should be the largest • Use contrasting colors for emphasis <hr/> <p>Concept: Symbolism and theme</p> <ul style="list-style-type: none"> • Homecoming-symbols of theme • What is the overall theme? • Make everything tie together <hr/> <p>Concept: Labeling of pictures</p> <ul style="list-style-type: none"> • Labeling needs to be perfect • Do in pencil first • Use guide lines <hr/> <p>Concept: Borders</p> <ul style="list-style-type: none"> • Optional • How to get straight <hr/> <p>Concept: Media</p> <ul style="list-style-type: none"> • Markers: Use and care; use black last; light colors first • Colored pencils: directional coloring • Cut paper letters • Glitter? Not always the best choice <hr/> <p>Concept: Career</p> <ul style="list-style-type: none"> • Advertising/Graphic Arts <hr/> <p>Assignment: Make a poster with the homecoming theme; colored; with an illustration.</p> <p>Assignment: Make a poster with the homecoming theme using Word and clip art.</p>

Illinois State Standards or NETS Technology Standards	Assessment	Concepts
<p style="text-align: center;">Middle School-First Nine Weeks-Homecoming</p> <p>25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.</p> <p>26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam).</p> <p>27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design). Compare and contrast the function of the arts in two similar types of ceremonies (e.g., parades - Thanksgiving Day Parade and Mardi Gras; Opening Ceremony - Super Bowl and World Series). Explain the ways technology is used to communicate in each of the arts.</p>	<p>-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p>Weeks 5 and 6: Homecoming-200 points</p> <p>Concept: Elements, principles, and tools combine to express an idea</p> <p>Concept: Theme</p> <ul style="list-style-type: none"> • How do you translate this year's theme? • What are the symbols of the theme? <p>Concept: Craftsmanship</p> <ul style="list-style-type: none"> • Is it neat? • Did you take your time? <p>Concept: Commercial application</p> <ul style="list-style-type: none"> • Career <p>Concept: What are the various ways we use art in the celebration of homecoming? (parade, decorations for dance, posters, tee-shirts, decorations for hallway)</p> <p>Concept: Technology is used to communicate</p> <p>Assignment: Make a 2-D or 3-D project related to the current Homecoming theme. (Examples: game, large decoration, float design)</p>

Illinois State Standards or NETS Technology Standards	Assessment	Concepts
<p style="text-align: center;">Middle School-First Nine Weeks-Cultural Art</p> <p>25A — Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Recognize a repeated element that creates a random rhythm (e.g., crazy quilt). Compare and contrast the use of the same symbols in different art works (e.g., cross, ring, flag, traffic signs, logos). Select and describe expressive qualities that contribute to subject matter in an art work. 25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist. Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter (e.g., self-portrait to monologue or solo) using the appropriate artistic component (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) vocabulary. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes).26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam). Describe and/or demonstrate how the same idea is executed in 2-D and 3-D media. Describe or demonstrate the process of weaving (e.g., paper weaving, cardboard, loom). Explain how tools, processes, and materials combine to create specific effects in a 2-D art work (e.g., foam or bristle brushes, q-tips or sticks to apply paint). Create unique specific effects using a combination of media, tools, and processes</p>	<p>-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p>Weeks 7, 8, 9: Cultural Art-300 points</p> <p>Concept: What is the definition of “cultural art”</p> <p>Concept: Compare and Contrast</p> <ul style="list-style-type: none"> • All cultural art has commonalities • Symbols • 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: Random rhythm</p> <ul style="list-style-type: none"> • Crazy quilt • Mandala • Geometric design <p>Concept: Expressive qualities</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 <p>Concept: Artists</p> <ul style="list-style-type: none"> • Often unknown • Techniques often passed down

Illinois State Standards or NETS Technology Standards

Assessment

Concepts

Middle School-Second Nine Weeks-Cultural Art

(e.g., clay tools to texturize, glue to attach textural objects, computer word programs/fonts and sizes). 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).

27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Categorize types of artists with their art and art related products or performances (e.g., commercial artist, artistic directors). 27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. Describe how the same idea is expressed in works of art (e.g., portraits, wedding dances, national anthems) from different cultures, times, or places. Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles). Investigate how the arts reflect different cultures, times, and places. Compare how different art forms express aspects of the same culture, time, or place. Determine the reasons why certain artists or works of art reflect culture (e.g. totems, ritual).

Project emphasis 3-year rotation:

	11	12	13
Weaving			
Pottery			
Mandala			
Mosaics			
Mural			
Paintings			
PowerPoint			
Puppets			
Stitchery			
Mask			
Musical Instrument			
Model of housing			

Fall country selection: Eastern Hemisphere

Year done	11	12	13
Japan			
China			
Australia			
India			
Russia			
Africa			
Egypt			

Assignment: Students will choose a different country to research each year; students will select one of this year's projects to execute.

Illinois State Standards or NETS Technology Standards

Assessment

Concepts

Middle School-Third Nine Weeks-Color		Week						
<p>25A — Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Describe the moods depicted in a variety of art works with the same subjects (e.g., landscapes, still life). Recognize color schemes in a work of art. Construct a color wheel, which consists of primary, secondary, and intermediate colors. 25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.</p> <p>26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam). Recognize the different characteristics of similar materials (e.g., watercolor/tempera; plasticene clay/fire clay; crayon/chalk). 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 abstract artwork using shapes and color to convey mood. Use 2-D or 3-D materials to create an abstract work.</p>	<p>-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p>Week 1 and 2: Color-200 points</p> <table border="1" data-bbox="1325 318 1955 1455"> <tr> <td data-bbox="1325 318 1955 358">Concept: Color denotes mood</td> </tr> <tr> <td data-bbox="1325 358 1955 586"> Concept: Color schemes <ul style="list-style-type: none"> • Analogous • Complementary or Opposites • Triadic • Monochromatic </td> </tr> <tr> <td data-bbox="1325 586 1955 695">Concept: Light and Dark colors; graying colors</td> </tr> <tr> <td data-bbox="1325 695 1955 889"> Concept: Color Wheel <ul style="list-style-type: none"> • Primary • Secondary • Intermediate or Tertiary </td> </tr> <tr> <td data-bbox="1325 889 1955 1036">Concept: Using the same color in different media will create a different effect, mood, texture, etc.</td> </tr> <tr> <td data-bbox="1325 1036 1955 1455"> Concept: Artists or trends famous for color <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 • 20th Century abstract art </td> </tr> </table>	Concept: Color denotes mood	Concept: Color schemes <ul style="list-style-type: none"> • Analogous • Complementary or Opposites • Triadic • Monochromatic 	Concept: Light and Dark colors; graying colors	Concept: Color Wheel <ul style="list-style-type: none"> • Primary • Secondary • Intermediate or Tertiary 	Concept: Using the same color in different media will create a different effect, mood, texture, etc.	Concept: Artists or trends famous for color <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 • 20th Century abstract art
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<p data-bbox="254 131 884 172">Middle School-Second Nine Weeks-Color</p> <p data-bbox="79 212 1058 646">27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. List artists who have made significant contributions and describe their ideas. Compare and contrast the contribution of individual artists on movements, trends, or period. 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. Describe the influences of at least two artists (dance, drama, music or visual art) on their times. Connect artists or their works with the trends and/or influences they create(d).</p>		<p data-bbox="1339 131 1724 172">Concept: Color Vocabulary</p> <ul data-bbox="1381 172 1556 326" style="list-style-type: none"> • Intensity • Hue • Tint • Shade <p data-bbox="1339 367 1818 407">Concept: Importance of originality</p> <p data-bbox="1339 440 1654 480">Concept: Color Media</p> <ul data-bbox="1381 480 1755 821" style="list-style-type: none"> • Colored pencils • Markers • Watercolors • Acrylic paint • Tempera • Crayons • Pastels and oil pastels • Colored paper • Oil paints <p data-bbox="1339 862 1661 902">Assignment rotation:</p> <p data-bbox="1339 902 1923 967">Year 1: Composition, using color to show mood.</p> <p data-bbox="1339 967 1934 1032">Year 2: Composition using a specific color scheme.</p> <p data-bbox="1339 1032 1850 1114">Year 3: Composition, realistic, using fauvist coloring.</p>

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<p data-bbox="142 136 995 168">Middle School-Third Nine Weeks-PIVOT and PowerPoint</p> <p data-bbox="81 212 1045 354">25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art.</p> <p data-bbox="81 397 1058 938">26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Analyze how the selection of media or tools can enhance the communication of an idea (e.g., using watercolors to paint seascapes or clouds; using computer programs to create animation). Distinguish among the processes of film, animation, and video. 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). 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 cartoon strip or storyboard with a sequence of actions. Create a performance or animated art work incorporating the use of computer or video. Create a time artwork (e.g., flip book, mobile/kinetic sculpture, animation, video, film).</p> <p data-bbox="81 982 1041 1123">NETS Technology Goals: #1: Technology Operations and Concepts; #2: Social, ethical, and human issues; #3: Productivity Tools; #4: Communication tools; #6: Problem-solving and decision-making tools</p> <p data-bbox="81 1235 1058 1419">Note: 6th grade-ten slides with clip art or pictures; slide transition; 7th grade-ten slides with Ill; slide transitions; custom animation 8th-ten slides, with ill.; slide transitions; custom animation; sound</p>	<p data-bbox="1083 139 1289 402">-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p data-bbox="1325 172 1982 204">Weeks 3 and 4: Computer Skills-100 pts each</p> <p data-bbox="1325 245 1436 277">PIVOT</p> <p data-bbox="1325 285 1919 354">Concept: Line, shape, repetition combine to express an idea</p> <p data-bbox="1325 362 1877 430">Concept: Using computer programs to communicate an idea</p> <p data-bbox="1325 438 1940 539">Concept: Analyze how the PIVOT program enhances a student's ability to create animation</p> <p data-bbox="1325 547 1940 649">Concept: Describe how special effects are created by the use of PIVOT computer program</p> <p data-bbox="1325 657 1835 725">Concept: Small movements make a smoother presentation</p> <p data-bbox="1325 734 1919 873">Assignment: Students will create a PIVOT stick figure animation with at least 500 slides; animation must have a story line; action and resolution of story.</p> <p data-bbox="1325 914 1520 946">PowerPoint</p> <p data-bbox="1325 954 1919 1057">Concept: Words, elements of art, pictures combine to express an idea and to communicate; copyright law</p> <p data-bbox="1325 1065 1940 1133">Concept: Explain how line, shape, color, repetition, etc. combine to express an idea</p> <p data-bbox="1325 1141 1877 1209">Concept: Using computer programs to communicate an idea</p> <p data-bbox="1325 1218 1940 1320">Concept: Describe how special effects are created by the use of the PowerPoint computer program</p> <p data-bbox="1325 1328 1898 1430">Assignment: Students will create a PP presentation with at least 10 slides, a theme, with clip art/sound.</p>

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<p>Middle School-Second Nine Weeks-Unit Sculpture</p> <p>25A — Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Differentiate between positive and negative spaces in a sculpture. 25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.</p> <p>26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam). Explain the processes used with specific tools (e.g., clay sculpture: coil, slab; chalk: smudge, rubbing). Describe or demonstrate various processes that can be used to create sculpture (e.g., clay, paper mache, found objects). 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Sketch and build a sculpture from a 2-D drawing. Create an artwork based on a plan incorporating research and problem solving.</p> <p>27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works (e.g., outdoor sculpture, murals, theatre in the round, dancing in a parade vs. on a stage).</p>	<ul style="list-style-type: none"> -Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points 	<p>Weeks 5 and 6: Unit Sculpture-200 pts</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Concept: “Unit”-one of the same thing-popsicle stick; straws; plastic spoons, spools, bottle caps</td> </tr> <tr> <td style="padding: 5px;">Concept: Differentiate between positive and negative space</td> </tr> <tr> <td style="padding: 5px;">Concept: Elements, principles and tools combine to express and idea</td> </tr> <tr> <td style="padding: 5px;">Concept: Balance-radial, symmetrical or asymmetrical</td> </tr> <tr> <td style="padding: 5px;">Concept: Creating Repetition and movement</td> </tr> <tr> <td style="padding: 5px;">Concept: Realistic or abstract</td> </tr> <tr> <td style="padding: 5px;">Concept: Choice of glue and tools in relation to choice of unit</td> </tr> <tr> <td style="padding: 5px;">Concept: Sketch idea; plan; problem-solving</td> </tr> <tr> <td style="padding: 5px;">Concept: How does the space the sculpture is displayed in, affect artwork?</td> </tr> <tr> <td style="padding: 5px;">Artists: Louise Nevelson installations;</td> </tr> <tr> <td style="padding: 5px;">Assignment: Students must create a representational or abstract sculpture using multiples of one “unit”</td> </tr> </table>	Concept: “Unit”-one of the same thing-popsicle stick; straws; plastic spoons, spools, bottle caps	Concept: Differentiate between positive and negative space	Concept: Elements, principles and tools combine to express and idea	Concept: Balance-radial, symmetrical or asymmetrical	Concept: Creating Repetition and movement	Concept: Realistic or abstract	Concept: Choice of glue and tools in relation to choice of unit	Concept: Sketch idea; plan; problem-solving	Concept: How does the space the sculpture is displayed in, affect artwork?	Artists: Louise Nevelson installations;	Assignment: Students must create a representational or abstract sculpture using multiples of one “unit”
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<p>Middle School-Second Nine Weeks-Madrigal and Functional Art</p> <p>27A-Demonstrate good audience behavior and evaluate the behavior of self and others. Describe how audience behavior changes a product or performance. Demonstrate good audience behavior and evaluate the behavior of self and others. 27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. Investigate how the arts reflect different cultures, times, and places.</p>	<p>Listening and participation in discussion</p>	<p>Early December: Madrigal: Audience Behavior</p> <ul style="list-style-type: none"> -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 -No flash photography during a play -If you are late, wait for a scene change to go to your seat -Share positive comment about a performance work of art -Do not touch props or decoration -Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works -Shut off cell phones and pagers - Describe how audience behavior changes a product or performance. -Be quiet on the metal bleachers -Analyze your own behavior and the audience's behavior <p>Concepts: Madrigal-history and definition; Medieval times; Middle Ages; costumes; props; decorations; Black Plague</p>

Illinois State Standards or NETS Technology Standards

Assessment

Concepts

Middle School-Second Nine Weeks-Functional Art

25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam).

- Understanding of vocabulary and concepts
- Craftsmanship
- Aesthetics
- Problem solving
- Daily points

Weeks 7, 8, 9: Functional Art-Group-200 pts

Concept: Some art is for viewing only; functional art is art which has a practical function, such as dinnerware, car design, or furniture; a lot of functional art is not really used.

Concept: Does design influence our buying habits?

Concept: “Form follows function”; elements, principles and tools combine to express an idea in a work of art;

Concept: Select the correct tools and materials for the project selected.

Concept: Claes Oldenburg’s sculptures depicting common objects in giant forms.

Projects for a three year rotation:

Assignment:	11	12	13
Vehicle design			
Dinnerware			
Silverware			
Furniture			
Bridge			
Toy			
Building			
Product			
Tee shirt design			

Middle School-Third Nine Weeks-Drawing Review		Week
<p>25A — Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Distinguish between figure and ground in a still life composition. Describe value and line and how they transform shapes to 3-D forms. Distinguish the light and dark values of a color using a monochromatic scale. Explain the illusion of a 3-D object drawn on a flat surface. Demonstrate an understanding of the ability of line to create value and surface change. 25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Compare and contrast how materials are used when depicting similar subject. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Analyze how various arts are used to persuade and promote ideas (e.g., political conventions, campaigns, advertising).</p>	<ul style="list-style-type: none"> -Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points 	<p>Week 1 and 2: Drawing Review-200 points</p> <p>Concept: Distinguish between figure and ground in a still life</p> <p>Concept: Distinguish the light and dark values of a color using a monochromatic scale.</p> <p>Concept: Review how to create the illusion of a 3-D object on a 2-D surface.</p> <p>Concept: Analyze product design in relation to man-created images.</p> <p>Concept: Compare and contrast how materials are used when depicting similar subject.</p> <p>Concept: Andrew Wyeth’s use of drawing compared to da Vinci</p> <p>Assignment: Render the same object in two different color media: colored pencil, pastels, art stix, or markers.</p> <p>Assignment: Draw and shade a still life using at least three objects from the room or personal object; use colored pencils.</p>

Illinois State Standards or NETS Technology Standards	Assessment	Concepts
<p>Middle School-Third Nine Weeks-Printmaking</p> <p>25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam). Explain the processes used with specific tools (e.g., clay sculpture: coil, slab; chalk: smudge, rubbing). Describe or demonstrate tools and processes of printmaking (e.g., block, mono, stamp, vegetable printing). Demonstrate processes that create special effects (e.g., scratch knife/ scratch board, gouge/printing block, painting/palette knife). 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 artwork based on a plan incorporating research and problem solving.</p>	<p>-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p>Weeks 3 and 4: Printmaking-200 points</p> <p>Concept: Gutenberg press, early Renaissance, allowed affordable artwork available to all; Duhrer-early printer</p> <p>Concept: Oldest intentional printing-1000 years ago in China.</p> <p>Concept: We have a propensity to print, using our hands and feet; cave prints of hands.</p> <p>Concept: Japanese woodblock prints, made in the 1700's, influenced the Impressionists in the 1860's; unusual viewpoints, simplicity, common themes; "The Great Wave off Kamakara" (sp?); geisha; actors</p> <p>Concepts: Common material is linoleum; anything cut away will not print; parts can keep being removed, (reduction) then reprinted.</p> <p>Concept: Printing ink vs. acrylic paint</p> <p>Vocabulary: brayer</p> <p>Concept: Everything prints backwards; words and numbers don't work well</p> <p>Concept: Safety with the cutters</p> <p>Assignment: Students will cut and print one 4 x 6 linoleum block; they will print at least:</p> <ul style="list-style-type: none"> • One color • Two colors • Reduction print • Unusual paper or surface

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<p data-bbox="138 136 984 168">Middle School-Third Nine Weeks-Independent Study</p> <p data-bbox="81 212 1045 683">25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam). Evaluate the significance of special effects in 2-D art work (e.g., embossing, wet-wet, sciffito, pointillism).</p>	<p data-bbox="1073 136 1293 370">-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p data-bbox="1333 136 1990 168">Weeks 5 and 6: Independent Study-200 points</p> <p data-bbox="1333 173 1915 277">Concept: Elements, principles, and tools are combined to express an idea in a work of art</p> <p data-bbox="1333 282 1915 386">Concepts: Analyze how the artistic components are combined within a work of art.</p> <p data-bbox="1333 391 1915 495">Concept: Select appropriate tools and materials to create and communicate in 2-D and 3-D; add special effects</p> <p data-bbox="1333 500 1915 683">Assignment: Students are to select any media to complete a project of their own choice; theme and criteria will be different each year; teacher approval needed.</p> <p data-bbox="1333 727 1619 760">Suggested themes:</p> <ul data-bbox="1388 803 1619 992" style="list-style-type: none"> • Architecture • Altered book • Bridge • Vehicle • Drawing

Illinois State Standards or NETS Technology Standards	Assessment	Concepts
<p>Middle School-Third Nine Weeks-Cultural Art</p> <p>25A — Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. Recognize a repeated element that creates a random rhythm (e.g., crazy quilt). 25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist. Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter (e.g., self-portrait to monologue or solo) using the appropriate artistic component (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) vocabulary. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes). 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, tyrofoam). Explain the processes used with specific tools (e.g., clay sculpture: coil, slab; chalk: smudge, rubbing). Describe and/or demonstrate how the same idea is executed in 2-D and 3-D media. Describe or demonstrate the process of weaving (e.g., paper weaving, cardboard, loom). Explain how tools, processes, and materials combine to create specific effects in a 2-D art work (e.g., foam or bristle brushes, q-tips or sticks to apply paint). Create unique specific effects using a combination of media, tools, and processes (e.g., clay tools to texturize, glue to attach textural objects, computer word programs/fonts and sizes). 26B — Students who</p>	<p>-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p>Weeks 7, 8, 9: Cultural Art-200 points</p> <p>Concept: What is the definition of “cultural art”</p> <p>Concept: Compare and Contrast</p> <ul style="list-style-type: none"> • All cultural art has commonalities • Symbols • Compare 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: Random rhythm</p> <ul style="list-style-type: none"> • Crazy quilt • Mandala • Geometric design <p>Concept: Expressive qualities</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 <p>Concept: Artists</p> <ul style="list-style-type: none"> • Often unknown • Techniques often passed down through families

Illinois State Standards or NETS Technology Standards

Assessment

Concepts

meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. 27B — Students who meet the standard understand how the arts shape and reflect history, society and everyday life. Describe how the same idea is expressed in works of art (e.g., portraits, wedding dances, national anthems) from different cultures, times, or places. Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles). Investigate how the arts reflect different cultures, times, and places. Compare how different art forms express aspects of the same culture, time, or place. Determine the reasons why certain artists or works of art reflect culture (e.g. totems, ritual).

Project emphasis 3-year rotation:			
	11	12	13
Weaving			
Pottery			
Mandala			
Mosaics			
Mural			
Paintings			
PowerPoint			
Puppets			
Stitchery			
Mask			
Musical Instrument			
Model of housing			

Spring: Western Hemisphere plus Europe

Native American	11	12	13
Central American			
South American			
Spanish			
Europe			
Northwest Coastal			

Assignment: Students will choose a different country to research each year; students will select one of this year's emphasized projects to execute.

Illinois State Standards or NETS Technology Standards	Assessment	Concepts																																																				
Middle School-Fourth Nine Weeks-Careers		Week																																																				
<p>25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam). 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Design an architectural structure from imagination. Investigate the use of video in a performance work. 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. Explain ways dance, drama, music, and visual art play a part in everyday life (e.g. education, architecture, landscape design, political cartoons, fashion design, background music, television). Investigate occupations that are related to the arts industry (e.g., record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers).</p> <p>(Career Education-3 hours)</p>	<ul style="list-style-type: none"> -Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points 	<p>Week 1 and 2: Careers-200 points</p> <table border="1" data-bbox="1325 207 1955 1469"> <tr> <td data-bbox="1325 207 1749 282">Concept: There are many art-related careers</td> <td colspan="3"></td> </tr> <tr> <td data-bbox="1325 282 1749 357">Concept: Artistic component combine to express an idea.</td> <td colspan="3"></td> </tr> <tr> <td data-bbox="1325 357 1749 431">Concept: Select tools and materials to communicate in 2-D or 3-D forms.</td> <td colspan="3"></td> </tr> <tr> <td data-bbox="1325 431 1749 472">Career choices: projects</td> <td data-bbox="1749 431 1812 472">11</td> <td data-bbox="1812 431 1875 472">12</td> <td data-bbox="1875 431 1955 472">13</td> </tr> <tr> <td data-bbox="1325 472 1749 654">Architect: foamcore or cardboard building; matchstick bridge or tower; furniture design; drawing; interior design</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1325 654 1749 729">Greeting card designer: set of five cards</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1325 729 1749 803">Book illustrator: write and illustrate a book</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1325 803 1749 914">Product package designer: design cover of product or CD cover</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1325 914 1749 1024">Industrial designer: drawing or sculpture of vehicle;</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1325 1024 1749 1099">Cartoonist: political cartoon or comic strip</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1325 1099 1749 1209">Story board: create a ten panel story board for a movie</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1325 1209 1749 1359">Clothing designer: design five outfits for a sports team, military, fashion, or movie</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1325 1359 1749 1469">Technology: make a movie; do a PowerPoint; PIVOT; Photoshop</td> <td></td> <td></td> <td></td> </tr> </table>	Concept: There are many art-related careers				Concept: Artistic component combine to express an idea.				Concept: Select tools and materials to communicate in 2-D or 3-D forms.				Career choices: projects	11	12	13	Architect: foamcore or cardboard building; matchstick bridge or tower; furniture design; drawing; interior design				Greeting card designer: set of five cards				Book illustrator: write and illustrate a book				Product package designer: design cover of product or CD cover				Industrial designer: drawing or sculpture of vehicle;				Cartoonist: political cartoon or comic strip				Story board: create a ten panel story board for a movie				Clothing designer: design five outfits for a sports team, military, fashion, or movie				Technology: make a movie; do a PowerPoint; PIVOT; Photoshop			
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<p>25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. 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). 27A — Students who meet the standard can analyze how the arts function in history, society and everyday life. List technology used in the arts (e.g., cameras, synthesizers, computers, printing press). Categorize types of artists with their art and art related products or performances (e.g., designers create packages, composers write advertising jingles, architects design buildings).</p>	<ul style="list-style-type: none"> -Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points 	<p>Weeks 3 and 4: Computer Skills-PhotoShop-200 points</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Concept: PhotoShop is the most-used photographic manipulation program in the US; many professions have use for it.</td> </tr> <tr> <td style="padding: 5px;">Concepts: Many special effects can be used</td> </tr> <tr> <td style="padding: 5px;">Concepts: Copyright law</td> </tr> <tr> <td style="padding: 5px;">Concepts: Many photographs in public media have been “Photoshop-ed”, or altered</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Opening Photoshop, importing images; save</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Undo command; image magnification; opening saved images; moving image; image size and resolution; creating new images</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Color modes and models; foreground and background colors; color picker; eyedropper tool; magic eraser. Background eraser</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Selection basics; marquee tools, lasso tools, magic wand tool,</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Using layers; layer types; stacking layers;</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Rotating and flipping images; cropping images; filters, clone stamp; healing brush; red eye removal;</td> </tr> <tr> <td style="padding: 5px;"> <p>Assignment: Students will experiment with filters; will remove a background and put two pictures together.</p> </td> </tr> <tr> <td style="height: 20px;"></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	Opening Photoshop, importing images; save	Undo command; image magnification; opening saved images; moving image; image size and resolution; creating new images	Color modes and models; foreground and background colors; color picker; eyedropper tool; magic eraser. Background eraser	Selection basics; marquee tools, lasso tools, magic wand tool,	Using layers; layer types; stacking layers;	Rotating and flipping images; cropping images; filters, clone stamp; healing brush; red eye removal;	<p>Assignment: Students will experiment with filters; will remove a background and put two pictures together.</p>	
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Illinois State Standards or NETS Technology Standards	Assessment	Concepts
<p>Middle School-Fourth Nine Weeks-Independent Study</p> <p>25A — Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts. 25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.</p> <p>26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam)</p>	<p>-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p>Weeks 5 and 6: Independent Study-200 points</p> <p>Concept: Elements, principles, and tools are combined to express an idea in a work of art</p> <p>Concepts: Analyze how the artistic components are combined within a work of art.</p> <p>Concept: Select appropriate tools and materials to create and communicate in 2-D and 3-D; add special effects</p> <p>Assignment: Students are to select any media to complete a project of their own choice; theme and criteria will be different each year; teacher approval needed.</p> <p>Suggested themes:</p> <ul style="list-style-type: none"> • Architecture • Altered book • Bridge • Vehicle • Drawing

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<p>Middle School-Fourth Nine Weeks-Engineering-Group Project</p> <p>25B — Students who meet the standard understand the similarities, distinctions, and connections in and among the arts. Explain how elements, principles, and tools are combined to express an idea in a work of art. Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. 26A — Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts. Select and use appropriate tools and materials to create and communicate in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam). 26B — Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts. Create functional objects from a variety of materials (e.g., clay, metal, fiber). Create an artwork based on a plan incorporating research and problem solving. Describe how the site (e.g., outdoor art fair vs. museum, half-time show at a sporting event vs. symphony hall) influences who the audience is and the way the audience responds.</p>	<p>-Understanding of vocabulary and concepts -Craftsmanship -Aesthetics -Problem solving -Daily points</p>	<p>Weeks 7, 8, 9: 3-D Engineering-Group-300 pts</p> <p>Concept: The modern workplace is looking for:</p> <ul style="list-style-type: none"> • People who can work in teams • People who can problem-solve • People who are able to compromise • People who are able to communicate in a variety of ways • People who “carry their own weight” <p>Concept: Industrial or product design: Choose the material and tools to best construct chosen item</p> <p>Concept: Research and plan: Group must agree on basic design and concept; there is an understanding that the plan may be modified because of issues that arise.</p> <p>Concept: What is the environment the product or industrial design is to be used in? How does that environment affect the design? Example: Story about the Catepillar engine that had to be modified for use on an ocean treading vehicle, because of the effect of salt water on the engine.</p> <p>Assignment: Students must form groups of 2-5; agree on an industrial design or product design; must problem-solve and/or compromise to create the final product.</p>