

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter Approx.: 8 Weeks	Drawing Unit	A.12.2 B.12.5 C.12.1 C.12.2 C.12.4 C.12.5 C.12.6 C.12.7 E.12.4 H.12.2 H.12.3 B.12.5 H.12.1	Rubric Do students continue to use creativity in their compositions? Do students continue to explore ways to create more sophisticated works of art? Do students continue to use design elements in their compositions? Do students demonstrate self expression? Do students show signs of creating their own style? Do students continue to use tools and materials correctly and to their fullest potential? Do students continue to demonstrate and expand their knowledge of perspective, shape, value, and proportion in their compositions? Are students able to draw from real-life i.e., draw objects as they see them? Do students create a variety of compositions for their portfolio (landscapes, self-portraits, dynamic images)?	Students will sharpen their skills in drawing while emphasizing shading techniques, scale, shape, proportion, value and balance. Students will continue to explore ways to create sophisticated compositions as well as using advanced design techniques to improve their drawings. Students will also continue to use sketchbooks to visually understand the process of developing quality designs and to improve/change their artwork.	<ul style="list-style-type: none"> • Create a variety of drawings using various mediums. • Continue to expand on proportion and human figures. • Students should continue to use design elements to create aesthetically pleasing compositions • Be able to draw from real-life • Continue to expand their knowledge of creating value and texture in their drawings by continued use of shading techniques i.e., hatching, cross hatching and blending • Continue to demonstrate their ability to create dynamic and static compositions. 	<p>Pinterest.com Variety of drawings/ images Teacher demonstrations Artists: Other student works Demonstration videos Materials: Drawing pencils, charcoal, cone crayon, ink and assorted papers</p>
2nd Quarter Approx.: 8 Weeks	Color Theory/Painting	A.12.1 A.12.2 A.12.4 B.12.5 G.12.2 G.12.3 G.12.4 H.12.2 H.12.3 I.12.2 I.12.4 I.12.6 I.12.7 J.12.10	Rubric Do students continue to utilize the color wheel? Do students expand on their knowledge of drawing and design elements? Do students use color to create own self expression/style? Do students correctly apply value/hue to shapes to create depth and shape? Do students demonstrate creativity, feelings, and self expressions in their paintings? Do students continue to demonstrate their knowledge of the medium and its capabilities? Do students become inspired by artists and their style/techniques? Do students continue to use the variety of paints to their full potential? Do students use the correct vocabulary when describing art and the technique used to create it?	Students will continue to study a variety of paintings and learn about various periods in art and be able to interpret more complex meanings behind the art. In addition, students will continue to utilize the color wheel and expand on their abilities with media applications and techniques. Students will continue to create art that explores emotions and expresses deep feelings.	<ul style="list-style-type: none"> • Continue to utilize the color wheel • Know and recognize styles of art on their various times • Know advanced vocabulary when discussing art history and artists' techniques and meanings. • Continue to use color to create self expression and feelings • Continue to expand on their knowledge of drawing and design elements. • Refine painting skills using value/hue • Expand on drawing skills 	<ul style="list-style-type: none"> • Assorted periodicals • Teacher demonstrations • Artists: Van Gogh, Picasso, Matisse, Kandinsky, Worrall, Lichtenstein, Monet, Vermeer, Rembrandt • Color Wheel • Materials: Tempera, watercolor, acrylic, and ink and a variety of brushes and papers
3rd Quarter Approx.: 8 Weeks	2D Design	A.12.1 A.12.2 B.12.3 B.12.5 E.12.1 E.12.2 E.12.3 E.12.5 I.12.6 I.12.7 J.12.2 J.12.3 J.12.8	Do students continue to build on their knowledge of color theory and drawing? Do students continue to build on their knowledge of the design principals? Do students continue to demonstrate self expression and creativity? Do students look at work from other artists and build connections on society? Do students look to other cultures for inspiration in their art-work? Do students continue to demonstrate their knowledge of the various types of mediums?	Students will learn how artists and cultures use art to communicate ideas by being introduced to a number of two dimensional images from various times and cultures. Students will begin to look at how other cultures view and understand art. Students will also continue to use various types of mediums (college, printmaking, silk screening, and relief sculpture) and demonstrate their knowledge of the design principals, drawing, color theory, media applications, and techniques to create their compositions.	<ul style="list-style-type: none"> • Continue to apply the design principals into their compositions • Demonstrate and expand on their knowledge of color theory and drawing techniques. • Continue to use a variety of mediums, drawing tools, adhesives, paper and inks. • Students will also continue to demonstrate their knowledge of media /techniques to create various types of two dimensional designs. • Study modern art in its role in modern society • Study how other cultures value and create art 	<p>Assorted periodicals Teacher demonstrations Artists: Picasso, Worrall, Matisse, Banksy. Look at examples of folk art, fabrics, fonts, patterns, motifs, and silk screening processes. Consider looking into Islamic tile design, prayer rugs, and Islamic architecture. Materials: Assorted papers, printmaking materials, fabrics, silk screens, compasses, rulers, ink, fabric paints, and xacto knives.</p>

<p>4th Quarter Approx.: 8 Weeks</p>	<p>3D Design</p>	<p>D.12.4 H.12.3 H.12.4 B.12.5 C.12.8 B.12.12 B.12.3 B.12.6 A12.1 A12.2 A.12.3 A.12.4</p>	<p>Rubric Do students continue to build on their knowledge of drawing, color theory, and 2D design? Do students continue to demonstrate the ability to manipulate the variety of media used to create 3D art? Do students continue to demonstrate self expression and creativity? Do students expand their knowledge of the design principals? Do students understand the difference between functional and non-functional art? Do students continue to look to artists and cultures for inspiration? Do students continue to communicate feelings and emotions through their art?</p>	<p>Students will continue to study functional and non-functional sculpture and 3D art by exploring past and present works of art. Students will continue to explore a variety of media used to create three dimensional art and continuing to demonstrate their knowledge of the design principals, drawing, color theory, 2D and 3D media applications, and techniques to create aesthetically pleasing and dynamic compositions.</p>	<ul style="list-style-type: none"> • Continue to create functional and non- functional sculpture • Continue to focus on form vs. function • Continue to learn about materials and their abilities to be manipulated • Students will continue to expand their knowledge of 2D design, color theory, and drawing • Continue to expand their knowledge of the design principals • Have a better understanding of how other countries view and use 3 dimensional art • Continue to be self expressive and communicate feelings and emotions 	<p>Assorted periodicals/Images Teacher demonstrations Functional pieces i.e., clocks, bowls, and banks, shoes, jewelry Non-functional pieces (abstract art) Artists: Calder, Clause, Chihuly Materials: Clay, foam, wire, paper pulp, paper Mache, books, assorted papers and cardboards, plastics, wood, paints, and glazes.</p>
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1st Quarter	<p>Enduring Understandings:</p> <p>The power of art, preserving memories vs. creating art, philosophy of beauty</p> <p>Essential Questions:</p> <p>What is art?</p> <p>What is the role of meaning in art?</p> <p>Why do people take photographs?</p> <p>How can photography become beyond just preserving memories to conveying meaning through art?</p> <p>How can one structure a photograph to make it beautiful?</p>	No standards for art	<p>Students will be creating many compositions focusing on such components as the rule of thirds, texture, form, shape, color, and framing.</p> <p>Students will have a project on a particular photographer. Students will research and present about the photographer's life and style and will be copying his or her style and subject matter.</p> <p>Students will be tested on particulars of photography including camera components.</p> <p>Students will have basic quizzes analyzing photos for particular elements.</p>	No standards for art	<p>Lectures are used to explain basic concepts of photography and camera functions.</p> <p>Group projects are used to enhance learning through collaboration and self-learning.</p> <p>Essentially this is student-centered in that students will be experimenting with cameras according particular guidelines.</p>	<p>Flickr – an online photo sharing website. This will be used to turn in assignments, comment on works, and share favorites.</p> <p>Langford, Michael, Anna Fox, and Richard Sawdon Smith. <i>Langford's Basic Photography, The Guide For Serious Photographers</i>. Focal Press, 2012. Print.</p>
2nd Quarter	<p>Enduring Understandings:</p> <p>Aperture can be used to record movement.</p> <p>Cameras are much like human eyes.</p> <p>By adjusting the aperture, one can control the depth of field.</p> <p>Essential Questions:</p> <p>How does a camera actually work?</p> <p>How does light play into creating a photograph?</p> <p>How does one use shadows to create meaning in a photograph?</p> <p>How can black and white help to create meaning in a photograph?</p> <p>What is the role of aperture in creating a photograph?</p> <p>How can one record movement?</p> <p>What is the relationship between aperture and depth of field?</p> <p>What is an f-stop?</p>	No standards for art	<p>In a short essay, students will be analyzing the use of contrast and shadows in the film <i>The Third Man</i>.</p> <p>Students will be creating many compositions focusing on such components as the shadows, black and white, contrast, and action.</p> <p>Students will need to explain the role of aperture in taking pictures in terms of light and movement.</p> <p>Students will have basic quizzes analyzing photos for particular elements.</p>	No standards for art	<p>Lectures are used to explain basic concepts of photography and camera functions.</p> <p>Group projects are used to enhance learning through collaboration and self-learning.</p> <p>Essentially this is student-centered in that students will be experimenting with cameras according particular guidelines.</p>	<p>Flickr – an online photo sharing website. This will be used to turn in assignments, comment on works, and share favorites.</p> <p>Langford, Michael, Anna Fox, and Richard Sawdon Smith. <i>Langford's Basic Photography, The Guide For Serious Photographers</i>. Focal Press, 2012. Print.</p>

<p>3rd Quarter</p> <p>Enduring Understandings:</p> <p>Shutter can be used to control light levels.</p> <p>The use of shutter aids in capturing movements and creates or diminishes blur.</p> <p>Histograms are essential tools for diagnosing issues with pictures.</p> <p>Essentials Questions:</p> <p>What is the role of shutter in photography?</p> <p>What is the relationship between shutter and light?</p> <p>What is the relationship between shutter and aperture?</p> <p>How does ISO work?</p> <p>How can ISO be used in low-light conditions?</p> <p>How can lenses be used?</p> <p>How does a histogram aid in taking good photographs?</p>		<p>No standards for art</p>	<p>Students will be creating many compositions focusing on such components as the variation in shutter and aperture, time lapse, lowlight, and different lenses.</p> <p>Students will be making compositions using 30-second exposures.</p> <p>Students will be analyzing histograms for problems in photographs and write explanations of how to correct them.</p> <p>Students will have basic quizzes analyzing photos for particular elements.</p>	<p>No standards for art</p>	<p>Lectures are used to explain basic concepts of photography and camera functions.</p> <p>Group projects are used to enhance learning through collaboration and self-learning.</p> <p>Essentially this is student-centered in that students will be experimenting with cameras according particular guidelines.</p>	<p>Flickr – an online photo sharing website. This will be used to turn in assignments, comment on works, and share favorites.</p> <p>Langford, Michael, Anna Fox, and Richard Sawdon Smith. <i>Langford's Basic Photography, The Guide For Serious Photographers</i>. Focal Press, 2012. Print.</p>
<p>4th Quarter</p> <p>Enduring Understandings:</p> <p>Photography can be used to tell and meaningful story.</p> <p>Digital processing is a powerful means for creating meaning and covering up mistakes.</p> <p>Essential Questions:</p> <p>How is a photograph able to convey a powerful message?</p> <p>How can digital processing be used in post-production to enhance the regular features in a photo?</p> <p>What are the artistic potentials of digital processing?</p>		<p>No standards for art</p>	<p>Students will be producing a series of photographs on a particular theme. These will employ all that has been studied throughout the year.</p> <p>Students will do various projects digitally editing photos for regular stylistic elements as well as artistic elements.</p> <p>Students will have basic quizzes analyzing photos for particular elements.</p>	<p>No standards for art</p>	<p>Lectures are used to explain basic concepts of photography and camera functions.</p> <p>Group projects are used to enhance learning through collaboration and self-learning.</p> <p>Essentially this is student-centered in that students will be experimenting with cameras according particular guidelines.</p>	<p>Flickr – an online photo sharing website. This will be used to turn in assignments, comment on works, and share favorites.</p> <p>Langford, Michael, Anna Fox, and Richard Sawdon Smith. <i>Langford's Basic Photography, The Guide For Serious Photographers</i>. Focal Press, 2012. Print.</p>