

6th Grade Art

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
Elements & Principles			
An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.	<p>How do you identify the elements of visual art and principles of design?</p> <p>How do you apply the elements of visual art and principles of design?</p>	<p>H.8.2 Know how light, shadow, color, distance, and angle of viewing affect sight</p> <p>H.8.3 Be able to draw, paint, and sculpt from life</p> <p>H.8.4 Create three-dimensional models</p> <p>H.8.5 Be able to read complex maps, charts, and plans</p> <p>H.8.6 Make and interpret photographs and videos</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> • Studying the natural characteristics of endangered species in their habitat, noting variations in texture and color • Collecting a variety of similar objects from nature, such as shells and seeds, and drawing in large scale the subtle differences in color, shapes, and textures • Sketching(2-D) a variety of possibilities to create a 3-D clay vessel • Analyze symbols that have been used by various cultures throughout history, adinkra, Egyptian, modern... • Invent our own symbols that communicate a meaning
Media			
An individual's informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art. Art is a reflection of the society in which it was created.	<p>Why is it important to experience different materials?</p> <p>How do different techniques, media, and processes affect self-expression?</p> <p>Why must art materials and tools be used in a safe and responsible manner?</p>	<p>C.8.1 Know the elements and principles of design</p> <p>C.8.3 Know how design can change arts meaning</p> <p>C.8.4 Use design techniques to improve and/or change artwork</p> <p>C.8.5 Use thumbnail sketches to experiment and start developing visual ideas</p> <p>C.8.6 Develop the craft & skills to produce quality art</p> <p>C.8.7 Understand the natural characteristics of materials and their possibilities and limitations</p> <p>C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork</p> <p>C.8.9 Come up with ideas and carry them through to completion of an original work of art</p> <p>I.8.4 Recognize that their own feelings affect how they look at art</p> <p>I.8.5 Understand that art reflects the time and place in which it was created</p> <p>I.8.6 Understand how creating or looking at art brings out feelings</p> <p>I.8.7 Work independently and collaboratively to produce ideas and works of art</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> • Creating a painting in which colors appear to be similar and yet are different • Designing one symbol/logo and altering it to appeal to different audiences • Keeping a sketchbook or idea book to record and develop visual ideas • Developing skill in an advanced printing process • manipulating a ball of clay to determine exactly what the material can and can't do • Creating a work of art that expresses deep feelings • Making a work of art that reflects feelings about a social issue, such as poverty, crime, war, or drugs • Responding to a work of art in writing and comparing this response with that of an art critic or art historian • Discussing symbols that arouse feelings (peace, labor fist), or inform the audience(deer crossing). • Finding a symbol that reflects a current social issue (the recycle arrows) • Study the endangered species work of Andy Warhol, discuss how social issues impact art

Subject Matter/themes			
An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.	How does art communicate meaning through subject matter, symbols and ideas? Why do art forms and ways of making art stay the same? Change? How would society interact with the creation of new art forms? What if the meaning of traditional symbols evolves into different meanings over time?	E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics E.8.3 Communicate complex ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products E.8.4 Communicate complex ideas by producing visual communication forms useful in everyday life, such as, sketches, diagrams, graphs, plans, and models E.8.5 Use the visual arts to express ideas that can't be expressed by words alone	Activities may include: • Creating artwork, such as drawing, ceramics and printmaking. • Creating a group environment on a current theme discussing the use of original symbols as logos
Aesthetics: Art & Design Criticism			
Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.	What makes an art work successful or unsuccessful? When do personal experiences impact specific art forms? What if there were no expectations for evaluation in making art? How does art terminology describe individual expression? How do criteria influence personal artistic growth?	G.8.1 Know that visual images are important tools for thinking and communicating G.8.2 Know how to find the meanings in artwork G.8.3 Analyze the meanings of artworks and design G.8.4 Create works of art that have meanings	Activities may include: • Looking at an unfamiliar work of art and finding the meaning in it • Discussing the deeper meanings of fashion and interior design such as the use of colors and symbols
Art History			
Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.	What are the purposes for which cultures create art? Where can you identify cultural influences reflected in art? How have art materials and techniques been unique to a culture? How have historical developments affected the visual arts? What are some similarities and differences that can be identified in art from	A.8.1 Develop a mental storehouse of images A.8.2 Learn appropriate vocabulary related to their study of art A.8.3 Know about styles of art from their own and other parts of the world A.8.4 Know about some styles of art from various times A.8.5 Demonstrate ways in which art is one of the greatest achievements of human beings A.8.6 Identify ways in which art is basic to thinking and communicating about the world B.8.1 Explore how cultures throughout history have used art to communicate ideas & to develop functions, structures & designs B.8.2 Recognize ways in which form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places	Activities may include: • Creating a file collection of images to be used as a resource by students and teachers throughout the school • Creating a list of new art vocabulary • Studying art from other parts of the world and making a photo journal about it • Making an exhibit of how art changes from culture to culture, focusing on a theme which runs throughout history, such as symbols in art • Comparing the materials and techniques of two ceramic pieces. • Talking about one's own artwork and

	<p>other cultures? How have cultures influenced the development of art within the United States? What if there was no evidence of other cultures in history?</p>	<p>B.8.4 Know ways in which art is influenced by artists, designers, and cultures B.8.5 Understand how their choices in art are shaped by their own culture and society B.8.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers B.8.8 Learn about the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art J.8.1 Begin to understand the purposes and functions of art J.8.3 Learn ways different cultures think about art J.8.5 Explore their own ideas about the purposes & meanings of art J.8.6 Learn the value of art as a basic part of being human J.8.7 Learn to use art criticism and aesthetic knowledge in art and design J.8.8 Explore different cultures' concepts of beauty J.8.9 Understand the difference between original artworks, reproductions, and copies J.8.10 Develop the ability to reflect and talk about works of art</p>	<p>what it means</p> <ul style="list-style-type: none"> • Imagining a world without art • Critiquing and changing work in progress
Applied Art			
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What if art didn't exist? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? How are portfolios put together? Why do artists develop portfolios to present their work? When would an artist present their portfolio or an exhibition of work?</p>	<p>D.8.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.8.4 Understand basic concepts in art, such as "form follows function," "destruction of the box," "less is more," balance, symmetry, integrity, authenticity, and originality D.8.5 Learn common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration and originality K.8.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.8.2 Invent new artistic forms to communicate ideas and solutions to problems K.8.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design K.8.6 Explore the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> • Studying the symbols used in fashion and jewelry design at local stores. • Creating a list of basic art concepts in a journal or idea book • Creating a functional form • Creating a list of art terminology and meanings in a journal or idea book • Selecting an assignment from another class, such as scientific illustrations and mathematical scale models, that can be done visually in the art class • Creating a school display showing the connections between the humanities, sciences, social studies, and technology • Developing teams of students who help put up artwork, write about art for the student newspaper and school annual, and make presentations about art • Planning and producing an ethnic festival and inviting school community members to display the arts of their culture

Technology			
Gains an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.	<p>What is the relationship between art and technology?</p> <p>What if all art was created electronically?</p> <p>How do we use technology when creating art?</p> <p>How does the use of technology enhance our visual image?</p> <p>How does the use of technology effect self expression?</p> <p>How can we use technology to better understand a work of existing art?</p>	F.8.1 Make informed judgments about mass media, such as magazines, television, computers, and films	<p>Activities may include:</p> <ul style="list-style-type: none"> • Comparing the graphic design utilized in print, television and online.
Common Core	Basic Language Skills	Basic Math Skills	
	Writing will be integrated throughout the six week art class in the form of written critiques and vocabulary development. Students will also write one paper about their endangered species focusing on the traits of voice and ideas.	Students will utilize their math skills to create grids for the purpose of enlarging images in correct proportion. They will use a ratio to figure out the appropriate measurements.	
Assessments:	Formative Assessments may be in the form of:	Summative Assessment may be in the form of:	
	<p>Writing a paragraph response</p> <p>APK charts</p> <p>Pre-sketch</p> <p>Observation</p> <p>Discussion questions and worksheets</p>	Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.	

7th Grade Art

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
Elements & Principles			
<p>An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.</p>	<p>How do you identify the elements of visual art and principles of design? How do you apply the elements of visual art and principles of design?</p>	<p>H.8.1 Look at things using different methods and tools, such as through a microscope H.8.2 Know how light, shadow, color, distance, and angle of viewing affect sight H.8.3 Be able to draw, paint, and sculpt from life H.8.4 Create three-dimensional models H.8.6 Make and interpret photographs</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> • Finding patterns in nature, random branches or twigs tangled together, wrinkles on hands, pores... • Studying the cityscape paintings of Edward Hopper and Matthew Bates • Carefully observing, analyzing, and making a drawing of the human figure in motion • Create a monumental sculpture in the style of Claus Oldenberg, enlarged, but proportionately consistent • Collecting detailed photographs of building materials noting differences in color, shapes, and textures • Creating a drawing of a building(s) that appears 3-D, using 2 point perspective
Media			
<p>An individual's informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.</p>	<p>Why is it important to experience different materials? How do different techniques, media, and processes affect self-expression? Why must art materials and tools be used in a safe and responsible manner?</p>	<p>C.8.1 Know the elements and principles of design C.8.2 Understand what makes quality design C.8.3 Know how the design of art changes its meaning C.8.4 Use design techniques to improve and/or change artwork C.8.5 Use thumbnail sketches to experiment and start developing visual ideas C.8.6 Develop the craft and skills to produce quality art C.8.7 Understand the natural characteristics of materials and their possibilities and limitations C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork C.8.9 Come up with ideas and carry them through to completion of an original work of art I.8.1 Use art to understand their own emotions I.8.2 Make art that reflects different feelings I.8.3 Talk or write about feelings in a variety of</p>	<p>Activities may include:</p> <p>Creating a painting in which colors appear to be similar and yet are different (lighting in cityscape) Creating a quality graphic design for their trading card Keeping a sketchbook or idea book to record and develop visual ideas Creating a monumental sculpture using found materials and objects Oral and written in class critiques Making a work of art that reflects styles used in contemporary trading cards, or should be</p>

		works of art I.8.4 Recognize that their own feelings affect how they look at art I.8.5 Understand that art reflects the time and place in which it was created I.8.6 Understand how creating or looking at art brings out feelings I.8.7 Work independently and collaboratively to produce ideas and works of art	
Subject Matter/themes			
An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.	How does art communicate meaning through subject matter, symbols and ideas? Why do art forms and ways of making art stay the same? Change? How would society interact with the creation of new art forms? What if the meaning of traditional symbols evolves into different meanings over time?	E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics E.8.2 Communicate complex ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia E.8.3 Communicate complex ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products E.8.4 Communicate complex ideas by producing visual communication forms useful in everyday life, such as, sketches, diagrams, graphs, plans, and models E.8.5 Use the visual arts to express ideas that can't be expressed by words alone	Activities may include: <ul style="list-style-type: none"> • Designing and drawing building or cityscape using architectural elements and materials that work with the building and the environment. • Collaborating with a group to plan the materials and steps required to create a monumental sculpture. • Designing a plan for a model community recreation area • Making a work of art based on a human figure of the student's own choosing.
Aesthetics: Art & Design Criticism			
Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.	What makes an art work successful or unsuccessful? When do personal experiences impact specific art forms? What if there were no expectations for evaluation in making art? How does art	G.8.1 Know that visual images are important tools for thinking and communicating G.8.2 Know how to find the meanings in artwork G.8.3 Analyze the meanings of artworks and design G.8.4 Create works of art that have meanings	Activities may include: Studying drawings, such as those of Leonardo da Vinci, to understand his ideas and creative genius Looking at contemporary uses of linear perspective in video games, graphic novels and discussing their accuracy. Analyze a variety of different trading card design styles and evaluate the effectiveness of the design.

	<p>terminology describe individual expression? How do criteria influence personal artistic growth? What if there were no standards for evaluation?</p>		
Art History			
<p>Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.</p>	<p>What are the purposes for which cultures create art? Where can you identify cultural influences reflected in art? How have art materials and techniques been unique to a culture? How have historical developments affected the visual arts? What are some similarities and differences that can be identified in art from other cultures? How have cultures influenced the development of art within the United States? What if there was no evidence of other cultures in history?</p>	<p>A.8.1 Develop a mental storehouse of images A.8.2 Learn appropriate vocabulary related to their study of art A.8.3 Know about styles of art from their own and other parts of the world A.8.4 Know about some styles of art from various times A.8.5 Demonstrate ways in which art is one of the greatest achievements of human beings A.8.6 Identify ways in which art is basic to thinking and communicating about the world B.8.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs B.8.2 Recognize ways in which form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places B.8.4 Know ways in which art is influenced by artists, designers, and cultures B.8.5 Understand how their choices in art are shaped by their own culture and society B.8.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers B.8.7 Understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities B.8.8 Learn about the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> • Creating a digital file collection architectural elements and materials around the Bonduel area. • Creating a list of new art vocabulary along with the visual definition. • Studying art from other parts of the world • Studying the great architectural monuments of history, such as the Taj Mahal, the Hagia Sophia, and the Egyptian pyramids • Studying the work of Wisconsin's own Frank Lloyd Wright. • Comparing the design of <i>Fallingwater</i> by Frank Lloyd Wright with the homes in local neighborhoods • Studying the shelters of various cultures and what makes them special • Making a display that shows the difference between everyday objects and objects for special occasions • Comparing the materials and techniques of two different sculptors, such as <i>Oldenberg and Picasso</i> • Talking about one's own artwork and what it means • Critiquing and changing work in progress

		<p>J.8.1 Begin to understand the purposes and functions of art</p> <p>J.8.2 Understand how the choice of materials and techniques influences the expressive quality of art</p> <p>J.8.3 Learn ways different cultures think about art</p> <p>J.8.4 Learn ways philosophers think about art</p> <p>J.8.5 Explore their own ideas about the purposes and meanings of art</p> <p>J.8.6 Learn the value of art as a basic part of being human</p> <p>J.8.7 Learn to use art criticism and aesthetic knowledge in art and design</p> <p>J.8.8 Explore different cultures' concepts of beauty</p> <p>J.8.9 Understand the difference between original artworks, reproductions, and copies</p> <p>J.8.10 Develop the ability to reflect and talk about works of art</p>	
Applied Art			
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual, musical, dance, and theatrical arts?</p> <p>Why is art important to our daily lives?</p> <p>What if art didn't exist?</p> <p>What careers are available to individuals interested in the visual arts?</p> <p>How would a cumulative student portfolio demonstrate artistic growth?</p> <p>How are portfolios put together?</p> <p>Why do artists develop portfolios to present their work?</p> <p>When would an artist present their portfolio</p>	<p>D.8.1 Know about the history, public art, and unique architecture of their cultural community</p> <p>D.8.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community</p> <p>D.8.3 Know how the environment influences the look and use of art, architecture, and design</p> <p>D.8.4 Understand basic concepts in art, such as "form follows function," "destruction of the box," "less is more," balance, symmetry, integrity, authenticity, and originality</p> <p>D.8.5 Learn common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics</p> <p>D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality</p> <p>K.8.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology</p> <p>K.8.2 Invent new artistic forms to communicate ideas and solutions to problems</p>	<p>Activities may include:</p> <p>Taking a walking trip through Bonduel to look at some of the architectural styles used during different periods in time. Look for cornerstone dates.</p> <p>Studying Wisconsin architecture, such as the Monona Terrace Convention Center, Madison, and the addition to the Milwaukee Art Museum</p> <p>Identifying a team to solve a problem related to the school environment, such as developing school pride or school beautification abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics</p> <p>Selecting an assignment from another class, such as scientific illustrations and mathematical scale models, that can be done visually in the art class</p>

	<p>or an exhibition of work? What defines a successful portfolio?</p>	<p>K.8.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art K.8.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.8.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design K.8.6 Explore the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>	
Technology			
<p>Gains an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.</p>	<p>What is the relationship between art and technology? What if all art was created electronically? How do we use technology when creating art? How does the use of technology effect self expression? How can we use technology to better understand a work of existing art?</p>	<p>F.8.1 Make informed judgments about mass media, such as magazines, television, computers, and films F.8.2 Understand some visual techniques used in mass media F.8.3 Interpret visual messages in advertisements, news, and entertainment programs F.8.4 Recognize stereotyping in visual media F.8.5 Understand the effects of production techniques on viewers' perceptions F.8.6 Create media works with a range of media techniques F.8.7 Develop a working knowledge of media production systems F.8.8 Revise media productions based on personal reflection</p>	<p>Activities may include: Comparing the graphic design of various trading cards from different companies, and different times Comparing and contrast the design of common everyday objects, and how the design affects the audience Analyze how technology has impacted the world of architecture.</p>
Common Core		Basic Language Skills	Basic Math Skills
	<p>Writing will be integrated throughout the six week art class in the form of written critiques and vocabulary development. Students will also write in the style of commercial informative writing when completing their trading card assignment.</p>	<p>Students will utilize math skills when dealing with proportion. They will use a ratio to figure out the proportions of their monumental sculpture. They will use linear perspective to figure out the proportions of their buildings. They will refer to anatomical studies by da Vinci and others to determine the proportion of the human figure.</p>	
Assessments:	<p>Formative Assessments may be in the form of:</p> <ul style="list-style-type: none"> Writing a paragraph response APK charts Pre-sketch Observation Discussion questions and worksheets 	<p>Summative Assessment may be in the form of:</p> <p>Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.</p>	

8th Grade Art

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
Elements & Principles			
<p>An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.</p>	<p>How do you identify the elements of visual art and principles of design? How do you apply the elements of visual art and principles of design?</p>	<p>H.8.1 Look at things using different methods and tools, such as through a microscope H.8.2 Know how light, shadow, color, distance, and angle of viewing affect sight H.8.3 Be able to draw, paint, and sculpt from life H.8.4 Create three-dimensional models H.8.5 Be able to read complex maps, charts, and plans H.8.6 Make and interpret photographs and videos</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> • Use a microscope, or enlarging mirror to closely examine the details and patterns of pores, freckles, eyebrows... noting textures, patterns, line... • Study and capture the light and shadow cast on the face using a variety of light sources and angles. Use a value scale to measure areas of contrast.
Media			
<p>An individual's informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.</p>	<p>Why is it important to experience different materials? How do different techniques, media, and processes affect self-expression? Why must art materials and tools be used in a safe and responsible manner?</p>	<p>C.8.1 Know the elements and principles of design C.8.2 Understand what makes quality design C.8.3 Know how the design of art changes its meaning C.8.4 Use design techniques to improve &/or change artwork C.8.5 Use thumbnail sketches to experiment and start developing visual ideas C.8.6 Develop the craft and skills to produce quality art C.8.7 Understand the natural characteristics of materials and their possibilities and limitations C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork C.8.9 Come up with ideas and carry them through to completion of an original work of art I.8.1 Use art to understand their own emotions I.8.2 Make art that reflects different feelings I.8.3 Talk or write about feelings in a variety of works of art I.8.4 Know that their own feelings affect how they look at art I.8.5 Understand that art reflects the time and place in which it was created I.8.6 Understand how creating or looking at art brings out feelings I.8.7 Work independently and collaboratively to produce ideas and works of art</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> • Create a digitally modified scene using at least two original photographs to create one surreal scene. • Creating a visual file of facial features similar to what a criminal sketch artist would use. • Create a creature utilizing the full potential of clay.

Subject Matter/themes			
An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.	<p>How does art communicate meaning through subject matter, symbols and ideas?</p> <p>Why do art forms and ways of making art stay the same? Change?</p> <p>How would society interact with the creation of new art forms?</p> <p>What if the meaning of traditional symbols evolves into different meanings over time?</p>	<p>E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics</p> <p>E.8.2 Communicate complex ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia</p> <p>E.8.3 Communicate complex ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products</p> <p>E.8.4 Communicate complex ideas by producing visual communication forms useful in everyday life, such as, sketches, diagrams, graphs, plans, and models</p> <p>E.8.5 Use the visual arts to express ideas that can't be expressed by words alone</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> Creating artwork, such as a collage (pasted two-dimensional materials), to illustrate a deeply felt political issue
Aesthetics: Art & Design Criticism			
Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.	<p>What makes an art work successful or unsuccessful?</p> <p>When do personal experiences impact specific art forms?</p> <p>What if there were no expectations for evaluation in making art?</p> <p>How does art terminology describe individual expression?</p> <p>How do criteria influence personal artistic growth?</p>	<p>G.8.1 Know that visual images are important tools for thinking and communicating</p> <p>G.8.2 Know how to find the meanings in artwork</p> <p>G.8.3 Analyze the meanings of artworks and design</p> <p>G.8.4 Create works of art that have meanings</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> Studying portraits, such as those by Durer and Rembrandt (chiaroscuro) Use "youtube" to try out the techniques of various online artists drawing facial features.
Art History			
Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.	<p>What are the purposes for which cultures create art?</p> <p>Where can you identify cultural influences reflected in art?</p> <p>How have art materials and techniques been unique to a culture?</p> <p>How have historical developments affected the visual arts?</p> <p>What are some similarities and differences that can be identified in art from other</p>	<p>A.8.1 Develop a mental storehouse of images</p> <p>A.8.2 Learn appropriate vocabulary related to their study of art</p> <p>A.8.3 Know about styles of art from their own and other parts of the world</p> <p>A.8.4 Know about some styles of art from various times</p> <p>A.8.5 Demonstrate ways in which art is one of the greatest achievements of human beings</p> <p>A.8.6 Identify ways in which art is basic to thinking and communicating about the world</p> <p>B.8.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs</p> <p>B.8.2 Recognize ways in which form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist</p> <p>B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places</p>	<p>Activities may include:</p> <p>Study the work of surreal artists including Renee Magritte.</p> <p>Creating a list of new art vocabulary along with their visual definitions</p> <p>Researching the techniques traditionally used in ceramics production</p> <p>Taking a virtual field trip to an art museum or</p> <p>Critiquing and changing work in progress</p>

	<p>cultures? How have cultures influenced the development of art within the United States? What if there was no evidence of other cultures in history?</p>	<p>B.8.4 Know ways in which art is influenced by artists, designers, and cultures B.8.5 Understand how their choices in art are shaped by their own culture and society B.8.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers B.8.7 Understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities B.8.8 Learn about the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design J.8.1 Begin to understand the purposes and functions of art J.8.2 Understand how the choice of materials and techniques influences the expressive quality of art J.8.3 Learn ways different cultures think about art J.8.4 Learn ways philosophers think about art J.8.5 Explore their own ideas about the purposes & meanings of art J.8.6 Learn the value of art as a basic part of being human J.8.7 Learn to use art criticism and aesthetic knowledge in art and design J.8.8 Explore different cultures' concepts of beauty J.8.9 Understand the difference between original artworks, reproductions, and copies J.8.10 Develop the ability to reflect and talk about works of art</p>	
Applied Art			
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What if art didn't exist? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? Why do artists develop portfolios to present their work? When would an artist present their portfolio or an exhibition of work? What defines a successful portfolio?</p>	<p>D.8.1 Know about the history, public art, and unique architecture of their cultural community D.8.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.8.3 Know how the environment influences the look and use of art, architecture, and design D.8.4 Understand basic concepts in art, such as "form follows function," "destruction of the box," "less is more," balance, symmetry, integrity, authenticity, and originality D.8.5 Learn common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality K.8.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.8.2 Invent new artistic forms to communicate ideas and solutions to problems</p>	<p>Activities may include: Explore the concept of "form vs. function" when designing our creature containers Creating a list of visual arts related careers related to the specific assignments we complete in class Creating a list of art terminology and meanings in a journal or idea book Developing teams of students who help put up artwork, in a display including information that will help the rest of the middle school have a greater understanding of the concept and intent of the art.</p>

		<p>K.8.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art</p> <p>K.8.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world</p> <p>K.8.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design</p> <p>K.8.6 Explore the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>	
Technology			
<p>Gains an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.</p>	<p>What is the relationship between art and technology?</p> <p>What if all art was created electronically?</p> <p>How do we use technology when creating art?</p> <p>How does the use of technology enhance our visual image?</p> <p>How does the use of technology effect self expression?</p> <p>How can we use technology to better understand a work of existing art?</p>	<p>F.8.1 Make informed judgments about mass media, such as magazines, television, computers, and films</p> <p>F.8.2 Understand some visual techniques used in mass media</p> <p>F.8.3 Interpret visual messages in advertisements, news, and entertainment programs</p> <p>F.8.4 Recognize stereotyping in visual media</p> <p>F.8.5 Understand the effects of production techniques on viewers' perceptions</p> <p>F.8.6 Create media works with a range of media techniques</p> <p>F.8.7 Develop a working knowledge of media production systems</p> <p>F.8.8 Revise media productions based on personal reflection</p>	<p>Activities may include:</p> <p>Use technology to demonstrate and measure face maps</p> <p>Use digital cameras to capture original images for class.</p>
Common Core		Basic Language Skills	
	<p>Writing will be integrated throughout the six week art class in the form of written critiques and vocabulary development. Students will also write one paper related to their portrait drawings.</p>	Basic Math Skills	
		<p>Students will utilize their math skills to formulate a face map for their portrait assignment.</p>	
Assessments:		<p>Formative Assessments may be in the form of:</p> <p>Writing a paragraph response</p> <p>APK charts</p> <p>Pre-sketch</p> <p>Discussion questions and worksheets</p>	
		<p>Summative Assessment may be in the form of:</p> <p>Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.</p>	

Introduction to Art

Elements & Principles

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.</p>	<p>How do you identify the elements of visual art and principles of design? How do you apply the elements of visual art and principles of design?</p>	<p>H.12.1. Interpret complex patterns and forms by drawing them H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces H.12.3 Use careful observation to draw, paint, and sculpt from life H.12.4 Create two-dimensional plans to make three-dimensional models H.12.5 Make and interpret maps, charts, and plans H.12.6 Be critical viewers and producers of mass-media images</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Line: Contour Shape: Geometric, Organic, Complex Form/Value: Illusion of form (sphere, cylinder, cone, cube, pyramid) using the 5-value range. Color: Color theory (wheel, primary, secondary, intermediate, tertiary), intensity, value, and schemes (monochromatic, complementary, analogous, triad, split complement) Texture: Actual, Simulated; Invented Space: Linear Perspective Relationship between Positive and Negative Space; Illusion of space through linear perspective Balance: Symmetrical, Asymmetrical, Radial Emphasis: Creating a focal point through contrast and convergence Contrast: Simultaneous contrast of elements Rhythm: Regular and progressive rhythms Unity: Unified composition through three elements Proportion: Size relationships of the facial features of the head</p>		<p>Create an artwork using contour line. Create an artwork using complex shapes. Create an artwork showing the illusion of form using a range of 5 values. Demonstrate color theory knowledge using primary, secondary & intermediate colors. Create art that demonstrates color intensity. Create monochromatic, complimentary, analogous, triad & split compliment color schemes. Create artwork using actual texture. Create artwork using simulated texture. Create an artwork that demonstrates the illusion of space through linear perspective. Create artwork that demonstrates each kind of balance: formal, symmetrical, informal/asymmetrical, radial. Create an artwork that demonstrates how to create a focal point through contrast & convergence. Create an artwork that has simultaneous contrast of elements. Demonstrate regular and progressive rhythms. Create a unified composition through three elements. Create artwork that demonstrates the correct size relationships of facial features in a portrait.</p>
Pre-Assessment:		Unit Vocabulary:
<p>Sketch an object using contour line. Sketch a composition that uses complex shapes. Apply shading to outlines of shapes on a worksheet. Create sample swatches in each color scheme. Label actual, simulated and invented textures in a photograph. Create and label a sketch that demonstrates knowledge of how to create the illusion of space through linear perspective.</p>		<p>Line, contour line, shape, complex shapes, form, value, sphere, cylinder, cone, cube, color, color wheel, primary, secondary, intermediate, tertiary colors, intensity, value, monochromatic, complimentary, analogous, triad, split complement, texture, actual texture, simulated texture; invented texture, space, linear perspective, horizon line, vanishing point, perspective lines, positive space, negative space, balance, formal balance, symmetrical, informal/asymmetrical balance, radial balance, emphasis, focal point, contrast, convergence, regular rhythm, progressive rhythm, unity</p>

Media

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>An individual’s informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.</p>	<p>Why is it important to experience different materials? How do different techniques, media, and processes affect self-expression? Why must art materials and tools be used in a safe and responsible manner?</p>	<p>C.12.1 Use the elements and principles of design in sophisticated ways C.12.2 Understand the procedures of developing quality design C.12.3 Use design to create artworks that have different meanings C.12.4 Use advanced design techniques to improve and/or change artwork C.12.5 Analyze the complexities of nature & use challenging artistic images as visual resources C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols C.12.7 Apply advanced craft and skills to consistently produce quality art C.12.8 Use the natural characteristics of materials (possibilities and limitations)to create works of art C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process C.12.10 Assume personal responsibility for their learning and the creative process I.12.1 Use art to understand their own and others' emotions I.12.2 Make art that explores a variety of emotions I.12.3 Compare and contrast feelings in a work of art I.12.4 Look at art and compare their feelings with those of the artist and others I.12.5 Understand and recognize that art reflects the history and culture in which it was created I.12.6 Create art that expresses deep feelings I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art</p>
Content & Skills		
<p>By the end of this course, students will know:</p> <p>Drawing: Continuous & Graduated tone (smooth tone no streaks), Define edge with line, Define edge through contrast</p> <p>Painting: Mixing on palette Smooth, blended transition between colors/values Appropriate brush size and type Smooth application of paint</p> <p>Sculpture: Additive method, “In-the round”</p>	<p>Drawing:</p> <p>Painting:</p> <p>Sculpture:</p>	<p>By the end of this course, students will be able to:</p> <p>Create smooth areas of a single value. Use a variety of drawing materials. Create areas where values change smoothly and gradually. Use lines to define objects but also show shape solely through contrast of values</p> <p>Mix colors on a palette. Paint areas where colors change gradually from one hue or value to another hue or value. Choose brushes of an appropriate shape and size (flats, rounds, sizes) for the task at hand. Apply paint smoothly and evenly.</p> <p>Create a sculpture using an additive method in modeling material, wire or paper/board. Create a sculpture that is fully 3-dimensional (“in the round.”)</p>
<p>Pre-Assessment: Students compare and contrast artworks completed using different media skills. Students describe methods and procedure of working in a given media.</p>	<p>Unit Vocabulary: In-the-round, relief</p> <p>Drawing: Continuous tone, smudge, value scale, highlight, core shadow, cast shadow, light source, reflected light, graduated tone, edge, line, contrast.</p> <p>Painting: Palette, palette knife, blended, transition, hues, values, intensity, primary, secondary, intermediate, neutral, color wheel, complementary colors, application.</p> <p>Sculpture: Additive, “in the round,” balance, support, structure, scoring, slotting.</p>	

Subject Matter/Themes

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.	<p>How does art communicate meaning through subject matter, symbols and ideas?</p> <p>Why do art forms and ways of making art stay the same? Change?</p> <p>How would society interact with the creation of new art forms?</p> <p>What if the meaning of traditional symbols evolves into different meanings over time?</p>	<p>E.12.1 Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics</p> <p>E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, media arts, such as film, photography, and multimedia</p> <p>E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products</p> <p>E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models</p> <p>E.12.5 Continue to use the visual arts to express ideas that can't be expressed by words alone</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<p>Work from observation: Subject matter taken from direct observation, often still life, landscape, portrait</p> <p>Still Life: Collection of objects of different shapes and sizes in one space with one set of lighting.</p> <p>Portrait: Individual is easily recognized, correct proportions; Colors reflect skin tone and lighting conditions. Details unique to subject are present.</p> <p>Styles of Art:</p> <p style="padding-left: 40px;">Realistic Individual and objects easily recognized, Photographic attention to fine detail, Exhibits correct proportions</p> <p style="padding-left: 40px;">Abstract Simplified to stress one or more element of art (line, shape, form, etc.) Actual colors of objects are unimportant, any color may be chosen Often fractured shapes or spaces Realistic portrayal less important than design</p> <p style="padding-left: 40px;">Nonobjective Art that does not represent real objects in any manner Stresses elements of art and their relationship to each other</p>	<p>Create an artwork from observation. Create an original still life. Create a portrait.</p> <p>Create an artwork that is realistic.</p> <p>Create an artwork that is abstract.</p> <p>Create an artwork that is nonobjective.</p>
<p>Pre-Assessment: Students will compare and contrast different subject matter through a graphic organizer that combines a series of thumbnail sketches with written notes on characteristics. Draw small sketches of both real and abstract versions of a portrait, landscape, and still life subjects.</p>	<p>Unit Vocabulary: Focal point, observation, invention, contrast, still life, sphere, cone, cube, cylinder, texture, positive/negative space, theme, landscape, convergence, space, depth, foreground, middle ground, background, overlap, portrait, proportion, art as Communication, series, print, styles of Art, realistic, abstract, nonobjective, distort, fracture, atm</p>

Aesthetics: Art & Design Criticism

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.	What makes an art work successful or unsuccessful? When do personal experiences impact specific art forms? What if there were no expectations for evaluation in making art? How does art terminology describe individual expression? How do criteria influence personal artistic growth?	G.12.1 Use visual images as tools for thinking and communicating G.12.2 Know how to find the meanings in artwork G.12.3 Interpret more complex meanings in challenging works of art, including media arts G.12.4 Create works of art that have complex meanings
Content & Skills		
By the end of this course, students will know:	By the end of this course, students will be able to:	
<p>Aesthetics Aesthetic is a field of philosophy in which big questions are asked such as: What makes something “Art”? What makes it good art?</p> <p>Imitationalism values artwork that copies life/”holds a mirror up to nature.” Imitational pieces fall along a spectrum of approaches from strict realism through idealized or stylized forms of representation.</p> <p>Emotionalism values artwork whose primary purpose is to vividly express feelings or emotions. Artwork may be realistic, abstract or nonobjective.</p> <p>Formalism values the design or use of elements and principles in a composition. The subject matter of the artwork may be about an element such as shape or color.</p> <p>Functionalism values artwork because of the purpose it serves in a culture. Examples are the spiritual function of a mask in an African ceremony, the persuasive purpose of an advertisement, or the practical purpose of a teapot.</p> <p>Art Criticism Written Critiques follow the Feldman Model (describe, analyze, interpret, judge)</p>	<p>Aesthetics Develop a personal definition for “Art” that separates all objects into either “Art” or “Non-Art” categories. Analyze artworks to determine how they would be valued according to each aesthetic theory:</p> <ul style="list-style-type: none"> • Imitationalism • Emotionalism • Formalism • Functionalism <p>Art Criticism Write a critique of an artwork that follows the Feldman Model:</p> <ul style="list-style-type: none"> • Describe (use art terms and descriptive language to explain, in detail, what is seen in the artwork.) • Analyze (explain how and where important elements and principles are used in the artwork.) • Interpret (make a clear connection between how the artist used the elements and principles and the artist’s intended meaning/message/effect.) • Judge (Evaluates the quality of the artwork on the use of elements, principles, 	
<p>Pre-Assessment: Students define vocabulary terms. Students compare and contrast a pair of artworks using the Feldman model.</p>	<p>Unit Vocabulary: Imitationalism, emotionalism, formalism, functionalism, realistic, abstract, nonobjective, describe, analyze, interpret, judge, critique</p>	

Art History

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.	<p>What are the purposes for which cultures create art?</p> <p>Where can you identify cultural influences reflected in art?</p> <p>How have art materials and techniques been unique to a culture?</p> <p>How have historical developments affected the visual arts?</p> <p>What are some similarities and differences that can be identified in art from other cultures?</p> <p>How have cultures influenced the development of art within the United States?</p> <p>What if there was no evidence of other cultures in history?</p>	<p>A.12.1 Possess a mental storehouse of images</p> <p>A.12.2 Know advanced vocabulary related to their study of art</p> <p>A.12.3 Know and recognize styles of art from their own and other parts of the world</p> <p>A.12.4 Know and recognize many styles of art from various times</p> <p>A.12.5 Explain that art is one of the greatest achievements of human beings</p> <p>A.12.6 Use art as a basic way of thinking and communicating about the world</p> <p>B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs</p> <p>B.12.2 Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist</p> <p>B.12.3 Relate works of art and designed objects to specific cultures, times, and places</p> <p>B.12.4 Know how artists, designers, and cultures influence art</p> <p>B.12.5 Understand how their choices in art are shaped by their own culture and society</p> <p>B.12.6 Describe, analyze, interpret & judge art images & objects from various cultures, artists & designers</p> <p>B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities</p> <p>B.12.8 Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design</p> <p>J.12.1 Understand the purposes and functions of art</p> <p>J.12.2 Choose materials and techniques to influence the expressive quality of art</p> <p>J.12.3 Identify ways different cultures think about art</p> <p>J.12.4 Identify ways philosophers think about art</p> <p>J.12.5 Understand their own ideas about the purposes and meanings of art</p> <p>J.12.6 Know the value of art as a basic part of being human</p> <p>J.12.7 Understand and apply art criticism and aesthetic knowledge in art and design</p> <p>J.12.8 Know concepts of beauty in different cultures</p> <p>J.12.9 Identify the differences between original artworks, reproductions, and copies</p> <p>J.12.10 Reflect and talk about works of art</p>

Content & Skills

By the end of this course, students will be able to:

Compare and contrast artworks with reference to the time, place, context, and characteristics of style.

By the end of this course, students will know:

Style/Period Time/Place	StyleCharacteristics	Suggested Artists	Context
Renaissance 1400-1600 Europe, began in Italy	Realistic style Expression of emotion Biblical, allegorical, mythological, and portraits of wealthy patrons as subjects Invention of linear and atmospheric perspective	Da Vinci, Michelangelo Buonarroti, Raphael (Raffaello Santi)	<ul style="list-style-type: none"> • Powerful catholic church as patron • Rich merchant class as patron • Rebirth of classical ideas and styles • Belief in individualism, artist as hero • Belief in humanism, that humans have value independent of religion • Art used to teach illiterate people • religion
Impressionism 1875-1905 Began in France, spread through Europe and to USA	Visible brush strokes Broken color, colors appear to mix Colors show atmospheric effects Working class people, cityscapes, landscapes as subjects Influenced by Japanese prints	Claude Monet Edgar Degas Mary Cassatt	<ul style="list-style-type: none"> • Industrial revolution: locomotives, photography, paint in tubes • Reaction against academic art which had shown religion, history, mythology • Reaction against upper class and for the common people • Patriotic in showing the fertility of French soil
Pop Art 1950's London 1960's-present in United States	Raising everyday objects to art Art for the masses Images of popular culture: supermarket products, billboards, comics, magazine ads Silkscreen prints of popular icons (Elvis, Marilyn Monroe, etc.) Objects in surprising combinations or greatly enlarged	Andy Warhol, Jasper Johns, Robert Indiana, Jim Dine, Klas Oldenburg, Roy Lichtenstein, Rosenquist, Robert Rauschenberg, Paschke, Richard Hamilton Koons, Wayne Thiebaud, Keith Haring, David Hockney, Peter Max	<ul style="list-style-type: none"> • Color television in most homes • Art showed how mass media influenced daily life • Boom in economy following WWII, women back in homes after working factory jobs during wartime • Growth of suburbia • Commercial art to museums • Explosion of pop and youth culture: Beatles, folk, etc. • Civil rights movement
Op Art 1966-1975 France and London	Optical illusions cause paintings to appear to move Hard-edge shapes in black and white or black with color Repetition of the same shape to create pattern Nonobjective designs	Victor Vasarely, Bridget Riley	Effects of Viet Nam War Kennedy assassination Futurism/"New Frontier" 60's Social revolution and change
Pre-Assessment: Students identify works by style and period. Students complete a Venn diagram on which they compare and contrast artworks on each attribute: time, place, style name, characteristics of style, what life was like and how art was valued in the society/culture.		Unit Vocabulary: Allegory, atmospheric perspective, chiaroscuro, dramatic lighting, figurative, graphic communication, humanism, modeling, mythology, Nonobjective, Op Art, optical illusion, patron, Pop Art, Pop culture, Realism, Symbolism	

Applied Art

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What if art didn’t exist? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? Why do artists develop portfolios to present their work? What defines a successful portfolio?</p>	<p>D.12.1 Know about the history, public art, and unique architecture of their cultural community D.12.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.12.3 Explain how the environment influences the look and use of art, architecture & design D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality D.12.5 Know common language in art, such as D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration & originality K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.12.2 Invent new artistic forms to communicate ideas and solutions to problems K.12.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design K.12.6 Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>The model for art criticism is based on analytical writing methods where facts are examined, and relationships between are deduced through analytic reasoning:</p> <ul style="list-style-type: none"> • Description (similar to concrete details) • Analysis (similar to commentary) • Interpretation (similar to thesis) • Judgment (conclusions about the artwork) 		<p>Compare and contrast the art criticism method with the process for analytical writing in Language arts.</p>
Pre-Assessment: Students list and explain steps in the art criticism and analytic reasoning processes.		Unit Vocabulary: Art criticism process, description, analysis, interpretation, judgment, deduction, analytic reasoning, examination, concrete details, commentary, thesis, and conclusions

Technology

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>Gains an understanding of how to use technology when researching and creating art and how it can be used in the production of graphic design.</p>	<p>What is the relationship between art and technology? What if all art was created electronically? How do we use technology when creating art? How does the use of technology enhance our visual image? How does the use of technology effect self expression? How can we use technology to better understand a work of existing art?</p>	<p>F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films F.12.2 Understand visual techniques used in mass media F.12.3 Interpret visual messages in advertisements, news, and entertainment programs F.12.4 Recognize stereotyping in visual media F.12.5 Understand the effects of production techniques on viewers' perceptions F.12.6 Use a range of media techniques to create art F.12.7 Apply a working knowledge of media production systems F.12.8 Revise media productions based on personal reflection and audience response</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
How to utilize technology to enhance their art understanding and production.		Utilize technology to research art and artist. Import and modify images in Word. Create documents with quality design.

Assessments:	Formative Assessments may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets	Summative Assessment may be in the form of: Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.
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Graphic Design

Elements & Principles

Elements & Principles		
Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.	How do you identify the elements of visual art and principles of design? How do you apply the elements of visual art and principles of design?	H.12.1. Interpret complex patterns and forms by drawing them H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces H.12.3 Use careful observation to draw, paint, and sculpt from life H.12.4 Create two-dimensional plans to make three-dimensional models H.12.5 Make and interpret maps, charts, and plans H.12.6 Be critical viewers and producers of mass-media images
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Line: text as line Shape: symbolism letterforms text body typographic sign brand-mark symbol Color: symbolism Based on psychological research Based on cultural meaning Based on personal meaning Emphasis: differentiate the use of dominant and subordinate elements in a layout. Unity: unified composition through the use of 4 elements and mixed media. Proportion: grid systems, letter spacing Proportion: grid systems, letter spacing (kerning, leading)</p>		<p>Create a layout using text as line. Create artwork using letterforms as symbolic shape. Create artwork using text body as symbolic shape. Create artwork using typographic sign. Create artwork using a brand-mark symbol. Use research-based psychological color information to communicate an idea. Use culturally-based color symbolism to communicate an idea. Use color based upon personal meaning to communicate an idea or feeling. Create a layout creating emphasis through dominant elements. Create a layout creating emphasis through subordinate elements. Create a unified layout through the use of 4 elements and mixed media. Create a layout that demonstrates proportion using a grid system. Create a layout that demonstrates proportion by adjusting letter spacing (kerning, leading).</p>
<p>Pre-Assessment: Repeat the word "anger" so that it reflects the meaning of the word. Illustrate an idea using letterforms as shapes. Illustrate an idea using text bodies as shapes. Analyze an advertisement in terms of the color psychology. Discuss how color influences consumers. Identify ideas associated with specific colors, on a worksheet. Analyze the dominant and subordinate elements of a layout. Analyze how unity is created in a layout. Analyze the grid system used in a layout. Adjust kerning and leading in Adobe Illustrator.</p>		<p>Unit Vocabulary: Line, text lines, shape, letterforms, text body, color, color psychology, symbolism emphasis, dominant, subordinate, unity, proportion, grid systems, letter spacing, kerning, leading, serif, sanserif .</p>

Media

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An individual's informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.	<p>Why is it important to experience different materials?</p> <p>How do different techniques, media, and processes affect self-expression?</p> <p>Why must art materials and tools be used in a safe and responsible manner?</p>	<p>C.12.1 Use the elements and principles of design in sophisticated ways</p> <p>C.12.2 Understand the procedures of developing quality design</p> <p>C.12.3 Use design to create artworks that have different meanings</p> <p>C.12.4 Use advanced design techniques to improve and/or change artwork</p> <p>C.12.5 Analyze the complexities of nature and use challenging artistic images as visual resources</p> <p>C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols</p> <p>C.12.7 Apply advanced craft and skills to consistently produce quality art</p> <p>C.12.8 Use the natural characteristics of materials (their possibilities and limitations) to create works of art</p> <p>C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others</p> <p>C.12.10 Assume personal responsibility for their learning and the creative process</p> <p>I.12.1 Use art to understand their own and others' emotions</p> <p>I.12.2 Make art that explores a variety of emotions</p> <p>I.12.3 Compare and contrast feelings in a work of art</p> <p>I.12.4 Look at art and compare their feelings with those of the artist and others</p> <p>I.12.5 Understand and recognize that art reflects the history and culture in which it was created</p> <p>I.12.6 Create art that expresses deep feelings</p> <p>I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Layout Techniques: Mixed media, cut and paste</p> <p>PHOTOSHOP -Tool Bar (Selection tools, type tool, foreground/background)</p> <p style="padding-left: 20px;">-Transform tool</p> <p style="padding-left: 20px;">-Layers palette (copy, rename layer, opacity, flatten)</p> <p style="padding-left: 20px;">-Color palette</p> <p style="padding-left: 20px;">-Saving/images formats (.jpg , .gif, .psd , .bitmap)</p> <p>ILLUSTRATOR -Tool Bar (selection tool, shape tools, type tools, fill, stroke, pen).</p> <p style="padding-left: 20px;">-color palette</p> <p>SCANNER - Scan, import, save, adjust image resolution</p> <p>DIGITAL PHOTOGRAPHY -importing photos into graphics programs</p> <p>PRINTING -specialty papers</p>		<p>Create an example using mixed media techniques.</p> <p>Create artwork using Adobe Photoshop tool bar, layers palette, color palette, and file saving formats.</p> <p>Create artwork using Adobe Illustrator tool bar and color palette.</p> <p>Scan, import and adjust images using computer technology.</p> <p>Create images with a digital camera, import and use them in the creation of artwork.</p> <p>Demonstrate knowledge of printing on a variety of specialty papers.</p>
Pre-Assessment:		Unit Vocabulary:
Students will open an image file in Adobe Photoshop and go through a checklist of various tools to demonstrate their readiness level. Students will open a new file in Adobe Illustrator and go through a checklist of various tools to demonstrate their readiness level.		Adobe Photoshop, tool bar, selection tools, type tool, foreground, background, transform tool, layers palette, opacity, flatten image, color palette, image formats; .jpg , .gif, .psd, .bitmap, Adobe Illustrator, selection tool, shape tools, type tools, fill , stroke, pen tool, scan, import, save, image resolution, specialty papers.

Subject Matter/Themes

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.	<p>How does art communicate meaning through subject matter, symbols and ideas?</p> <p>Why do art forms and ways of making art stay the same? Change?</p> <p>How would society interact with the creation of new art forms? What if the meaning of traditional symbols evolves into different meanings over time?</p>	<p>E.12.1 Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics</p> <p>E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia</p> <p>E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products</p> <p>E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models</p> <p>E.12.5 Continue to use the visual arts to express ideas that can't be expressed by words alone.</p>
Content & Skills		
By the end of this course, students will know:	By the end of this course, students will be able to:	
<p>Social Commentary</p> <p>Historical styles and Cultural Influences</p> <p>Symbolism</p> <p>Advertising</p>	<p>Create an original artwork that communicates social commentary to a mass audience.</p> <p>Create an original artwork that communicates historical and cultural influences to a mass audience.</p> <p>Create an original artwork that uses symbolism to communicate to a mass audience.</p> <p>Create an advertisement that communicates to its intended audience.</p>	
<p>Pre-Assessment:</p> <p>Identify social commentary messages in selected art works.</p> <p>Match graphic images to historical influences.</p> <p>Identify symbols in selected artworks.</p> <p>Identify the target audience and visual hierarchy of an advertisement.</p>	<p>Unit Vocabulary:</p> <p>Propaganda, symbolism, target audience, visual hierarchy, design strategy</p>	

Aesthetics: Art & Design Criticism

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.	What makes an art work successful or unsuccessful? When do personal experiences impact specific art forms? What if there were no expectations for evaluation in making art? How does art terminology describe individual expression? How do criteria influence personal artistic growth?	G.12.1 Use visual images as tools for thinking and communicating G.12.2 Know how to find the meanings in artwork G.12.3 Interpret more complex meanings in challenging works of art, including media arts G.12.4 Create works of art that have complex meanings
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Aesthetics Aesthetic is a field of philosophy in which big questions are asked such as: What makes something “Design versus Fine Art”? What makes it good design for a particular target audience?</p> <p>Art Criticism Written Critiques follow the Feldman Model (describe, analyze, interpret, judge)</p>		<p>Aesthetics Develop a personal definition for “Design” that separates works into either “Design” or “Fine Art” categories. Analyze the relationship between definitions of good design and a particular target audience.</p> <p>Art Criticism Write a critique of an artwork that follows the Feldman Model:</p> <ul style="list-style-type: none"> • Describe use art terms and descriptive language to explain, in detail, what is seen in the artwork • Analyze explain how and where important elements and principles are used in the artwork • Interpret make a clear connection between how the artist used the elements and principles and the artist’s intended meaning/message/effect • Judge Evaluates the quality of the artwork according to aesthetic theories considering use of elements, principles, usage of media, themes
<p>Pre-Assessment: Students define vocabulary terms. Students critique a graphic design. Students write personal definitions of both “Art” & “Design”</p>		<p>Unit Vocabulary: Imitationalism, emotionalism, formalism, functionalism, design, graphic design, critique, target audience</p>

Art History

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.</p>	<p>What are the purposes for which cultures create art? Where can you identify cultural influences reflected in art? How have art materials and techniques been unique to a culture? How have historical developments affected the visual arts? What are some similarities and differences that can be identified in art from other cultures? How have cultures influenced the development of art within the United States? What if there was no evidence of other cultures in history?</p>	<p>A.12.1 Possess a mental storehouse of images A.12.2 Know advanced vocabulary related to their study of art A.12.3 Know and recognize styles of art from their own and other parts of the world A.12.4 Know and recognize many styles of art from various times A.12.5 Explain that art is one of the greatest achievements of human beings A.12.6 Use art as a basic way of thinking and communicating about the world B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs B.12.2 Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist B.12.3 Relate works of art and designed objects to specific cultures, times, and places B.12.4 Know how artists, designers, and cultures influence art B.12.5 Understand how their choices in art are shaped by their own culture and society B.12.6 Describe, analyze, interpret & judge art images & objects from various cultures, artists & designers B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities B.12.8 Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design J.12.1 Understand the purposes and functions of art J.12.2 Choose materials and techniques to influence the expressive quality of art J.12.3 Identify ways different cultures think about art J.12.4 Identify ways philosophers think about art J.12.5 Understand their own ideas about the purposes and meanings of art J.12.6 Know the value of art as a basic part of being human J.12.7 Understand and apply art criticism and aesthetic knowledge in art and design J.12.8 Know concepts of beauty in different cultures J.12.9 Identify the differences between original artworks, reproductions, and copies J.12.10 Reflect and talk about works of art</p>

Content & Skills

Enrichment Content:		
Style Characteristics	Artists	Context
<p>Ancient Letterforms: Sumerian</p> <ul style="list-style-type: none"> • 3000 BC –2000 BC • Cuneiform – wedge shaped letterforms • Pictographic drawings of objects, numerals and personal names • Reed stylus sharpened to a point and carved in clay tablets 	<p>Code of Hammurabi –Artist Unknown Shows the divine authority given to King Hammurabi to rule the people of Babylon. Defines the laws and social order of the society through written cuneiform</p>	<p>Knowledge was disbursed among people. Enabled society to stabilize under the rule of law – Code of Hammurabi</p>

<ul style="list-style-type: none"> • Picture symbols began to represent the sounds of objects rather than of the object themselves. • Pictures became graphic symbols for sound. 		
<p>Ancient Letterforms: Egypt Hieroglyphs</p> <ul style="list-style-type: none"> • 2920 BC- 30 BCE • The artist could write vertically, horizontally, left to right or right to left – allowed for a lot of design flexibility • Written on clay tablets, stone and papyrus (paper-like substance made out of the papyrus plant that grew along the Nile River) • Illustrations often accompanied the writings. 	<p>The Rosetta Stone – Artist Unknown Through the use of three different languages used on this stone, scholars were able to translate Egyptian Hieroglyphs</p>	<p>Cover the interior and exteriors of Egyptian tombs, furniture, coffins, clothing, utensils, buildings and jewelry.</p>
<p>Ancient Letterforms: Chinese Calligraphy</p> <ul style="list-style-type: none"> • 5000-1200 BCE • Purely visual language – composed of differently shaped lines within an imagery square • Pictographs - not realistic but abstract design • Often expressed feelings through line weight and direction 	<p>Artists use “chops”, a visual symbol to stamp their name on work.</p>	<p>The study and practice of calligraphy is an art form with spiritual meaning</p>
<p>Ancient Letterforms: Greek and Roman</p> <p>Greek 900-31 BCE</p> <ul style="list-style-type: none"> • Applied geometric structure and order to letterforms • Letter and component strokes are somewhat standardized because of the system of horizontal, vertical, curved and diagonal strokes • Uncials - a later style of writing. It could be written more quickly. Its more rounded letters were formed of fewer strokes. <p>Roman 753-BCE</p> <ul style="list-style-type: none"> • Roman serif was invented. It had small lines extending from the ends of the major strokes of a letterform. • Capitalis quadrata – “square capitals.” It was written slowly with a flat pen and had square capitals. It had stately proportions and outstanding legibility. • Capitalis rustica – (rustic capitals) – extremely condensed letterform, written quickly to save space. 	<p>Trajan’s column</p> <p>Inscription testifying to the Imperial strength of the Roman Empire.</p> <p>Used capitalis monumentalis (“monumental capitals”) – drawn in thick and thin strokes with organically straight and curved lines.</p>	<p>Letterforms were determined by the carving tools and the way they were held.</p> <p>Serifs were invented to smooth the rough top and bottom edges created by carving tools.</p>
<p>Illuminated Manuscripts – Eastern Islamic & Western European</p> <ul style="list-style-type: none"> • 500-1400 • Combination of both illustration and typography • In most cases, text was lettered in rustic capitals or unicals (freely drawn letters that were more rapidly drawn than square capitals or rustic capitals). 	<p>Book of Kells, the Chi Rho page. – the letter combination used to write Christ in manuscripts is called the Chi-Rho, after the first two letters of the Greek word for Christ, chi (X) and rho (P). The Chi Rho in the Book of Kells is composed of shimmering color and</p>	<ul style="list-style-type: none"> • They were drawn and written by hand. They were costly and time consuming. • Understood the value of pictures for educational use. • Often had spiritual or mystical purposes.

<ul style="list-style-type: none"> • In most cases, illustration was framed in bright bands of color. <p><i>Celtic design</i></p> <ul style="list-style-type: none"> • It is abstract and extremely complex. The geometric linear patterns, weave, twist and fill a space with thick visual textures and bright pure colors. • Layout - Ornamental frames or borders enclosed full-page illustrations. The opening pages of each gospel were also illuminated. <p>Carpet pages were full-page decorative design.</p> <ul style="list-style-type: none"> • Interlacing – two dimensional decoration formed by a number of ribbons or straps woven into a complex symmetrical design • Large initials 	<p>intricate, convoluted form blossoming over the whole page.</p>	
<p>Moveable Type</p> <ul style="list-style-type: none"> • 1438 • Block Printing was too fragile for multiple uses. • Guttenberg’s printing press used a type mold. A steel punch stamps an impression of the letterform into a softer brass matrix. A mold was made from the matrix and filled with molten lead alloy. • Type was stored in compartmentalized cases and pulled out letter by letter to set in lines. • The term “leading” was used for the lead blocks placed between rows of type 	<p>John Gutenberg;</p> <ul style="list-style-type: none"> • Gutenberg Bible – two columns of type with generous margins. Blank spaces were left for decorative initials to be drawn by a scribe. 	<ul style="list-style-type: none"> • Allowed for fast execution of printing and large productions of writing. • People of all classes began to read the Bible as opposed to just the priests, noblemen and scribes. • Written documents were widely distributed throughout Europe.
<p>Art Nouveau</p> <ul style="list-style-type: none"> • Influenced by nature • Detailed patterns and curvilinear design • Mostly Asymmetrical • Wanted to erase the distinction between arts and crafts • Late 19th Century to Early 20th Century 	<p>Henri de Toulouse-Lautrec</p> <ul style="list-style-type: none"> • Interested in social subjects • Printmaker, draftsman and • painter 	<ul style="list-style-type: none"> • Parisian social-life
<p>Bauhaus</p> <ul style="list-style-type: none"> • 1919-1932 • Combined fine and applied arts to create a unity of art and technology. Sought to solve the problems of industrialization. • Drew inspiration from Expressionism • Maholy Nagy described Typography as “a tool of communication...The emphasis must be on absolute clarity.” • Advocated “an uninhibited use of all linear directions,” in typography (not just horizontal) • Elasticity, variability, and creativity of typographical composition are dictated by expression and the optical effect. • Bold use of color in typography • Normal viewpoint was replaced by worm’s eye, bird’s eye, 	<p>Moholy –Nagy</p> <ul style="list-style-type: none"> • Explored painting, photography, film, sculpture and graphic design • Investigated through new techniques such as photomontage and the photogram, visual means including kinesthetic motion, light and transparency. • Wanted to unite typography and photography in graphic design • Used photography to influence poster design with techniques such as enlargement, distortion, dropouts, double exposures & montage 	<ul style="list-style-type: none"> • The school DasStaatliches Bauhaus (literally translated, The State Home for Building) founded by Walter Gropius • Wanted to raise the functional and aesthetic qualities of mass production, particularly in lowcost consumer products. • Utopian desire to create a new spiritual society • Tension between Bauhaus and the German government in Weimer cause the school to move from Weimer to Dessau.

<p>extreme close-up, and angled viewpoints.</p> <ul style="list-style-type: none"> • Photography emphasized texture, light and dark interplay as well as repetition 		
<p>Digital Revolution</p> <ul style="list-style-type: none"> • 1983 – to present • Death of typography in the sense of an aesthetic beyond its purest function of legible distribution of information • Type on the web – screen resolution makes finely serifed faces unsatisfactory San serifs works best. • Print now tries to imitate some of the Web’s more loose and vibrant designs. • Type aesthetics on a website are far less important than navigation, and easy, logical, speedy access of information. 	<p>David Carson</p> <ul style="list-style-type: none"> • Eschewed grid formats and consistent layout or typographic patterns – chose to explore the expressive capabilities of each subject • Rejected conventional ideas about typographic syntax, visual hierarchy and imagery. • Article titles were letter spaced erratically across images or arranged in expressive rather than normative sequences. • Parts of letters were sliced away, causing the view to have to decipher the message. • Designs came from the meaning of the words or make a comment about the subject • Sought to bring together the expression of the layout and the expression of the writing. 	<ul style="list-style-type: none"> • There is more typeface choice than ever before • General loosening of typographic standards • Focus moves away from printed media to computer web media.
<p>Pre-Assessment: Students identify works by style and period. Students place historical periods on a time line. Students complete a Venn diagram on which they compare and contrast artworks on each attribute: time, place, style name, characteristics of style, artists, and cultural context.</p>	<p>Unit Vocabulary: San serif, uncials, Roman serif, Capitalis quadrata, .Capitalis rustica, typographic syntax, capitalis monumentalibus, layout</p>	

Applied Art

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What if art didn’t exist? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? Why do artists develop portfolios to present their work? What defines a successful portfolio?</p>	<p>D.12.1 Know about the history, public art, and unique architecture of their cultural community D.12.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.12.3 Explain how the environment influences the look and use of art, architecture & design D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality D.12.5 Know common language in art, such as D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration & originality K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.12.2 Invent new artistic forms to communicate ideas and solutions to problems K.12.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design K.12.6 Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
Graphic Design in art is connected to current events in social studies.		Analyze graphic design examples (posters, magazine layouts, pamphlets, brochures, etc.) made to protest or promote current events.
Pre-Assessment: Have students brainstorm instances where they have been influenced by graphic design created to promote or protest current events.		Unit Vocabulary: Protest, propaganda, politics, persuasion, marketing

Technology

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
Gains an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.	What is the relationship between art and technology? What if all art was created electronically? How do we use technology when creating art? How does the use of technology enhance our visual image? How does the use of technology effect self expression? How can we use technology to better understand a work of existing art?	F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films F.12.2 Understand visual techniques used in mass media F.12.3 Interpret visual messages in advertisements, news, and entertainment programs F.12.4 Recognize stereotyping in visual media F.12.5 Understand the effects of production techniques on viewers' perceptions F.12.6 Use a range of media techniques to create art F.12.7 Apply a working knowledge of media production systems F.12.8 Revise media productions based on personal reflection and audience response

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
The origins of graphic design. The purpose of graphic design. How to utilize quality design to communicate ideas. Adobe Photoshop <ul style="list-style-type: none"> • Tools • Layers • Techniques 	Create an original artwork that communicates social commentary to a mass audience. Create an original artwork that communicates historical and cultural influences to a mass audience. Create an original artwork that uses symbolism to communicate to a mass audience. Create an advertisement. Create digital and/or stop motion animation.

Assessments:	Formative Assessments may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets	Summative Assessment may be in the form of: Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.
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Painting

Elements & Principles

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.	How do you identify the elements of visual art and principles of design? How do you apply the elements of visual art and principles of design?	H.12.1. Interpret complex patterns and forms by drawing them H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces H.12.3 Use careful observation to draw, paint, and sculpt from life H.12.4 Create two-dimensional plans to make three-dimensional models H.12.5 Make and interpret maps, charts, and plans H.12.6 Be critical viewers and producers of mass-media images

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<p>Color: Expressive color, intensity scale</p> <p>Texture: Illusion of depth/form through texture contrast</p> <p>Value: Illusion of depth through value contrast, value scale</p> <p>Rhythm: Specific, sequential movement within a composition using color/value</p> <p>Unity: Unified composition through three elements</p> <p>Proportion: expressive and distorted</p>	<p>Paint a color intensity scale.</p> <p>Create a painting using color for an expressive purpose.</p> <p>Create a painting using texture contrast to show the illusion of depth or form.</p> <p>Paint a monochromatic value scale.</p> <p>Create a painting using value contrast of values to show the illusion of depth or form.</p> <p>Create a painting using color values to produce sequential movement.</p> <p>Use three elements to achieve unity in a painting composition.</p> <p>Create a painting that uses distorted proportions for an expressive purpose.</p>
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> • Sketch a composition that uses a range of color intensities using color pencil or pastel. • Apply shading to outlines of shapes using a range of color values on a worksheet. • Create sample swatches in several color intensities and values.. • Label a painting to identify three elements of design that demonstrate unity. • Create and label a sketch that demonstrates a scene using expressive color. • Identify examples where the illusion of space was created through texture contrast. • Identify and label artworks that use color value to create sequential movement in a composition. • Create a color sketch using several elements to unify a composition. • Draw two objects, one with realistic proportions and one with distorted proportions 	<p>Unit Vocabulary:</p> <p>Expressive color, color intensity, color value, monochromatic, complimentary, analogous, triad, split compliment, emphasis, texture, contrast, rhythm, sequential movement, distorted proportions, unity</p>

Media

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An individual's informed choice and appropriate application of media, techniques and/or processes enhance personal expression & determine the quality of art.	<p>Why is it important to experience different materials?</p> <p>How do different techniques, media, and processes affect self-expression?</p> <p>Why must art materials and tools be used in a safe and responsible manner?</p>	<p>C.12.1 Use the elements and principles of design in sophisticated ways</p> <p>C.12.2 Understand the procedures of developing quality design</p> <p>C.12.3 Use design to create artworks that have different meanings</p> <p>C.12.4 Use advanced design techniques to improve and/or change artwork</p> <p>C.12.5 Analyze the complexities of nature and use challenging artistic images as visual resources</p> <p>C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols</p> <p>C.12.7 Apply advanced craft and skills to consistently produce quality art</p> <p>C.12.8 Use the natural characteristics of materials; their possibilities and limitations to create works of art</p> <p>C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process</p> <p>C.12.10 Assume personal responsibility for their learning and the creative process</p> <p>I.12.1 Use art to understand their own and others' emotions</p> <p>I.12.2 Make art that explores a variety of emotions</p> <p>I.12.3 Compare and contrast feelings in a work of art</p> <p>I.12.4 Look at art and compare their feelings with those of the artist and others</p> <p>I.12.5 Understand and recognize that art reflects the history and culture in which it was created</p> <p>I.12.6 Create art that expresses deep feelings</p> <p>I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Watercolor Paints Under painting with a wash (flat, graduated, variegated) Glazing Texture techniques – sponge, scaped when dry, scraped into wet, lifting when wet and blotting, dry brush, spattering Watercolor painting process</p> <p>Acrylic Paints Scumbling Glazing Acrylic painting process</p>		<p>Watercolor Paints Paint examples of flat, graduated, and variegated washes used as under painting. Paint wet transparent layers over dry ones to create glazes. Demonstrate the following texture techniques: sponge, scraping dry paint, lifting when wet, blotting when wet, dry brush, and splattering. Follow a traditional watercolor painting process.</p> <p>Acrylic Paints blend two colors together smoothly on the canvas using thickly applied acrylic paint. Students will paint wet transparent layers over dry ones to create glazes. Using acrylics, the student will follow a traditional painting process.</p>
<p>Pre-Assessment: Students will match media vocabulary to examples. Students will demonstrate techniques.</p>		<p>Unit Vocabulary: Characteristics of watercolor paints and brushes, characteristics of acrylic paints, brushes, and polymer medium mixers, glazing, blending (scumbling)</p>

Subject Matter/Themes

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.	<p>How does art communicate meaning through subject matter, symbols and ideas?</p> <p>Why do art forms and ways of making art stay the same? Change?</p> <p>How would society interact with the creation of new art forms?</p> <p>What if the meaning of traditional symbols evolves into different meanings over time?</p>	<p>E.12.1 Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics</p> <p>E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia</p> <p>E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products</p> <p>E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models</p> <p>E.12.5 Continue to use the visual arts to express ideas that can't be expressed by words alone</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<ul style="list-style-type: none"> • Work from observation • Still life as communication of an idea • Conceptual theme based upon student interest • Figure as a compositional element • Landscapes • Portraits 	<ul style="list-style-type: none"> • Create a painting from observation. • Create an original still life painting that communicates an idea.. • Create an original conceptual painting based upon student interest. • Create a painting in which the human figure is used to define space. • Create an original landscape painting. • Create an original portrait painting.
<p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Students will make an example of a still life. • Students will match paintings with themes. • Students will create examples of a still life, landscape, and portrait artworks. • Students will create a word map or web in with a conceptual theme in the center, then do a series of sketches showing how the words in the web could be expressed graphically. 	<p>Unit Vocabulary:</p> <p>Still life, conceptual theme, figure, landscape, portrait and working from observation</p>

Aesthetics: Art & Design Criticism

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.	What makes an art work successful or unsuccessful? When do personal experiences impact specific art forms? What if there were no expectations for evaluation in making art? How does art terminology describe individual expression? How do criteria influence personal artistic growth?	G.12.1 Use visual images as tools for thinking and communicating G.12.2 Know how to find the meanings in artwork G.12.3 Interpret more complex meanings in challenging works of art, including media arts G.12.4 Create works of art that have complex meanings
Content & Skills		
By the end of this course, students will know:	By the end of this course, students will be able to:	
<ul style="list-style-type: none"> ● Aesthetics There are culturally-based differences in the aesthetic value of artworks between the context in which they were created and the context in which they are viewed today. ● Imitationalism values artwork that copies life/"holds a mirror up to nature." Imitational pieces fall along a spectrum of approaches from strict realism through idealized or stylized forms of representation. ● Emotionalism values artwork whose primary purpose is to vividly express feelings or emotions. Artwork may be realistic, abstract or nonobjective. ● Formalism values the design or use of elements and principles in a composition. The subject matter of the artwork may be about an element such as shape or color. ● Functionalism values artwork because of the purpose it serves in a culture. Examples are the spiritual function of a mask in an African ceremony, the persuasive purpose of an advertisement, or the practical purpose of a teapot. ● Art Criticism Written Critiques follow the Feldman 	<ul style="list-style-type: none"> Aesthetics Compare and contrast the aesthetic value of painting in the context in which it was created with viewer's personal response. Art Criticism Write a critique of an artwork that follows the Feldman Model: <ul style="list-style-type: none"> ● Describe Use art terms and descriptive language to explain, in detail, what is seen in the artwork. ● Analyze Explain how and where important elements and principles are used in the artwork. ● Interpret Make a clear connection between how the artist used the elements and principles and the artist's intended meaning/message/effect. ● Judge Evaluates the quality of the artwork on the use of elements, principles, 	
Pre-Assessment: <ul style="list-style-type: none"> ● Students identify aesthetic reasons for valuing the same artwork in different cultural contexts. ● Students define vocabulary terms. ● Students compare and contrast a pair of artworks using the Feldman model. 	Unit Vocabulary: Imitationalism, emotionalism, formalism, functionalism, realistic, abstract, nonobjective, describe, analyze, interpret, judge, critique, Renaissance, Impressionism, Post-Impressionism, Cubism	

Art History

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.</p>	<p>What are the purposes for which cultures create art? Where can you identify cultural influences reflected in art? How have art materials and techniques been unique to a culture? How have historical developments affected the visual arts? What are some similarities and differences that can be identified in art from other cultures? How have cultures influenced the development of art within the United States? What if there was no evidence of other cultures in history?</p>	<p>A.12.1 Possess a mental storehouse of images A.12.2 Know advanced vocabulary related to their study of art A.12.3 Know and recognize styles of art from their own and other parts of the world A.12.4 Know and recognize many styles of art from various times A.12.5 Explain that art is one of the greatest achievements of human beings A.12.6 Use art as a basic way of thinking and communicating about the world B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs B.12.2 Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist B.12.3 Relate works of art and designed objects to specific cultures, times, and places B.12.4 Know how artists, designers, and cultures influence art B.12.5 Understand how their choices in art are shaped by their own culture and society B.12.6 Describe, analyze, interpret & judge art images & objects from various cultures, artists & designers B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities B.12.8 Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design J.12.1 Understand the purposes and functions of art J.12.2 Choose materials and techniques to influence the expressive quality of art J.12.3 Identify ways different cultures think about art J.12.4 Identify ways philosophers think about art J.12.5 Understand their own ideas about the purposes and meanings of art J.12.6 Know the value of art as a basic part of being human J.12.7 Understand and apply art criticism and aesthetic knowledge in art and design J.12.8 Know concepts of beauty in different cultures J.12.9 Identify the differences between original artworks, reproductions, and copies J.12.10 Reflect and talk about works of art</p>

Content & Skills

By the end of this course, students will know and be able to identify major movements in painting, master artists who made an impact on the art world and the techniques or styles used to create various paintings.

Style/Period Time/Place	Style Characteristics	Artists	Context
Renaissance 1400-1600 Europe, began in Italy	<ul style="list-style-type: none"> • Realistic style • Expression of emotion • Biblical, allegorical, mythological, and portraits of wealthy patrons as subjects • Invention of perspective • Architecture: smaller, more personal scale to churches, residences, public buildings: revival of classical elements- arch, dome, columns 	<ul style="list-style-type: none"> • Michelangelo Buonarroti, • Raphael (Raffaello Santi) 	<ul style="list-style-type: none"> • Powerful catholic church as patron • Rich merchant class as patron • Rebirth of classical ideas and styles • Belief in individualism, artist as hero • Belief in humanism, that humans have value independent of religion • Art used to teach illiterate people religion
Impressionism 1875-1905 Began in France, spread through Europe and to USA	<ul style="list-style-type: none"> • Visible brush strokes • Broken color, colors appear to mix • Colors show atmospheric effects • Working class people, cityscapes, landscapes as subjects • Influenced by Japanese prints 	<ul style="list-style-type: none"> • Claude Monet • Edgar Degas 	<ul style="list-style-type: none"> • Industrial revolution: locomotives, photography, paint in tubes • Reaction against academic art which had shown religion, history, mythology • Reaction against upper class and for the common people • Patriotic in showing the fertility of French soil
Post –Impressionism 1885-1920 France	<ul style="list-style-type: none"> • Seurat: pointillism, solid forms science of color • Cézanne: planes of color shows form over detail, begins to flatten forms • which influence Cubism • Gauguin: flat shapes, expressive color, Tahitian subjects • Van Gogh: linear brush strokes, color selected for personal expression 	<ul style="list-style-type: none"> • Georges Seurat • Paul Gauguin • Vincent Van Gogh 	<ul style="list-style-type: none"> • Concerned more with structure of composition and effects of color theory rather than the fleeting effects of light • Unlike other movements, the common feature was responding to Impressionism while each artist developed a unique style • Development of socialism with writings of Karl Marx
Cubism 1907-1925 (however Picasso and Braque continued painting in this style during the 20th century) France	<ul style="list-style-type: none"> • Rejection of realistic perspective, lighting and color • Faceted forms • Showed multiple viewpoints • Analytical Cubism –light and dark passages of neutral colors suggest • modeling with transparent planes that are seen at the same time. • Synthetic Cubism – First use of collage use of flat color and pattern including found material 	<ul style="list-style-type: none"> • Pablo Picasso • Georges Braque 	<ul style="list-style-type: none"> • Influenced by development of motion pictures • Picasso was influenced by the designs of African masks • Developed by Picasso and Braque working in close contact • Received its name after Matisse made the comment about Braque’s art work “avec des petites cubes”. • Matisse and Picasso respected but competed with each other for acclaim • Cubism was the start of abstract art and non-objective art, had a great influence on 20th century artists
Pre-Assessment: <ul style="list-style-type: none"> • Students identify works by style and period. • Students place historical periods on a time line. • Students complete a Venn diagram on which they compare and contrast artworks on each attribute: time, place, style, characteristics of style, artists, and cultural context. 		Unit Vocabulary: Renaissance, Impressionism, Post-Impressionism, Cubism, facets, Pointillism	

Applied Art

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What if art didn’t exist? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? Why do artists develop portfolios to present their work? What defines a successful portfolio?</p>	<p>D.12.1 Know about the history, public art, and unique architecture of their cultural community D.12.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.12.3 Explain how the environment influences the look and use of art, architecture & design D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality D.12.5 Know common language in art, such as D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration & originality K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.12.2 Invent new artistic forms to communicate ideas and solutions to problems K.12.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design K.12.6 Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
Creative writing in language arts can be a source for imaginative painting.		Use a student-composed creative writing as the stimulus for an imaginative painting.
Pre-Assessment: Students match creative writing examples to imaginative paintings.		Unit Vocabulary: Creative writing, imaginative painting

Technology

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
Gains an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.	What is the relationship between art and technology? What if all art was created electronically? How do we use technology when creating art? How does the use of technology enhance our visual image? How does the use of technology effect self expression? How can we use technology to better understand a work of existing art?	F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films F.12.2 Understand visual techniques used in mass media F.12.3 Interpret visual messages in advertisements, news, and entertainment programs F.12.4 Recognize stereotyping in visual media F.12.5 Understand the effects of production techniques on viewers' perceptions F.12.6 Use a range of media techniques to create art F.12.7 Apply a working knowledge of media production systems F.12.8 Revise media productions based on personal reflection and audience response
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
Photoshop; filters		Utilize “filters” in Adobe Photoshop to modify photo ideas into a more abstract, stylized or emotional image.

Assessments:	Formative Assessments may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets	Summative Assessment may be in the form of: Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.
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Printmaking & Photography

Elements & Principles

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.	How do you identify the elements of visual art and principles of design? How do you apply the elements of visual art and principles of design?	H.12.1. Interpret complex patterns and forms by drawing them H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces H.12.3 Use careful observation to draw, paint, and sculpt from life H.12.4 Create two-dimensional plans to make three-dimensional models H.12.5 Make and interpret maps, charts, and plans H.12.6 Be critical viewers and producers of mass-media images

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<ul style="list-style-type: none"> • Value: Full range, color spectrum translating into tonal range • Contrast: Vary size and location in space, shape, texture • Unity: Elements relate together to achieve purpose • Balance: Rule of thirds creates dynamic asymmetrical balance • Rhythm: Repeated elements 	<ul style="list-style-type: none"> • Create photographs that demonstrate a full range of value. • Create photographs that demonstrate contrast. • Use relating elements to achieve unity in a photograph. • Use the Rule of Thirds to create balance. • Create photographs that demonstrate rhythm.
Pre-Assessment:	Unit Vocabulary:
<ul style="list-style-type: none"> • Demonstrates use of value, contrast, rhythm and unity. • Demonstrates use of Rule of Thirds to create balance. 	Value/Tonal Scale, Color Spectrum, Contrast, Unity, Asymmetrical Balance, Rhythm

Media

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>An individual’s informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.</p>	<p>Why is it important to experience different materials? How do different techniques, media, and processes affect self-expression? Why must art materials and tools be used in a safe and responsible manner?</p>	<p>C.12.1 Use the elements and principles of design in sophisticated ways C.12.2 Understand the procedures of developing quality design C.12.3 Use design to create artworks that have different meanings C.12.4 Use advanced design techniques to improve and/or change artwork C.12.5 Analyze the complexities of nature and use challenging artistic images and ideas as visual resources C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols C.12.7 Apply advanced craft and skills to consistently produce quality art C.12.8 Use the natural characteristics of materials and their possibilities and limitations to create works of art C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process C.12.10 Assume personal responsibility for their learning and the creative process I.12.1 Use art to understand their own and others' emotions I.12.2 Make art that explores a variety of emotions I.12.3 Compare and contrast feelings in a work of art I.12.4 Look at art and compare their feelings with those of the artist and others I.12.5 Understand and recognize that art reflects the history and culture in which it was created I.12.6 Create art that expresses deep feelings I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art</p>

Content & Skills

<p>By the end of this course, students will know:</p>	<p>By the end of this course, students will be able to:</p>
<p>Photography: Lens, shutter, zoom, exposure, digital, film, lighting, focus, film speed, megapixels, pinhole, wide angle, tripod</p>	<p>Produce quality colored photographs. Produce quality black and white photographs. Digitally enhance photos using Adobe Photoshop.</p>
<p>Pre-Assessment: Using photographs of similar subject matter but with different applied darkroom/camera techniques, have students identify the processes used for each effect.</p>	<p>Unit Vocabulary: aperture, back lighting, burning, camera, crop, darkroom, depth of field, depth of focus, dodging, film, film speed, flash, flat,, focus, frame, front light, enlargement, exposure, lens, light meter, telephoto, pinhole, wide angle, positive image, negative image, print, print contrast, photo paper, overexposed, underexposed, photomontage, shutter, shutter release, shutter speed, single lens reflex camera, snapshot, spotting timer, tonal scale/value, tripod, underdeveloped, overdeveloped, viewfinder, washed-out</p>

Subject Matter/Themes

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.</p>	<p>How does art communicate meaning through subject matter, symbols and ideas? Why do art forms and ways of making art stay the same? Change? How would society interact with the creation of new art forms? What if the meaning of traditional symbols evolves into different meanings over time?</p>	<p>E.12.1 Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models E.12.5 Continue to use the visual arts to express ideas that can't be expressed by words alone</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<ul style="list-style-type: none"> • Pattern/ Reflection/Shadow • Portrait • Motion • Environment • Photo Journalism 	<ul style="list-style-type: none"> • Create an original photograph demonstrating pattern/reflection/shadow. • Create an original photograph demonstrating portraiture. • Create an original photograph demonstrating motion. • Create an original photograph demonstrating environment. • Create an original photograph demonstrating photo journalism. • Produce the accompanying news article for photo journalism.
<p>Pre-Assessment: Provide examples of themed subject matter and have them identify the four different themes.</p>	<p>Unit Vocabulary: Pattern, reflection, shadow, portrait, stop action, show motion, panning</p>

Aesthetics: Art & Design Criticism

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.	<p>What makes an art work successful or unsuccessful?</p> <p>When do personal experiences impact specific art forms?</p> <p>What if there were no expectations for evaluation in making art?</p> <p>How does art terminology describe individual expression?</p> <p>How do criteria influence personal artistic growth?</p>	<p>G.12.1 Use visual images as tools for thinking and communicating</p> <p>G.12.2 Know how to find the meanings in artwork</p> <p>G.12.3 Interpret more complex meanings in challenging works of art, including media arts</p> <p>G.12.4 Create works of art that have complex meanings</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Aesthetics: What makes a photograph fine art?</p> <p>Art Criticism: Use the art criticism process to describe, analyze, interpret, and judge photographs Aesthetic theories: Formalism, Imitationalism, Emotionalism, Functionalism</p>		<p>Develop a definition for what makes a photograph fine art.</p> <p>Compose a written critique using the art criticism process: describe, analyze, interpret, and judge.</p> <p>Identify aesthetic theories within photographs: Formalism, Imitationalism, Emotionalism, and Functionalism</p>
Pre-Assessment: Complete a series of critical analysis questions using photographic examples.		Unit Vocabulary: Aesthetics, describe, analyze, interpret, judge, formalism, imitationalism, emotionalism, functionalism

Art History

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Photographers influence, and are influenced by, the world in which they live.</p>	<p>What are the purposes for which cultures create art? Where can you identify cultural influences reflected in art? How have art materials and techniques been unique to a culture? How have historical developments affected the visual arts? What are some similarities and differences that can be identified in art from other cultures? How have cultures influenced the development of art within the United States? What if there was no evidence of other cultures in history?</p>	<p>A.12.1 Possess a mental storehouse of images A.12.2 Know advanced vocabulary related to their study of art A.12.3 Know and recognize styles of art from their own and other parts of the world A.12.4 Know and recognize many styles of art from various times A.12.5 Explain that art is one of the greatest achievements of human beings A.12.6 Use art as a basic way of thinking and communicating about the world B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs B.12.2 Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist B.12.3 Relate works of art and designed objects to specific cultures, times, and places B.12.4 Know how artists, designers, and cultures influence art B.12.5 Understand how their choices in art are shaped by their own culture and society B.12.6 Describe, analyze, interpret & judge art images & objects from various cultures, artists & designers B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities B.12.8 Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design J.12.1 Understand the purposes and functions of art J.12.2 Choose materials and techniques to influence the expressive quality of art J.12.3 Identify ways different cultures think about art J.12.4 Identify ways philosophers think about art J.12.5 Understand their own ideas about the purposes and meanings of art J.12.6 Know the value of art as a basic part of being human J.12.7 Understand and apply art criticism and aesthetic knowledge in art and design J.12.8 Know concepts of beauty in different cultures J.12.9 Identify the differences between original artworks, reproductions, and copies J.12.10 Reflect and talk about works of art</p>

Content & Skills

By the end of this course, students will be able to:

Compare and contrast artworks with reference to the time, place, context, characteristics of style and processes.

By the end of this course, students will know:		
Style Name, Time and Characteristics of Style	Individual Artist's Name and Characteristics of Style	Artist's Context: Place, Events
<p>Early photography</p> <ul style="list-style-type: none"> • 1725-1880 • Images were one-of-a-kind and not reproducible • Wet plate process provides ability for mass production by creating a negative • Portraiture and documentary photography 	<ul style="list-style-type: none"> • Niepce, Daguerre, Nadar, (France) • Talbot (England) • Brady (U.S.) 	<p>18th century inventions:</p> <ul style="list-style-type: none"> • silver nitrate reacts to light <p>19th century inventions:</p> <ul style="list-style-type: none"> • hyposulphite • cyanotype • calotype, • Daguerreotype • Talbot's The Pencil of Nature published • U.S. Civil War • Crimean War in Europe <p>20th century inventions</p> <ul style="list-style-type: none"> • Digital photography
<p>Pictorialism</p> <ul style="list-style-type: none"> • 1880s-1900s • Emphasized painting techniques • Manipulation of image • Romanticism, sentimentality • Softening of sharp lines 	<ul style="list-style-type: none"> • Stieglitz • Weston • Adams, • Man Ray • Kasebier • James Van Der Zee (U.S.) 	<ul style="list-style-type: none"> • Photo-Secessionist Movement • The Guilded Age • Dada • Surrealism • After World War I, artists rejected contemporary conventions and decided to glorify the mundane, developing into Surrealism.
<p>Modernism</p> <ul style="list-style-type: none"> • Early 20th century • Goal was to shoot straight photography , showing unimbellished truth 	<ul style="list-style-type: none"> • (French) • Atget • Cartier-Bresson • (U.S.) • Lange • Bourke-White • Strand • Gordon Parks 	<ul style="list-style-type: none"> • Eastman Kodak made photography accessible • The Great Depression • World War II • Photographers felt a need to document social injustices, war and other life-changing events
<p>Postmodernism</p> <p>Mid 20th century-present</p> <ul style="list-style-type: none"> • Re-examining photography, trying to decide what gives it meaning as an art form. • Using conceptual photography and alternate forms of portraiture to explore current social themes and ideas 	<ul style="list-style-type: none"> • Richard Avedon • Irving Penn • Diane Arbus • Annie Leibowitz, 	<ul style="list-style-type: none"> • Post WW2 consumerism and fashion • Pop art • Sexual Revolution • Vietnam War • Conceptual movement • The internet • Digital photography

Applied Art

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What if art didn’t exist? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? Why do artists develop portfolios to present their work? What defines a successful portfolio?</p>	<p>D.12.1 Know about the history, public art, and unique architecture of their cultural community D.12.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.12.3 Explain how the environment influences the look and use of art, architecture & design D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality D.12.5 Know common language in art, such as D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration & originality K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.12.2 Invent new artistic forms to communicate ideas and solutions to problems K.12.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design K.12.6 Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>
Content & Skills		
By the end of this course, students will know:	By the end of this course, students will be able to:	
<p>Connections between lens and chemicals in photography to lens and chemical reactions in Science.</p> <p>Connections between photography and it’s uses throughout our school, and our world.</p>	<p>Compare and contrast film and digital photography. Compare and contrast the human eye and the lens of a camera.</p> <p>Use photography to enhance another subject area or program at school.</p>	
<p>Pre-Assessment: Have students draw a diagram of the human eye and label the parts and functions.</p>	<p>Unit Vocabulary: Concave, convex</p>	

Technology

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>Gains an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.</p>	<p>What is the relationship between art and technology? What if all art was created electronically? How do we use technology when creating art? How does the use of technology enhance our visual image? How does the use of technology effect self expression? How can we use technology to better understand a work of existing art?</p>	<p>F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films F.12.2 Understand visual techniques used in mass media F.12.3 Interpret visual messages in advertisements, news, and entertainment programs F.12.4 Recognize stereotyping in visual media F.12.5 Understand the effects of production techniques on viewers' perceptions F.12.6 Use a range of media techniques to create art F.12.7 Apply a working knowledge of media production systems F.12.8 Revise media productions based on personal reflection and audience response</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
Digital Photography Archiving Photos Linoleum Printing		Take, modify and print quality digital photos. Safely display and store photos that will be able to be enjoyed for MANY years. Design, carve and print a linoleum printing plate.

Assessments:	Formative Assessments may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets	Summative Assessment may be in the form of: Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.
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Sculpture & Ceramics

Elements & Principles

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.</p>	<p>How do you identify the elements of visual art and principles of design? How do you apply the elements of visual art and principles of design?</p>	<p>H.12.1. Interpret complex patterns and forms by drawing them H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces H.12.3 Use careful observation to draw, paint, and sculpt from life H.12.4 Create two-dimensional plans to make three-dimensional models H.12.5 Make and interpret maps, charts, and plans H.12.6 Be critical viewers and producers of mass-media images</p>
Content & Skills		
<p>By the end of this course, students will know:</p> <ul style="list-style-type: none"> • Line: 3-dimensional contour • Form: organic figure • Texture: contrast of actual surface qualities • Space: balance between positive space(mass) and negative space (void) • Balance: actual or visual stability in 3-dimensional form • Contrast: texture • Proportion: realistic 3-dimensional human proportions • Unity: repetition of form and texture to create harmony 		<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Create a 3-dimensional sculpture using contour line. • Create an organic figure sculpture. • Create a 3-dimensional artwork emphasizing contrast in surface qualities (texture). • Create 3-dimensional artworks with balance between positive and negative space. • Create 3-dimensional artworks representing actual physical stability. • Create 3-dimensional artwork using contrast of textures. • Create a 3-dimensional artwork representing realistic human proportions. • Create unity in sculpture through the repetition of form and texture.
<p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Sketch a form using contour line. • Model the contour of simple form in the round using wire. • Model an organic figure using clay. • Apply contrasting textures to a piece of clay. • Model a 3-dimensional open form with balance between positive and negative space. • Assemble a simple form that demonstrates actual stability. • Identify 3-dimensional artworks that represent formal/symmetrical, informal/asymmetrical, and radial balance. • Identify 3-dimensional artworks representing visual balance between different elements. • Sketch and label a human form representing realistic human proportions. • Sketch a human model from 3 or more points of view in various poses. • Identify how form and texture are repeated to create harmony in samples of 3-dimensional artworks. 		<p>Unit Vocabulary:</p> <ul style="list-style-type: none"> • Line, contour line, form, organic form, free form, geometric form, actual texture, simulated texture, • invented texture, contrast, positive space, mass, negative space, void, asymmetrical balance, symmetrical • balance, visual balance, actual balance, proportion, unity, repetition, harmony

Media

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>An individual's informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.</p>	<p>Why is it important to experience different materials? How do different techniques, media, and processes affect self-expression? Why must art materials and tools be used in a safe and responsible manner?</p>	<p>C.12.1 Use the elements and principles of design in sophisticated ways C.12.2 Understand the procedures of developing quality design C.12.3 Use design to create artworks that have different meanings C.12.4 Use advanced design techniques to improve and/or change artwork C.12.5 Analyze the complexities of nature and use challenging artistic images as visual resources C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols C.12.7 Apply advanced craft and skills to consistently produce quality art C.12.8 Use the natural characteristics of materials- their possibilities and limitations to create works of art C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process C.12.10 Assume personal responsibility for their learning and the creative process I.12.1 Use art to understand their own and others' emotions I.12.2 Make art that explores a variety of emotions I.12.3 Compare and contrast feelings in a work of art I.12.4 Look at art and compare their feelings with those of the artist and others I.12.5 Understand and recognize that art reflects the history and culture in which it was created I.12.6 Create art that expresses deep feelings I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
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<p>Additive</p> <ul style="list-style-type: none"> • Modeling • Armature. • Wire – bend, join, twist <p>Subtractive</p> <ul style="list-style-type: none"> • Carving • Traditional tools <p>Mixed Media Assemblage</p> <ul style="list-style-type: none"> • Recycleables • “Green” Art <p>Casting</p> <ul style="list-style-type: none"> • Creating a mold from a simple form or found object Casting positives from the mold 	<p>Additive:</p> <ul style="list-style-type: none"> • Construct an armature. • Model a form using pliable media. • Manipulate wire by bending, twisting and joining it to create a sculpture. <p>Subtractive:</p> <ul style="list-style-type: none"> • Use carving techniques and tools to create a sculpture. • Use carving techniques and tools to create contrast in form and texture <p>Mixed Media Assemblage:</p> <ul style="list-style-type: none"> • Create a sculpture using 3 or more 3-dimensional media (wire, cardboard, metal, etc.) <p>Casting:</p> <ul style="list-style-type: none"> • Model a design without undercuts and with strong drafts. • Make a mold from student-designed model. • Cast multiple forms from student-created mold.
<p>Pre-Assessment: Identify sculpting techniques being used in different sculpture examples. Describe steps of methods, and procedures for working with a given media. Identify appropriate tools for different approaches, techniques, surface effects.</p>	<p>Unit Vocabulary: Additive: Modeling, clay, score, slip, press, pinch, pull, wire, bend, join, twist, assemblage, armature Subtractive: Carve, positive space, negative space, concave, convex, rasp, plaster, clay</p>

Subject Matter/Themes

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.</p>	<p>How does art communicate meaning through subject matter, symbols and ideas? Why do art forms and ways of making art stay the same? Change? How would society interact with the creation of new art forms? What if the meaning of traditional symbols evolves into different meanings over time?</p>	<p>E.12.1 Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models E.12.5 Continue to use the visual arts to express ideas that can't be expressed by words alone</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<p>Work from Observation:</p> <ul style="list-style-type: none"> • Subject matter taken from direct observation (not invented) • figurative • organic form <p>Human Figure:</p> <ul style="list-style-type: none"> • Observed versus abstracted human proportions <p>Styles of Art:</p> <ul style="list-style-type: none"> • Realism Work representing accurate details • Abstract Work representing distortion of size, shape, form, etc. to convey a concept. • Nonobjective Work emphasizing specific elements to convey a concept. <p>Conceptual Piece: Work expressing a personal/cultural issue. Public Sculpture: Concept design, how to create a maquette,</p>	<ul style="list-style-type: none"> • Create a sculpture from observation. • Create a sculpture based upon the human figure. • Create a realistic sculpture. • Create an abstract sculpture. • Create a non-objective sculpture. • Create a sculpture that expresses a personal or cultural issue. • Design a sculpture for a specific site. • Create a maquette to represent their concept. • Choose a site location appropriate for their sculpture.
<p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Identify theme or artist's intent through analysis of sculpture. • Draw designs for realistic, abstract and nonobjective sculptures based upon a single theme, concept, or subject. • Identify ways artists use to measure proportions of the human figure. 	<p>Unit Vocabulary: Realism, abstract, nonobjective, maquette, public sculpture</p>

Aesthetics: Art & Design Criticism

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.</p>	<p>What makes an art work successful or unsuccessful? When do personal experiences impact specific art forms? What if there were no expectations for evaluation in making art? How does art terminology describe individual expression? How do criteria influence personal artistic growth?</p>	<p>G.12.1 Use visual images as tools for thinking and communicating G.12.2 Know how to find the meanings in artwork G.12.3 Interpret more complex meanings in challenging works of art, including media arts G.12.4 Create works of art that have complex meanings</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<p>Aesthetics Sculpture expresses meaning & is valued for different aesthetic reasons in various historical periods & cultures. Lipchitz – formalism African – functionalism – spiritual, religious purpose Asian – stylized, embodied spiritual belief about nature Trova – formalism, expressionism - message about relationship between man and machine B. Saar – functionalism – expresses messages regarding African-American stereotypes Segal – formalism/imitationalism, functionalism – expresses message about culture and people in everyday environments Egyptian – functionalism-served a purpose in afterlife, stylized with two points of view combined into one image Calder – formalism Noguchi – formalism, emotionalism Hepworth – formalism, emotionalism Cassilly – imitationalism Oldenburg – imitationalism, emotionalism</p> <p>Art Criticism Write a critique of a sculpture that follows the Feldman Model: Describe use art terms and descriptive language to explain, in detail, what is seen in the artwork Analyze explain how and where important elements and principles are used in the artwork Interpret make a clear connection between how the artist used the elements and principles and the artist's intended meaning/message/effect Judge evaluates the quality of the artwork on the use of elements, principles, usage of media, themes</p>	<p>Aesthetics Compare and contrast aesthetic value and meaning among sculptures created in various historical periods and cultures.</p> <p>Art Criticism Write critiques of sculpture using the Feldman Model (describe, analyze, interpret, judge)</p>

<p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Students connect the terms to supporting statements. • Students match aesthetic theories to artist's works. • Students critique sculpture using the Feldman model. 	<p>Unit Vocabulary:</p> <p>Sculptor, sculpture, 3-dimensional art form, imitationalism, emotionalism, formalism, functionalism, realistic, abstract, nonobjective, describe, analyze, interpret, judge, critique</p>
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Art History

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.</p>	<p>What are the purposes for which cultures create art? Where can you identify cultural influences reflected in art? How have art materials and techniques been unique to a culture? How have historical developments affected the visual arts? What are some similarities and differences that can be identified in art from other cultures? How have cultures influenced the development of art within the United States? What if there was no evidence of other cultures in history?</p>	<p>A.12.1 Possess a mental storehouse of images A.12.2 Know advanced vocabulary related to their study of art A.12.3 Know and recognize styles of art from their own and other parts of the world A.12.4 Know and recognize many styles of art from various times A.12.5 Explain that art is one of the greatest achievements of human beings A.12.6 Use art as a basic way of thinking and communicating about the world B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs B.12.2 Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist B.12.3 Relate works of art and designed objects to specific cultures, times, and places B.12.4 Know how artists, designers, and cultures influence art B.12.5 Understand how their choices in art are shaped by their own culture and society B.12.6 Describe, analyze, interpret & judge art images & objects from various cultures, artists & designers B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities B.12.8 Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design J.12.1 Understand the purposes and functions of art J.12.2 Choose materials and techniques to influence the expressive quality of art J.12.3 Identify ways different cultures think about art J.12.4 Identify ways philosophers think about art J.12.5 Understand their own ideas about the purposes and meanings of art J.12.6 Know the value of art as a basic part of being human J.12.7 Understand and apply art criticism and aesthetic knowledge in art and design J.12.8 Know concepts of beauty in different cultures J.12.9 Identify the differences between original artworks, reproductions, and copies J.12.10 Reflect and talk about works of art</p>

Content & Skills

Enrichment content:

Style Name and Characteristics of Style	Individual Artist's Name and Characteristics of Style	Artist's Context: Time, Place, Events
Abstract Figurative Sculpture <ul style="list-style-type: none"> • Representational • Distorted or exaggerated proportions 	Asian Art <ul style="list-style-type: none"> • Figurative • Stylized • Religious 	China, Japan, Korea Ancient-present times Nature theme
	African Art <ul style="list-style-type: none"> • Figurative • Stylized • Geometric Motif • Symbolic Imagery • Exaggerated Proportions 	Africa 19th Century-present Sculptures are exaggerated for symbolic purpose, fertility Masks used in ceremonies to represent ancestor spirits
	Jacques Lipchitz <ul style="list-style-type: none"> • Modern • Figurative and still-life • Abstract • Geometric • Flowing and angular lines • Bronze castings 	Lithuanian-born, worked in France until WWII, then USA Cubist 1891-1973 Influenced by African sculpture
Personal/Cultural Issues <ul style="list-style-type: none"> • Political and social statements • Figurative • Addresses stereotypes 	Betye Saar <ul style="list-style-type: none"> • Post-Modern Assemblage; Relief and Installation • “Personal Icons”, shadow boxes of objects • Political Art • African American • Stereotypes 	African-American 1928-present Celebrates African-American heritage Comments on racial and gender stereotypes Daughter, Alison Saar, is also a sculptor, wood carvings and assemblage
	George Segal <ul style="list-style-type: none"> • Post-Modern • Figurative • Casts in plaster and gauze on human models • Texture of rough canvas • Realistic, simplified forms • Monochromatic, white • Places figures in settings of real objects 	United States 1924-2000 Pop Art Sculptor Showed the physical and emotional connections between people and their environment
	*Egyptian <ul style="list-style-type: none"> • Carving, Relief • Casting, Free-standing • “Frontal Style”, showing front and side view at the same time • Storytelling 	*Early, Middle and Late Dynasties 5000 B.C.-300 B.C. Sculpture in tombs of Pharaoh (ruler) and other important people serve as home for his spirit in the afterlife Works glorify Pharaoh

<p>Modern</p> <ul style="list-style-type: none"> • Elements & principles are the subject matter • Simple forms • Surfaces are smooth rather than decorated 	<p>Alexander Calder</p> <ul style="list-style-type: none"> • Invented mobile and contrasted them to stabiles • Organic and geometric shapes joined to become forms • Large scale • Kinetic sculptures • Bright, flat colors 	<p>United States 1898-1976 Family of artists Studied mechanical engineering</p>
	<p>*Isamu Noguchi</p> <ul style="list-style-type: none"> • Media used: bent metal, wood, stone, neon, concrete, cast bronze • Abstract and non-objective style 	<p>*Japanese-American 1904-1988 Born to an American mother & Japanese father lived in Japan as a child, then US Influenced by Brancusi Designer as well as sculptor Japanese aesthetic, simplicity, integrated with nature</p>
<p>Public Sculpture Large scale Function varies to: educate, to entertain, commemorate a person or historic event, communicate an idea Style varies from realistic-abstract-non-objective Integrated with natural and built environment</p>	<p>*Barbara Hepworth</p> <ul style="list-style-type: none"> • Abstract simplified organic and non-objective forms • Innovator in using void as an abstract element 	<p>*England 1903-1975 Expresses sense of nature, and person in it Standing form represents figure in landscape Two forms represent the interaction of two things in nature</p>
	<p>*Robert Cassilly Representational animal sculpture Realistic portrait sculpture</p>	<p>*United States 1949-living Founder of the City Museum in St. Louis</p>
	<p>Claes Oldenburg Monumental sized scale Realistic everyday objects “Soft” sculpture, stuffed sewn fabric early work Later work for exterior spaces in more durable materials, cast metal</p>	<p>Swedish-born, American (1929-living) Son of a diplomat, he grew up living in many countries Pop Art movement Raised aesthetic issues regarding the difference between “art” and mass produced, functional objects Commentary on culture Works collaboratively with his wife Coosje van Bruggen</p>
<p>Pre-Assessment:</p> <p>Students identify works by style and period. Students complete a Venn diagram on which they compare and contrast artworks on each attribute: time, place, style name, characteristics of style, what life was like and how art was valued in the society/culture.</p>		<p>Unit Vocabulary:</p> <p>Public sculpture, figurative sculpture, social issues, Modern Art, Pop Art</p>

Applied Art

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What if art didn’t exist? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? Why do artists develop portfolios to present their work? What defines a successful portfolio?</p>	<p>D.12.1 Know about the history, public art, and unique architecture of their cultural community D.12.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.12.3 Explain how the environment influences the look and use of art, architecture & design D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality D.12.5 Know common language in art, such as D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration & originality K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.12.2 Invent new artistic forms to communicate ideas and solutions to problems K.12.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design K.12.6 Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Connect sculpture that communicates about cultural or social issues to the society in which it was created. Sources for artistic inspiration can be newspaper, web sites, art journals, and news magazine commentaries on issues such as politics, education, race, freedom, or war.</p>		<p>Compare and contrast sculptor’s commentary with articles about current events or issues. Conduct research into an issue, and then create a sculpture and writing that communicate a social, political, or cultural message.</p>
Pre-Assessment: Students will match sculptures to articles about issues or current events.		Unit Vocabulary: Patron, propaganda, protest, cultural or social issues, commentary

Technology

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
<p>Gains an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.</p>	<p>What is the relationship between art and technology? What if all art was created electronically? How do we use technology when creating art? How does the use of technology enhance our visual image? How does the use of technology effect self expression? How can we use technology to better understand a work of existing art?</p>	<p>F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films F.12.2 Understand visual techniques used in mass media F.12.3 Interpret visual messages in advertisements, news, and entertainment programs F.12.4 Recognize stereotyping in visual media F.12.5 Understand the effects of production techniques on viewers' perceptions F.12.6 Use a range of media techniques to create art F.12.7 Apply a working knowledge of media production systems F.12.8 Revise media productions based on personal reflection and audience response</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<p>Sculptures created for commercial use will be influenced by the commercial world. Technology has impacted the world of sculpture greatly in terms of mass production.</p>	<p>Create a commercial sculpture. Utilize technology to aid in the research and production of sculpture.</p>

Assessments:	<p>Formative Assessments may be in the form of:</p> <ul style="list-style-type: none"> Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets 	<p>Summative Assessment may be in the form of:</p> <p>Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.</p>
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Drawing & Illustration

Elements & Principles

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
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<p>An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.</p>	<p>How do you identify the elements of visual art and principles of design? How do you apply the elements of visual art and principles of design?</p>	<p>H.12.1. Interpret complex patterns and forms by drawing them H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces H.12.3 Use careful observation to draw, paint, and sculpt from life H.12.4 Create two-dimensional plans to make three-dimensional models H.12.5 Make and interpret maps, charts, and plans H.12.6 Be critical viewers and producers of mass-media images</p>
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Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<p>Line: gesture, weighted</p> <p>Form: Illusion of form, five value range, reflected light</p> <p>Color: Layered monochromatic color</p> <p>Texture: Mark making for texture and expression</p> <p>Value: Value scales, hatching, crosshatching and stippling</p> <p>Space: Negative space defines positive; Illusion of space through two-point linear perspective, size relationships, overlapping, and atmospheric perspective (change of detail, clarity, modeling)</p> <p>Balance: Compositional structure through shape, value, texture</p> <p>Emphasis: Focal point through contrast, convergence, isolation, location, overlapping, unusual juxtaposition</p> <p>Contrast: Simultaneous contrast of three elements</p> <p>Rhythm: Direct viewer’s eye through repetition of an element</p> <p>Proportion: Figure proportions – real versus “average” Portrait proportions – real versus “average”</p> <p>Unity: Unified composition through four elements</p>	<p>Create an artwork using gestured and weighted line.</p> <p>Create an artwork showing the illusion of form using a five value range and reflected light.</p> <p>Demonstrate knowledge of monochromatic color.</p> <p>Create artwork that demonstrates textures & expressive texture by mark making.</p> <p>Create artwork that demonstrates value by hatching, crosshatching and stippling.</p> <p>Create an artwork that demonstrates the illusion of space through two-point linear perspective, size relationships, and overlapping.</p> <p>Create an artwork that demonstrates the illusion of space through atmospheric perspective (change of detail, clarity, modeling).</p> <p>Create an artwork that demonstrates compositional balance through shape, value, texture.</p> <p>Create an artwork that creates a focal point through contrast and convergence isolation, location, overlapping, unusual and juxtaposition.</p> <p>Create an artwork that has simultaneous contrast of three elements.</p> <p>Create an artwork that directs the viewer’s eye through repetition of an element.</p> <p>Create an artwork that demonstrates figure proportions – real versus “average”.</p> <p>Create an artwork that demonstrates portrait proportions – real versus “average”.</p> <p>Create a unified composition through four elements.</p>

Pre-Assessment:

- Sketch an object using gesture and/or weighted line
- Shade a sphere using a five-value range and reflected light
- Shade a sketch using a monochromatic color scheme.
- Create examples of textural and expressive mark making.
- Create value scales using hatching, crosshatching, and stippling.
- Draw a box using two-point perspective
- Sketch a landscape showing atmospheric perspective (change of detail, clarity, and modeling).
- Create a balanced composition using shape, value, and texture.
- Using basic shapes (circle, square, and triangle) create a focal point through contrast, convergence, isolation, location, overlapping, and unusual juxtaposition.
- Create a thumbnail sketch showing contrast of 3 elements.
- Create a thumbnail sketch showing repetition of one element to create rhythm.
- Sketch a “face map” labeling accurate facial proportions.
- Sketch a figure labeling accurate figure proportions.
- Show unity through four elements.

Unit Vocabulary:

Line, gesture, weighted line ,form, illusion of form, five-value range, reflected light , color, monochromatic color, texture, mark making, expressive texture, value, value scale, hatching, crosshatching, stippling, space, negative space, illusion of space, two-point linear perspective, overlapping, atmospheric perspective, detail, clarity, modeling, balance, emphasis, focal point, contrast, convergence, isolation, location, overlapping, unusual juxtaposition, rhythm, proportion, figure, portrait, real versus “average” unity.

Media

Wisconsin’s Model Academic Standards for Art and Design Education

Enduring Understandings

An individual’s informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.

Essential Questions

Why is it important to experience different materials?
How do different techniques, media, and processes affect self-expression?
Why must art materials and tools be used in a safe and responsible manner?

- C.12.1 Use the elements and principles of design in sophisticated ways
- C.12.2 Understand the procedures of developing quality design
- C.12.3 Use design to create artworks that have different meanings
- C.12.4 Use advanced design techniques to improve and/or change artwork
- C.12.5 Analyze the complexities of nature use challenging artistic images and ideas as visual resources
- C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols
- C.12.7 Apply advanced craft and skills to consistently produce quality art
- C.12.8 Use the natural characteristics of materials & their possibilities & limitations to create works of art
- C.12.9 Use ongoing reflective strategies to assess & better understand one's work during the creative process
- C.12.10 Assume personal responsibility for their learning and the creative process
- I.12.1 Use art to understand their own and others' emotions
- I.12.3 Compare and contrast feelings in a work of art
- I.12.4 Look at art and compare their feelings with those of the artist and others
- I.12.5 Understand and recognize that art reflects the history and culture in which it was created
- I.12.6 Create art that expresses deep feelings
- I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art

Content & Skills

By the end of this course, students will know:

Hatching, crosshatching, stippling, pen and ink, chalk, craypas and graphite.

By the end of this course, students will be able to:

- Shade a sphere using a five-value range and reflected light.
- Shade a sketch using a monochromatic color scheme.
- Create examples of textural and expressive mark making.
- Create value scales using hatching, crosshatching, and stippling.
- Sketch a landscape showing atmospheric perspective (change of detail, clarity, and modeling).
- Create a balanced composition using shape, value, and texture.
- Create a thumbnail sketch showing contrast and/or unity.
- Create a thumbnail sketch showing repetition of one element to create rhythm.
- Sketch a figure labeling accurate figure proportions and face map.
- Create artwork demonstrating a range of values and techniques.
- Create a quality graphic design for the school yearbook
- Maintain a sketchbook or idea book to record and develop visual ideas and to reflect on daily learning
- Find a work of art that reflects a deep social issue and causes powerful feelings and talk and write about it

Pre-Assessment:

- Create value scales using hatching, crosshatching and stippling.
- Shade a sphere using a variety of media (pencil, pen, chalk, charcoal, ink, cray pas)

Unit Vocabulary:

Hatching, crosshatching, stippling, dry point etching, pen and ink, chalk

Subject Matter/Themes

Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.	<p>How does art communicate meaning through subject matter, symbols and ideas?</p> <p>Why do art forms and ways of making art stay the same? Change?</p> <p>How would society interact with the creation of new art forms?</p> <p>What if the meaning of traditional symbols evolves into different meanings over time?</p>	<p>E.12.1 Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics</p> <p>E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia</p> <p>E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products</p> <p>E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models</p> <p>E.12.5 Continue to use the visual arts to express ideas that can't be expressed by words alone</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
Caricature, illustration, expression in art	<ul style="list-style-type: none"> • Create an expressive figure & portrait drawing. • Create an artwork that communicates a personal idea (self, peace, freedom, justice, love, war, nature). • Create a drawing of a building. • Create a regional landscape. • Draw a complex object still life.
<p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Students will compare and contrast a variety of expressive portrait and figure drawings. • Students will view architectural examples to identify architectural elements. • Students will compare and contrast the personal ideas communicated in various master works. • Students will compare and contrast landscape drawings to analyze the different stylistic approaches used. • Students will create thumbnail sketches of a complex still life to explore different composition alternatives. 	<p>Unit Vocabulary:</p> <p>Expressive figure, expressive portrait, personal communication of an idea, architecture, landscape, complex object still life</p>

Aesthetics: Art & Design Criticism

Theme, Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.	<p>What makes an art work successful or unsuccessful?</p> <p>When do personal experiences impact specific art forms?</p> <p>What if there were no expectations for evaluation in making art? How does art terminology describe individual expression?</p> <p>How do criteria influence personal artistic growth?</p>	<p>G.12.1 Use visual images as tools for thinking and communicating</p> <p>G.12.2 Know how to find the meanings in artwork</p> <p>G.12.3 Interpret more complex meanings in challenging works of art, including media arts</p> <p>G.12.4 Create works of art that have complex meanings</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Artists communicate one or more aesthetic points of view in their drawings.</p> <ul style="list-style-type: none"> • Durer – Imitationalism, Functionalism in communicating religious stories • Sargent – Emotionalism (romanticized view of subjects), Imitationalism in observation, Functionalism as commissioned portraits • Kollwitz – Emotionalism, Functionalism in communicating anti-war message • Wood– Imitationalism, Emotionalism in communicating about the land he loves and calls home <p>Aesthetic Theories</p> <p>Imitationalism values artwork that copies life/”holds a mirror up to nature.” Imitational pieces fall along a spectrum of approaches from strict realism through idealized or stylized forms of representation.</p> <p>Emotionalism values artwork whose primary purpose is to vividly express feelings or emotions. Artwork may be realistic, abstract or nonobjective.</p> <p>Formalism values the design or use of elements and principles in a composition. The subject matter of the artwork may be about an element such as shape or color.</p> <p>Functionalism values artwork because of the purpose it serves in a culture. Examples are the spiritual function of a mask in an African ceremony, the persuasive purpose of an advertisement, or the practical purpose of a teapot.</p> <p>Art Criticism</p> <ul style="list-style-type: none"> • Written Critiques follow the Feldman Model (describe, analyze, interpret, judge) 		<p>Aesthetics</p> <p>Compare and contrast the aesthetic point of view evident in drawings by Durer, Degas, Sargent, Kollwitz and Wood.</p> <p>Analyze an unfamiliar work of art and finding the meaning in it according to each aesthetic theory: Imitationalism, Emotionalism, Formalism and Functionalism.</p> <p>Art Criticism</p> <p>Write a critique of an artwork that follows the Feldman Model:</p> <ul style="list-style-type: none"> • Describe (use art terms and descriptive language to explain, in detail, what is seen in the artwork.) • Analyze (explain how and where important elements and principles are used in the artwork.) • Interpret (make a clear connection between how the artist used the elements and principles and the artist’s intended meaning/message/effect.) • Judge (Evaluates the quality of the artwork on the use of elements, principles, usage of media, themes.)
<p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Students define vocabulary terms. • Students identify aesthetic beliefs in artwork. • Students compare and contrast a pair of artworks using the Feldman model. 		<p>Unit Vocabulary:</p> <p>Imitationalism, emotionalism, formalism, functionalism, realistic, abstract, nonobjective, describe, analyze, interpret, judge, critique</p>

Art History

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Artists both influence, and are influenced by, the culture and era in which they live.</p>	<p>What are the purposes for which cultures create art? Where can you identify cultural influences reflected in art? How have art materials and techniques been unique to a culture? How have historical developments affected the visual arts? What are some similarities and differences that can be identified in art from other cultures? How have cultures influenced the development of art within the United States? What if there was no evidence of other cultures in history?</p>	<p>A.12.1 Possess a mental storehouse of images A.12.2 Know advanced vocabulary related to their study of art A.12.3 Know and recognize styles of art from their own and other parts of the world A.12.4 Know and recognize many styles of art from various times A.12.5 Explain that art is one of the greatest achievements of human beings A.12.6 Use art as a basic way of thinking and communicating about the world B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs B.12.2 Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist B.12.3 Relate works of art and designed objects to specific cultures, times, and places B.12.4 Know how artists, designers, and cultures influence art B.12.5 Understand how their choices in art are shaped by their own culture and society B.12.6 Describe, analyze, interpret & judge art images & objects from various cultures & artists. B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities B.12.8 Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design J.12.1 Understand the purposes and functions of art J.12.2 Choose materials and techniques to influence the expressive quality of art J.12.3 Identify ways different cultures think about art J.12.4 Identify ways philosophers think about art J.12.5 Understand their own ideas about the purposes and meanings of art J.12.6 Know the value of art as a basic part of being human J.12.7 Understand and apply art criticism and aesthetic knowledge in art and design J.12.8 Know concepts of beauty in different cultures J.12.9 Identify the differences between original artworks, reproductions, and copies J.12.10 Reflect and talk about works of art</p>

Content & Skills

By the end of this course, students will know and be able to:

- identify the work of contemporary and award winning illustrators.
- identify cartoons of social and political concerns and write an interpretation of it.
- Identify the styles of Durer, Sargent, Wood, Kollwitz and others through inference and deduction.

Pre-Assessment: Students identify works by style and period.
Compare and contrast artworks on each attribute: time, place, style name, characteristics of style, what life was like and how art was valued in the society/culture.

Unit Vocabulary:
Renaissance, Gothic, Classical, Modern, Romanticism, Expressionism

Applied Art

Applied Art		
Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual arts and other subjects? Why is art important to our daily lives? What if art didn’t exist? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? How are portfolios put together? Why do artists develop portfolios to present their work? What defines a successful portfolio?</p>	<p>D.12.1 Know about the history, public art, and unique architecture of their cultural community D.12.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.12.3 Explain how the environment influences the look and use of art, architecture, and design D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality D.12.5 Know common language in art, such as D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration, and Originality K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.12.2 Invent new artistic forms to communicate ideas and solutions to problems K.12.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design K.12.6 Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Skeletal and muscular structure of the human head and figure. Proportions on a face and figure.</p>		<p>Analyze the human head/figure to determine the skeletal and muscular structure Draw the head/figure of an observed model that shows the underlying skeletal and muscular structure.</p>
Pre-Assessment:		Unit Vocabulary:
<p>Students label parts of the skeleton and muscle system on a diagram. Students sketch and label proportions on a face and figure.</p>		<p>Human skeletal structure, musculature</p>

Technology

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
Technology is an artistic too when used for researching and creating art and in the production of graphic design.	<p>What is the relationship between art and technology?</p> <p>What if all art was created electronically?</p> <p>How do we use technology when creating art?</p> <p>How does the use of technology enhance our visual image?</p> <p>How does the use of technology effect self expression?</p> <p>How can we use technology to better understand a work of existing art?</p>	<p>F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films</p> <p>F.12.2 Understand visual techniques used in mass media</p> <p>F.12.3 Interpret visual messages in advertisements, news, and entertainment programs</p> <p>F.12.4 Recognize stereotyping in visual media</p> <p>F.12.5 Understand the effects of production techniques on viewers' perceptions</p> <p>F.12.6 Use a range of media techniques to create art</p> <p>F.12.7 Apply a working knowledge of media production systems</p> <p>F.12.8 Revise media productions based on personal reflection and audience response</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
Storage options for images, file types, file sizes, network map, printer etiquette	<p>Use computers to research art and artists.</p> <p>Use digital cameras to create a visual file of original images.</p>

Assessments:	<p>Formative Assessments may be in the form of:</p> <p>Writing a paragraph response</p> <p>APK charts</p> <p>Pre-sketch</p> <p>Discussion questions and worksheets</p>	<p>Summative Assessment may be in the form of:</p> <p>Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.</p>
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Fibers

Elements & Principles

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An understanding of the elements of visual art and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.	<ul style="list-style-type: none"> • What are the uses of fibers? • How can technology be used in fiber design? • Why are a variety of fibers created? • What tool/equipment are used in the creation of fibers? • How have fibers been used from past to present? • How can fibers be mixed with other media? 	H.12.1. Interpret complex patterns and forms by drawing them H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces H.12.3 Use careful observation to draw, paint, and sculpt from life H.12.4 Create two-dimensional plans to make three-dimensional models H.12.5 Make and interpret maps, charts, and plans H.12.6 Be critical viewers and producers of mass-media images

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
Fiber can incorporate drawing, painting, sculpture, and printmaking. Fiber can incorporate the elements and principles of art & design.	Utilize the elements and principles of design to make quality fibers projects. Interpret fabric directions to create a functional fashion item. Determine which fabrics are best suited for various purposes.
<u>Pre-Assessment:</u> Create a 6" section of yarn arts (knit, crochet, macramé) Create a simple 2-3 color batik. Set up the sewing machine. In a large group, try to label all the parts of a pair of pants, hem, inseam, rivets...	<u>Vocabulary:</u> Fabric <ul style="list-style-type: none"> • Cotton • Fleece • Silk • Satin • Polyester Notions <ul style="list-style-type: none"> • Thread • Buttons • Zipper • Hook & eye

Media

Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>An individual’s informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.</p>	<p>Why is it important to experience different materials? How do different techniques, media, and processes affect self-expression? Why must art materials and tools be used in a safe and responsible manner?</p>	<p>C.12.1 Use the elements and principles of design in sophisticated ways C.12.2 Understand the procedures of developing quality design C.12.3 Use design to create artworks that have different meanings C.12.4 Use advanced design techniques to improve and/or change artwork C.12.5 Analyze the complexities of nature and use challenging artistic images and ideas as visual resources C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols C.12.7 Apply advanced craft and skills to consistently produce quality art C.12.8 Use the natural characteristics of materials and their possibilities and limitations to create works of art C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process C.12.10 Assume personal responsibility for their learning and the creative process I.12.1 Use art to understand their own and others' emotions I.12.2 Make art that explores a variety of emotions I.12.3 Compare and contrast feelings in a work of art I.12.4 Look at art and compare their feelings with those of the artist and others I.12.5 Understand and recognize that art reflects the history and culture in which it was created I.12.6 Create art that expresses deep feelings I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art</p>
Content & Skills		
By the end of this course, students will know:	By the end of this course, students will be able to:	
<p>Quilting Knitting or Crocheting Macramé Batik Fashion Design</p>	<p>Create a quilt for decorative or functional use. Demonstrate at least one yarn art, either knitting, crocheting or macramé. Use the wax resist method to create an original batik. Follow a pattern to create a sewn object. Create a sewn object with an original pattern or design.</p>	

Subject Matter/Themes

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.	<p>How does art communicate meaning through subject matter, symbols and ideas?</p> <p>Why do art forms and ways of making art stay the same? Change?</p> <p>How would society interact with the creation of new art forms?</p> <p>What if the meaning of traditional symbols evolves into different meanings over time?</p>	<p>E.12.1 Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics</p> <p>E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia</p> <p>E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products</p> <p>E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models</p> <p>E.12.5 Continue to use the visual arts to express ideas that can't be expressed by words alone</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
<p>Quilting (how slaves utilized quilts as maps and biographies)</p> <p>Knitting, Crocheting or Macramé</p> <p>Batik</p> <p>Fashion Design (following a pattern, creating a pattern, or deconstruction techniques)</p>	<p>Create a quilt for decorative or functional use.</p> <p>Demonstrate at least one yarn art, either knitting, crocheting or macramé.</p> <p>Use the wax resist method to create an original batik.</p> <p>Follow a pattern to create a sewn object.</p> <p>Create a sewn object with an original pattern or design.</p>

Aesthetics: Art & Design Criticism

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.	<p>What makes an art work successful or unsuccessful?</p> <p>When do personal experiences impact specific art forms?</p> <p>What if there were no expectations for evaluation in making art?</p> <p>How does art terminology describe individual expression?</p> <p>How do criteria influence personal artistic growth?</p>	<p>G.12.1 Use visual images as tools for thinking and communicating</p> <p>G.12.2 Know how to find the meanings in artwork</p> <p>G.12.3 Interpret more complex meanings in challenging works of art, including media arts</p> <p>G.12.4 Create works of art that have complex meanings</p>

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
Fashion trends today and in other eras.	Analyze the choices made by current fashion designers.

Art History

Wisconsin's Model Academic Standards for Art and Design Education

Enduring Understandings

Essential Questions

Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.

What are the purposes for which cultures create art?
Where can you identify cultural influences reflected in art?
How have art materials and techniques been unique to a culture?
How have historical developments affected the visual arts?
What are some similarities and differences that can be identified in art from other cultures?
How have cultures influenced the development of art within the United States?
What if there was no evidence of other cultures in history?

- A.12.1 Possess a mental storehouse of images
- A.12.2 Know advanced vocabulary related to their study of art
- A.12.3 Know and recognize styles of art from their own and other parts of the world
- A.12.4 Know and recognize many styles of art from various times
- A.12.5 Explain that art is one of the greatest achievements of human beings
- A.12.6 Use art as a basic way of thinking and communicating about the world
- B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs
- B.12.2 Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist
- B.12.3 Relate works of art and designed objects to specific cultures, times, and places
- B.12.4 Know how artists, designers, and cultures influence art
- B.12.5 Understand how their choices in art are shaped by their own culture and society
- B.12.6 Describe, analyze, interpret & judge art images & objects from various cultures, artists & designers
- B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities
- B.12.8 Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design
- J.12.1 Understand the purposes and functions of art
- J.12.2 Choose materials and techniques to influence the expressive quality of art
- J.12.3 Identify ways different cultures think about art
- J.12.4 Identify ways philosophers think about art
- J.12.5 Understand their own ideas about the purposes and meanings of art
- J.12.6 Know the value of art as a basic part of being human
- J.12.7 Understand and apply art criticism and aesthetic knowledge in art and design
- J.12.8 Know concepts of beauty in different cultures
- J.12.9 Identify the differences between original artworks, reproductions, and copies
- J.12.10 Reflect and talk about works of art

Content & Skills

By the end of this course, students will know:

By the end of this course, students will be able to:

Traditional crafts have been made throughout the world throughout time.

Create crafts using the techniques developed over time.
Describe craft techniques and materials and the areas they come from.

Applied Art

Applied Art		
Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education
<p>Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What if art didn’t exist? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? Why do artists develop portfolios to present their work? What defines a successful portfolio?</p>	<p>D.12.1 Know about the history, public art, and unique architecture of their cultural community D.12.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.12.3 Explain how the environment influences the look and use of art, architecture & design D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality D.12.5 Know common language in art, such as D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration & originality K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.12.2 Invent new artistic forms to communicate ideas and solutions to problems K.12.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design K.12.6 Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>
Content & Skills		
By the end of this course, students will know:		By the end of this course, students will be able to:
<p>Fibers is related to math. Fibers is related to Social Studies. Fibers is related to Language Arts.</p>		<p>Utilize their math skills to create a quilt pattern using graph paper and symmetrically balanced designs that tessellate. Analyze the stories and maps depicted in quilts created by slaves. Create a quilt that has a meaning or message.</p>

Technology

Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education
Gains an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.	What is the relationship between art and technology? What if all art was created electronically? How do we use technology when creating art? How does the use of technology enhance our visual image? How does the use of technology effect self expression? How can we use technology to better understand a work of existing art?	F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films F.12.2 Understand visual techniques used in mass media F.12.3 Interpret visual messages in advertisements, news, and entertainment programs F.12.4 Recognize stereotyping in visual media F.12.5 Understand the effects of production techniques on viewers' perceptions F.12.6 Use a range of media techniques to create art F.12.7 Apply a working knowledge of media production systems F.12.8 Revise media productions based on personal reflection and audience response

Content & Skills

By the end of this course, students will know:	By the end of this course, students will be able to:
Basic sewing skills. Computers can aid artists when planning fibers projects.	Thread a sewing machine. Refill and replace a bobbin. Set the stitch and tension on a sewing machine. Find useable patterns online. Create patterns on the computer. Use software to modify patterns.

Assessments:	Formative Assessments may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets	Summative Assessment may be in the form of: Rubrics designed for a skills based project which may vary but will include the assessment of craftsmanship, originality, effort and design.
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