

Unit 1: Line Drawing	
Content Area: Visual Art	
Course & Grade Level: Art, Elective 8	
Summary & Rationale	
<p>This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth experiences both in and out of class. Through the arts process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. Through cooperative learning and peer consultation, students will become sensitive to individuality and self-expression. As well, the elective course provides the opportunity for students to refine their art skills and apply to multiple projects and mixed media.</p> <p>In this unit, students will be introduced to a range of drawing techniques and media, as well as the drawings of other artists. Students' studio experiences will include drawing from imagination and observation, class discussion and critique.</p>	
Recommended Pacing	
15 Days	
National Core Arts Standards	
Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Interdisciplinary Standards	
NJSLSA.R 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers use words and arrange sentences to communicate; artists utilize the elements and principles of design to create successful art works. Developing ones observational skills correlates directly to the improvement of drawing skills. Images are often a more effective communicator than words. Art elicits personal meaning and emotional responses. An artist’s inspiration is a blend of experiences and influences. During the creative process, students continually reflect and evaluate their artistic decisions. While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary. The process of creating can be as or more meaningful to the artist as the final product. Artists often break with established traditions and beliefs to better express what they see and feel. There can be a relationship between form and function. 	

- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art. An artist's work can be analyzed and discussed to enhance appreciation and deepen understanding.
- An artist must be willing to self-evaluate in order to improve.
- Art is a reflection of time, place, culture and environment.
- Creating art develops an appreciation of the world and inspires creative and innovative thought.
- Visual artists make a rich contribution to our culture and art is uniquely intertwined with other disciplines.
- In expressing emotion/feeling/belief, an artist unites their understanding of the media with their life experience.

Unit Essential Questions

- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- What defines an artwork as a drawing?
- What are the various materials, tools & techniques of drawing, and how do they influence the artist's expressive ability?
- What role does technology play in drawing as an art form?
- How can the student incorporate what he/she has learned to create drawings that demonstrate the student's growth as an artist?
- How does drawing stand on its own as an art form when it is often considered the basis of all other art forms?
- Can a line convey a feeling?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- How to identify and evaluate elements in their work that meet the criteria of the assignment
- Techniques that artists use in drawing.

- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- The background of color theory for practical use as it relates to themselves and their surroundings (home, school, community, friends)
- How to appreciate art and the value of their own work as well as works by others.
- The drawings of established artists.
- The historical context of drawing in art and other disciplines.
- How to use various drawing media to achieve certain styles, feelings, moods and effects.
- How to improve drawing skill through practice; including observation,
- Thumbnail/planning sketches and imaginative drawing.
- The vocabulary of drawing (i.e., value, contour, gesture, perspective, etc.).
- The various drawing media (i.e., pencil, marker, oil pastel, chalk, etc.).
- The proper use and care of drawing materials.
- The rules and procedures that support and sustain a successful classroom/ studio.

Students will be able to:

- Create one or more drawings, demonstrating understanding of concepts and techniques.
- Be able to discuss the drawings of an established artist as well as their own and that of fellow classmates.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the drawing unit lesson(s), and their key terms and concepts.
- Submit a portfolio of drawings for evaluation by the teacher.
- Demonstrate skill appropriate to age/ability, using drawing media, techniques and tools.
- Research to find support materials using library, internet and computer software.
- Display ability to organize the workspace
- Mat and present finished artwork for display.
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources
<p>Suggested Resources:</p> <ul style="list-style-type: none">• Art historical references and appropriate student research.• Previously created student works• Teacher exemplar

Unit 2: Form Drawing	
Content Area: Visual Art	
Course & Grade Level: Art, Elective 8	
Summary & Rationale	
<p>This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth experiences both in and out of class. Through the arts process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. Through cooperative learning and peer consultation, students will become sensitive to individuality and self-expression. As well, the elective course provides the opportunity for students to refine their art skills and apply to multiple projects and mixed media.</p> <p>In this unit, students will be introduced to a range of drawing techniques and media, as well as the drawings of other artists. The focus will be on shading and texture in drawing. Students' studio experiences will include creating drawing(s), class discussion and critique.</p>	
Recommended Pacing	
15 Days	
National Core Arts Standards	
Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks,

	using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Interdisciplinary Standards	
NJSLSA.R 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers use words and arrange sentences to communicate; artists utilize the elements and principles of design to create successful art works. Developing ones observational skills correlates directly to the improvement of drawing skills. Images are often a more effective communicator than words. Art elicits personal meaning and emotional responses. An artist’s inspiration is a blend of experiences and influences. During the creative process, students continually reflect and evaluate their artistic decisions. While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary. The process of creating can be as or more meaningful to the artist as the final product. 	

- Artists often break with established traditions and beliefs to better express what they see and feel.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art. An artist's work can be analyzed and discussed to enhance appreciation and deepen understanding.
- An artist must be willing to self-evaluate in order to improve.
- Art is a reflection of time, place, culture and environment.
- Creating art develops an appreciation of the world and inspires creative and innovative thought.
- Visual artists make a rich contribution to our culture and art is uniquely intertwined with other disciplines.
- In expressing emotion/feeling/belief, an artist unites their understanding of the media with their life experience

Unit Essential Questions

- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- What defines an artwork as a drawing?
- What are the various materials, tools & techniques of drawing, and how do they influence the artist's expressive ability?
- What role does technology play in drawing as an art form?
- How can the student incorporate what he/she has learned to create drawings that demonstrate the student's growth as an artist?
- How does drawing stand on its own as an art form when it is often considered the basis of all other art forms?
- Can a line convey a feeling?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
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- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- How to identify and evaluate elements in their work that meet the criteria of the assignment
- How texture and shading can enhance a work of art.
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- The background of color theory for practical use as it relates to themselves and their surroundings (home, school, community, friends)
- How to appreciate art and the value of their own work as well as works by others.
- The drawings of established artists.
- The historical context of drawing in art and other disciplines.
- How to use various drawing media to achieve certain styles, feelings, moods and effects.
- How to improve drawing skill through practice; including observation,
- Thumbnail/planning sketches and imaginative drawing.
- The vocabulary of drawing (i.e., value, contour, gesture, perspective, etc.).
- The various drawing media (i.e., pencil, marker, oil pastel, chalk, etc.).
- The proper use and care of drawing materials.
- The rules and procedures that support and sustain a successful classroom/ studio.

Students will be able to:

- Create one or more drawings, demonstrating understanding of concepts and techniques.
- Be able to discuss the drawings of an established artist as well as their own and that of fellow classmates.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the drawing unit lesson(s), and their key terms and concepts.
- Submit a portfolio of drawings for evaluation by the teacher.
- Demonstrate skill appropriate to age/ability, using drawing media, techniques and tools.
- Research to find support materials using library, internet and computer software.
- Display ability to organize the workspace
- Mat and present finished artwork for display.
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible	X	Information Literate Researcher

	Student/Citizen		
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
Suggested Resources: <ul style="list-style-type: none"> • Art historical references and appropriate student research. • Previously created student works • Teacher exemplar 			

Unit 3: Printmaking	
Content Area: Visual Art	
Course & Grade Level: Art, Elective 8	
Summary & Rationale	
<p>This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth experiences both in and out of class. Through the arts process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. Through cooperative learning and peer consultation, students will become sensitive to individuality and self-expression. As well, the elective course provides the opportunity for students to refine their art skills and apply to multiple projects and mixed media.</p> <p>In this unit, students will be introduced to various graphic arts/printmaking techniques and media, and to the relevant work of other artists. Students' studio experience will include creating a series of prints, class discussion and critique of student work.</p>	
Recommended Pacing	
15 Days	
National Core Arts Standards	
Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Interdisciplinary Standards	
NJSLSA.R 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Graphic arts/printmaking has unique and defining characteristics that set them apart from other forms of expression. • Artists create prints in many ways (technique, medium) and for varying reasons (motivation, message, purpose). • Artists utilize the elements and principles of design to create successful works of art. • An artist’s work can be viewed, analyzed and discussed to enhance appreciation and deepen understanding. • Art making develops an appreciation of the world and inspires creative and innovative thought. • Developing one’s graphic arts/printmaking skills through repeated hands-on, creative practice contributes to the growth of the artist, technically and expressively. • Visual artists make a rich contribution to our culture. • Visual art is intertwined with other disciplines. 	

- An artist must be willing to self-evaluate in order to improve. Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Images are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art is a reflection of time, place, culture and environment

Unit Essential Questions

- What are the advantages and disadvantages of a medium that allows for the creation of multiple identical images?
- What are the various materials, tools & techniques of graphic arts/printmaking, and how do they influence the artist's expressive ability?
- What role does technology play in graphic arts/printmaking as an art form?
- How can the student incorporate what he/she has learned to create prints that demonstrate the student's growth as an artist?
- How can the student transfer skills learned using other media (i.e., drawing, painting, photography) into the graphic arts/printmaking process?
- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?

- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- How to identify and evaluate elements in their work that meet the criteria of the assignment
- Techniques that artists use to create the illusion of realism
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- The background of color theory for practical use as it relates to themselves and their surroundings (home, school, community, friends)
- How to appreciate art and the value of their own work as well as works by others

Students will be able to:

- Create one or more series of prints, demonstrating understanding of concepts and techniques.
- Be able to discuss the prints of established artists, their own and that of their classmates in terms of technique, motivation, influences, etc.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the drawing unit lesson(s), and their key terms and concepts.
- Demonstrate skill appropriate to age/ability, using the graphic arts media, techniques and tools presented.
- Submit a portfolio of prints for evaluation by the teacher.
- Mat and present final artwork for display.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources
<p>Suggested Resources:</p> <ul style="list-style-type: none">• Art historical references and appropriate student research.• Previously created student works• Teacher exemplar

Unit 4: Mixed Media 3D	
Content Area: Visual Art	
Course & Grade Level: Art, Elective 8	
Summary & Rationale	
<p>This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth experiences both in and out of class. Through the arts process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. Through cooperative learning and peer consultation, students will become sensitive to individuality and self-expression. As well, the elective course provides the opportunity for students to refine their art skills and apply to multiple projects and mixed media.</p> <p>In this unit, students will be introduced to various 3-D media, techniques and tools to the relevant work of other artists. Student's studio experience will include creating 3-dimensional work(s) of art through experiences in paper-mache, ceramics, found objects, textiles, etc., class discussion & critique.</p>	
Recommended Pacing	
15 Days	
National Core Arts Standards	
Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks,

	using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/non objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Interdisciplinary Standards	
NJSLSA.R 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Artists create 3D art/sculpture in many ways (technique, medium) and for varying reasons (motivation, message, purpose). Artists utilize the elements & principles of design to create successful 3-D works of art. There are distinct differences in making/viewing 2D and 3D art. 3D art can be viewed, analyzed and discussed to enhance appreciation and deepen understanding. Sculpting/creating 3D art creatively develops an appreciation of the world and inspires creative and innovative thought. 	

- Developing and building upon one's sculpting/3D art-making skills through repeated, hands-on, creative practice, contributes to the improvement of sculpting/3D art making skills and expression.
- Visual artists make a rich contribution to our culture.
- Visual art is intertwined with other disciplines: history, mathematics, science, music, etc.
- An artist must be willing to self-evaluate in order to improve.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment.

Unit Essential Questions

- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- What are the advantages and disadvantages of a medium that allows for the creation of multiple identical images?
- What are the various materials, tools & techniques of graphic arts/printmaking, and how do they influence the artist's expressive ability?
- What role does technology play in graphic arts/printmaking as an art form?
- How can the student incorporate what he/she has learned to create prints that demonstrate the student's growth as an artist?
- How can the student transfer skills learned using other media (i.e., drawing, painting, photography) into the graphic arts/printmaking process?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?

- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?

Objectives

Students will know:

- The works of several established artists/sculptors.
- The historical context of sculpture/3D art-making in art and other disciplines.
- How to use various sculpting media to achieve certain styles, feelings, moods and effects, and/or 3D pieces with function/utility/purpose.
- How to improve 3D art-making/sculpting skills through practice.
- The vocabulary of 3D art-making/sculpture (modeling, constructing, carving, bas-relief, high-relief, in-the-round, etc.).
- The proper use and care of materials.
- How to identify and evaluate elements in their work that meet the criteria of the assignment
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- How to appreciate art and the value of their own work as well as works by others

Students will be able to:

- Create one or more 3-dimensional works of art, demonstrating understanding of concepts and techniques.
- Be able to discuss 3-dimensional art/sculpture of established artists, their own and that of their classmates in terms of, technique, motivation, influences, etc.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the 3D/sculpture lesson(s), and their key terms and concepts.
- Demonstrate skill appropriate to age/ability, using the sculpting/3D media, techniques and tools presented submit a portfolio of preliminary work and sculpture/3D artwork for evaluation by the teacher.
- Apply the elements & principles of design (especially form), in making and talking about 3D art-making/sculpture with discretion.
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning			
Assessment			
Teacher observation and project assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
Suggested Resources: <ul style="list-style-type: none"> • Art historical references and appropriate student research. • Previously created student works • Teacher exemplar 			

Unit 5: Painting (Color Composition)	
Content Area: Visual Art	
Course & Grade Level: Art, Elective 8	
Summary & Rationale	
<p>This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth experiences both in and out of class. Through the arts process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. Through cooperative learning and peer consultation, students will become sensitive to individuality and self-expression. As well, the elective course provides the opportunity for students to refine their art skills and apply to multiple projects and mixed media.</p> <p>In this unit, students will be introduced to various painting techniques and media, and to the relevant work of other artists. Students' studio experience will include creating a painting(s), class discussion & critique.</p>	
Recommended Pacing	
15 Days	
National Core Arts Standards	
Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Interdisciplinary Standards	
NJSLSA.R 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Artists create paintings in many ways (technique, medium), and for varying reasons (motivation, message, purpose). Artists utilize the elements & principals of design to create successful paintings. 	

- Paintings can be viewed, analyzed and discussed to enhance appreciation and deepen understanding.
- Painting develops an appreciation of the world and inspires creative and innovative thought.
- Developing and building upon one's painting skills through repeated, hands-on, creative practice, contributes to the improvement of painting skills and expression.
- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create the illusion of realism.
- Images are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment

Unit Essential Questions

- Why is understanding the element of color so important to the painter?
- What are the various materials, tools & techniques of painting, and how do they influence the artist's expressive ability?
- What does the role of technology play in painting as an art form?
- How can the student incorporate what he/she has learned to create paintings that demonstrate the student's growth as an artist?
- How can the student transfer/incorporate skills learned using other media (i.e., drawing, photography, printmaking, etc.) into the painting process?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?

- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?
- Can a line convey a feeling?

Objectives

Students will know:

- Apply the elements and principals of design (especially color), in making and talking about painting.
- The works of several established artists (painters).
- The historical context of painting in art and other disciplines.
- How to use various painting media to achieve certain styles, feelings, moods and effects.
- How to improve painting skills through practice.
- The vocabulary of painting (i.e., medium, picture plane, wash, wet-on-wet, dry brush, fresco, opaque, transparent, abstract, representational, non-representational).
- How to identify and evaluate elements in their work that meet the criteria of the assignment.
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design).
- The background of color theory for practical use.
- How to appreciate art and the value of their own work as well as works by others

Students will be able to:

- Create one or more paintings, demonstrating understanding of concepts and techniques.
- Be able to discuss paintings of established artists, their own, and that of their classmates in terms of, technique, motivation, influences, etc.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the painting unit lesson(s), and their key terms and concepts.
- Demonstrate skill appropriate to age/ability, using the painting media, techniques and tools presented.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning

Assessment

Teacher observation and project assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
Suggested Resources: <ul style="list-style-type: none"> • Art historical references and appropriate student research. • Previously created student works • Teacher exemplar 			

Unit 6: Ceramics	
Content Area: Visual Art	
Course & Grade Level: Art, Elective 8	
Summary & Rationale	
<p>This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth experiences both in and out of class. Through the arts process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. Through cooperative learning and peer consultation, students will become sensitive to individuality and self-expression. As well, the elective course provides the opportunity for students to refine their art skills and apply to multiple projects and mixed media.</p> <p>During this unit students will be able to create a sculpture in the round with the use of clay as their primary medium. Students will study ceramics through art history, art aesthetics, art criticism, and art production. Students will learn to hand building techniques. Students will learn to understand the firing processes involved in making completed projects. After bisque firing, students will glaze items and work with the effects created from the different glaze techniques.</p>	
Recommended Pacing	
15 Days	
National Core Arts Standards	
Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Interdisciplinary Standards	
NJSLSA.R 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3-D works of art. Physical representations are often a more effective communicator than words. Art elicits personal meaning and emotional responses. An artist’s inspiration is a blend of experiences and influences. 	

- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment.

Unit Essential Questions

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- How glazes are affected in certain environments.
- Glazing techniques will be discussed including but not limited to the following: pouring, brushing, dipping, stencil work, bubbles, spraying, wheel manipulation, overlapping, etc.
- Color theory will be discussed when addressing glaze chemistry and color choice.
- Differences between bisque firing and glaze firings will be learned and observed.
- How texture can enhance clay pieces and how to utilize glazes to bring out the textures.
- Clay manipulation in the hand-building and wheel throwing.
- The basic throwing techniques as well as alternative methods of using the wheel for texture, product creation, etc.
- How to appreciate art and the value of their own work as well as works by others

Students will be able to:

- Design and create sculpture in the round that conveys the artist's idea.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Art historical references and appropriate student research.
- Previously created student works
- Teacher exemplar

