

**This is a High School Freshman Art 1 Class
36-Week School Year Sample (9-week Terms)**

	Drawing	Painting	Computers/Technology	3D/Assemblage
	Unit Sept - Nov	Unit 2 Nov - Feb	Unit 3 Feb - April	Unit 4 April - June
Central Focus	Enduring understanding Figure drawings capture the essence of an action or pose. Drawing from photos and memories	Choice Based Art - Painting Medium - focused around current social constructs or event that capture the students intrust.	Design of wallpaper and its relationship to interior design. Editing process used as a design tool.	Design driven vs user functionality
Questions	Students will be able to use vine charcoal as a drawing medium to create a number of different gesture drawings. Students will understand how gesture drawing can be used as a foundation to lead into more finalized drawings and still have a relationship when working from photos.	Students will be able to brainstorm and design their own project based around individual interests. Students will understand how artists make decisions to choose the best medium for a specific artwork.	Students will be able to understand how simple pattern repetition and movements like flipping can create intricate wallpaper designs. Learn to manipulate their design in Photoshop(or a similar program). Using Photoshop to place the wallpaper in different rooms or environments.	Students will be able to create a room designed around the wall paper they designed during Term 3. Creating a 3-D diorama of a room using paper and found objects. Using the printed designs to create mood boards based on room themes.
Learning objectives	Essential Questions: How do life experiences influence the way we relate to art?	Essential Questions: How do Artist use art to make commentary on social events How does one determine criteria to evaluate a work of art?	Essential Questions: How do knowledge and skills in the arts broaden career opportunities? In what ways do the ideas and creative approaches employed in the arts support innovation in other fields?	Essential Questions: How do art and design enhance people's lives and influence culture?

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outline Lessons	Enduring Understanding: People gain insight into meanings of artwork by engaging in a process Essential • 8.1 of art criticism.	Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement. Essential 7.1 with art can lead to understanding and appreciation of self, others, and the world.	Enduring Understanding: Artists and designers develop excellence through practice and 3.1 constructive critique; and reflecting on, revising, and refining work over time.	Enduring Understanding 11.2 . Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.
	Paper, Newsprint, Pencils, Paper 18 x 24 or 18 x12 - Vine Charcoal - optional drawing board, 12x9 heavy weight drawing paper	Sketchbooks, pencils, various painting mediums and tools, watercolor, tempera, acrylic and ink. Brushes, canvas , and paper	KaleidoPaint, Printers, Photoshop or photo editing software, printer, and poster board	Assorted papers, various found objects, fabric, natural and man-made objects, hot glue, cardboard, and thick paper

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	<p>Lesson 1. Figure/Gesture Drawing</p> <p>Lesson 2. Continue Gesture drawings - now slightly longer time</p> <p>Lesson 3. Students work from a printed example of figures in motion</p> <p>Lesson 4. Continue work on figures from a photo</p> <p>Lesson 5. Finish work on figures from a photo. Share student drawings</p> <p>Lesson 6. Discussion on arts using photo references</p> <p>Lesson 7. Portrait from a photo</p> <p>Lesson 8. Portrait from a photo</p> <p>Lesson 9. Group Critique Reflect</p>	<p>Add in contemporary art and Goya and Rosco and media.</p> <p>Lesson 1. Brain storm/ sketchbook work</p> <p>Lesson 2. Presentation of research and ideas</p> <p>Lesson 3. Project design plan</p> <p>Lesson 4. Self-directed project execution</p> <p>Lesson 5. Self-directed project execution</p> <p>Lesson 6. Individual student check-in on project/art execution</p> <p>Lesson 7. Project execution</p> <p>Lesson 8. Project execution last class day</p> <p>Lesson 9. Project presentation</p>	<p>Lesson 1: Intro to the app and design</p> <p>Lesson 2: Wall paper design intro and continue work on the app</p> <p>Lesson 3: Have 3 different designs</p> <p>Lesson 4: Creating Different Color Ways in photoshop/design software</p> <p>Lesson 5 Mood board design</p> <p>Lesson 6: Mood board presentation - class discussion</p> <p>Lesson 7 Editing Designs</p> <p>Lesson 8: Printing</p> <p>Lesson 9: Group critique/ discussion final</p>	<p>Lesson 1: Design research and material exploration</p> <p>Lesson 2. Draft a floor plan</p> <p>Lesson 3 Design the space - and construct the outer walls</p> <p>Lesson 4 Furniture construction</p> <p>Lesson 5 Decor construction</p> <p>Lesson 6 Combine Assemblage together</p> <p>Lesson 7 Continuing assembling and final details</p> <p>Lesson 8. Group critique</p> <p>Lesson 9. End of the Year Art Room Discussions and Student Plans</p>

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	Vine Charcoal, Gesture, Gesture Drawing, "T" essential forms	Painting, Thumb-Nail, Abstraction, Naturalism, Impressionism	Vocabulary: Interior design, repetition, tiling, motif, color way, Mood board	Tabs, Assemblage, Found object art
References	Gesture drawing examples, Drawings from photos	Painting in art history	Art References: Historical wallpapers, Whistler's Harmony in blue and gold	Art References: Baroque to Mid Century room design
				
	Metropolitan Museum of Art, Morgan Library	Museum of Modern Art, Art galleries throughout the city	Cooper Hewitt Museum	Museum of Arts and Design

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	<p>NYS Visual Arts Standards:</p> <p>HS Proficient VA:Cr1.1.HSI a. Use multiple artmaking approaches to begin creative endeavors.</p> <p>HS Proficient VA:Pr5.1.HSI a. Analyze and evaluate how decisions made in the preparation and presentation of artwork affect a viewer's perception of meaning</p> <p>HS Proficient VA:Re8.1.HSI a. Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.</p> <p>HS Proficient VA:Cn11.1.HSI a. Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p>	<p>NYS Visual Arts Standards:</p> <p>HS Proficient HS VA:Cr1.2.HSI a. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>HS Accomplished VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>HS Proficient VA:Re7.2.HSI a. Analyze the reciprocal relationship between understanding the world and experiencing imagery</p> <p>HS Proficient VA:Cn10.1.HSI a. Document the process of developing ideas; from early stages to full elaboration.</p>	<p>NYS Visual Arts Standards:</p> <p>HS Accomplished VA:Cr3.1.HSIIa. Engage in constructive critique with peers; then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>HS Accomplished VA:Pr5.1.HSII a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>HS Accomplished VA:Re9.1.HSII a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>HS Advanced VA:Cn11.2.HSIII a. Using a design thinking approach, collaboratively investigate an issue in the greater community and develop an interdisciplinary solution.</p>	<p>NYS Visual Arts Standards:</p> <p>HS Proficient VA:Cr2.1.HSI a. Generate and develop artistic work in a self-directed manner.</p> <p>HS Accomplished VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>HS Proficient VA:Re9.1.HSI a. Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>HS Proficient VA:Cn11.2.HSI a. Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields.</p>

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Assesent	Formative assessment through examining the art and group discussion	Summative assessment a rubric will be provided to students to guide artistic process and formative progress reports to guide artistic development.	Formative assessment midway and summative assessment through a student created rubric and group discussion.	Summative assessment will be through process art and final room design. Also through individual student writing and student self-assessment.