### Ganado Unified School District (Art 1/High School 9-12)

#### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1	Cite specific textual evidence to support	How do the elements of	Students will create a shattered value	Value, gradation,
(Semester 1)	analysis of primary and secondary sources,	design facilitate the	scale drawing on 9"x12" paper using	repetition, theme,
	attending to such features as the date and	creative process?	arbitrary repeated patterns.	composition, still life,
	origin of the information.			perspective, one-point,
	(9-10.RH.1)	How do skill and technique	Shading exercise, students will learn	contrasting colors,
	Cite specific textual evidence to support	enable the creative	three shading techniques; stippling,	pattern, medium,
	analysis of primary and secondary sources,	process?	cross-hatching, and hatching.	pigment, hatching, cross-
	connecting insights gained from specific	· · · · · · · · · · · · · · · · · · ·	Students will first draw three spheres	hatching, stippling, art
	details to an understanding of the text as a	How do we use critique to	that are in three-dimensional form	movements (op art,
	whole. (11-12.RH.1)	inform our art?	utilizing the introduced shading	impressionism, abstract,
	Visual Arts :Strand 1: Create: Concept 1:	A 4	techniques. Students will apply	pop art), line, space,
	Creative Process: The student will develop,	How does one utilize value	shading techniques to still life set up	shape, critical thinking,
	revise, and reflect on ideas for expression	in art?	of bottles. Students will carefully	planning, fragmentation,
	in his or her own artwork		observe the shape of the bottles and	arbitrary
	PO 101. Contribute to a discussion about	How does line facilitate	give it a three-dimensional	
	ideas for his or her own artwork.	ones' creative design?	appearance when drawn.	
	Concept 2: Materials, Tools, and			
	Techniques: The student will use materials,	How is art used everyday	Students will perceive and understand	
	tools, and techniques in his or her own	life?	how artist use space in art. Students	
	artwork.		will create a one-point perspective	
	PO 101. Identify and experiment with		drawing based on an imaginary	
	materials, tools, and techniques in his or		setting of buildings that lead to one	
	her own artwork.	N	vanishing point.	
	Concept 3: Elements and Principles: The			
	student will use elements of art and		Students will comprehend the concept	
	principles of design in his or her own		of Optical Art as an art movement and	
	artwork.		style of visual arts that makes use of	

	<ul> <li>PO 001. Identify and use elements in his or her own artwork.</li> <li>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</li> <li>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</li> <li>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</li> <li>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</li> </ul>	THOMBORD	optical illusions. Students will create their own optical illusion using markers on 18''x12'' drawing paper. Students will use lines, shapes, and contrasting colors as design elements.	
Quarter 2 (Semester 1)	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (9-10.RH.1) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (11-12.RH.1) Visual Arts :Strand 1: Create: Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork PO 101. Contribute to a discussion about ideas for his or her own artwork. Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork. PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork. Concept 3: Elements and Principles: The	How do color harmonies facilitate your work of art? How does value affect the mood of ones' artwork? How do the elements of design guide a work art? How do patterns facilitate a work of art? How do skill and technique enable the creative process? How can I use my artistic talents to benefit my community, state, country, world?	Students will perceive and identify color properties and harmonies. Students will mix pigments and utilize color harmonies in their own artworks. Students will create a work of art addressing a social concern. My artwork will create or highlight an issue or concern, setting/creating a visual statement. Students will explore a variety of ink- drawn patterns, visual textures and designs. Students will create a work of art displaying a variety of patterns using pen and ink on 12"x18" drawing paper. Students will perceive and comprehend how texture may be indicated and used in two- dimensional artworks. Students will create a texture montage with a	Color harmony, monochromatic, analogous colors, tint, tone, shade, prism, illusion, patters, radial pattern, half-drop, row, rhythm, color, form, space, texture, theme, theory, medium, montage, texture, scene, collage, complementary colors

	<ul> <li>student will use elements of art and principles of design in his or her own artwork.</li> <li>PO 001. Identify and use elements in his or her own artwork.</li> <li>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</li> <li>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</li> <li>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</li> <li>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</li> <li>Concept 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.</li> </ul>	THUMMUMIC ATTON	combination of drawing and montage that display scenery of a variety of textures. Students will create their own work of art using a variety of mediums and creating a collage displaying contrast as a design element. The work of art is to be an abstract representation of contrast displaying a variety of mediums.	
Quarter 3 (Semester 2)	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (9-10.RH.1) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (11-12.RH.1) Visual Arts :Strand 1: Create: Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork PO 101. Contribute to a discussion about ideas for his or her own artwork. Concept 2: Materials, Tools, and	How do the elements of design facilitate the creative process? How do skill and technique enable the creative process? How do we use critique to inform our art? How does one utilize value in art? How does line facilitate ones' creative design?	Students will create a shattered value scale drawing on 9"x12" paper using arbitrary repeated patterns. Shading exercise, students will learn three shading techniques; stippling, cross-hatching, and hatching. Students will first draw three spheres that are in three-dimensional form utilizing the introduced shading techniques. Students will apply shading techniques to still life set up of bottles. Students will carefully observe the shape of the bottles and give it a three-dimensional appearance when drawn.	Value, gradation, repetition, theme, composition, still life, perspective, one-point, contrasting colors, pattern, medium, pigment, hatching, cross- hatching, stippling, art movements (op art, impressionism, abstract, pop art), line, space, shape

	<ul> <li>Techniques: The student will use materials, tools, and techniques in his or her own artwork.</li> <li>PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork.</li> <li>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</li> <li>PO 001. Identify and use elements in his or her own artwork.</li> <li>PO 001. Identify and use elements in his or her own artwork.</li> <li>PO 001. Identify and use elements in his or her own artwork.</li> <li>PO 001. Identify and use elements in his or her own artwork.</li> <li>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</li> <li>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</li> <li>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</li> </ul>	How is art used everyday life?	Students will perceive and understand how artist use space in art. Students will create a one-point perspective drawing based on an imaginary setting of buildings that lead to one vanishing point. Students will comprehend the concept of Optical Art as an art movement and style of visual arts that makes use of optical illusions. Students will create their own optical illusion using markers on 18"x12" drawing paper. Students will use lines, shapes, and contrasting colors as design elements.	
Quarter 4 (Semester 2)	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (9-10.RH.1) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (11-12.RH.1) Visual Arts :Strand 1: Create: Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork PO 101. Contribute to a discussion about	<ul> <li>How do color harmonies facilitate your work of art?</li> <li>How does value affect the mood of ones' artwork?</li> <li>How do the elements of design guide a work art?</li> <li>How do patterns facilitate a work of art?</li> <li>How do skill and technique enable the creative process?</li> </ul>	Students will perceive and identify color properties and harmonies. Students will mix pigments and utilize color harmonies in their own artworks. Students will create a work of art addressing a social concern. My artwork will create or highlight an issue or concern, setting/creating a visual statement. Students will explore a variety of ink- drawn patterns, visual textures and designs. Students will create a work	Color harmony, monochromatic, analogous colors, tint, tone, shade, prism, illusion, patters, radial pattern, half-drop, row, rhythm, color, form, space, texture, theme, theory, medium, montage, texture, scene, collage, complementary colors

ideas for his or her own artwork.		of art displaying a variety of patterns	
Concept 2: Materials, Tools, and	How can I use my artistic	using pen and ink on 12"x18"	
Techniques: The student will use materials,	talents to benefit my	drawing paper.	
tools, and techniques in his or her own	community, state, country,		
artwork.	world?	Students will perceive and	
PO 101. Identify and experiment with		comprehend how texture may be	
materials, tools, and techniques in his or	- A 32	indicated and used in two-	
her own artwork.	- Andrew	dimensional artworks. Students will	
Concept 3: Elements and Principles: The		create a texture montage with a	
student will use elements of art and	L.	combination of drawing and montage	
principles of design in his or her own	THE REPORT OF TH	that display scenery of a variety of	
artwork.		textures.	
PO 001. Identify and use elements in his or			
her own artwork.		Students will create their own work of	
Concept 4: Meanings or Purposes: The	CONTRACTOR OF A CONTRACTOR A C	art using a variety of mediums and	
student will express ideas to communicate	COMMUNICATION	creating a collage displaying contrast	
meanings or purposes in artwork.	and the second s	as a design element. The work of art	1
PO 101. Select and use subject matter		is to be an abstract representation of	
and/or symbols in his or her own artwork.		contrast displaying a variety of	
Concept 5: Quality: The student will apply		mediums.	
criteria to assess the quality of in-progress	100000035		
and finished artwork.			
PO 101. Identify successful aspects of his		A STREET	
or her own artwork and possible revisions.			
Concept 1: Art worlds: The student will	SELF & BOCIAL		
describe the role that art plays in culture	A WARENESS		
and how it reflects, records, and interacts	Water HEARERS	1	
with history in various times, places, and		1000	
traditions.			

## Ganado Unified School District (Art 2/High School 9-12)

#### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1	Determine the central ideas or information	How do form, content and	Students will develop and	Positive, negative space,
(Semester 1)	of a primary or secondary source; provide	context express and influence	promote an awareness of positive	contrast, tessellation,
(Selliester I)	an accurate summary of how key events or	meaning?	and negative space used in	grid, portraits, balance,
	ideas develop over the course of the text.	······································	artworks. Students will create an	shape, form, pattern,
	(9-10.RH.2)	How do positive and negative	original visual image using black	rhythm, repetition, color
	Determine the central ideas or information	space affect a work of art?	and white construction paper. You	harmonies,
	of a primary or secondary source; provide		will demonstrate all spaces within	monochromatic,
	an accurate summary that makes clear the	How do the principles of	your work to have their own	analogous, texture, value,
	relationships among the key details and	design facilitate a work of art?	unique shapes.	prism, form, space, shape,
	ideas. (11-12.RH.2)			pigment, color, theory, art
	Strand 1: Create	How do textures within a work	Students will learn about	movements, surrealism,
	Concept 1: Creative Process : The student	art create a mood?	tessellation and observe M.C.	op art, abstract,
	will develop, revise, and reflect on ideas for	Communication Z	Escher's tessellation work.	romantism, protest art,
	expression in his or her own artwork .	How do colors create a mood?	Tessellations in visual arts;	native pop art
	PO 201. Contribute to a discussion about	1	designs featuring animals, birds,	1 1
	ideas for his or her own artwork.	How do skill and technique	insects etc.; which can fill a page,	
	Concept 2: Materials, Tools, and	enable the creative process?	without gaps or over-lapping; to	
	Techniques: The student will use materials,	A A	form a pattern that completely	
	tools, and techniques in his or her own		fills a space. Students will create	
	artwork .		tessellation on a 12"x18" drawing	
	PO 201. Identify and experiment with	SELF & BOCIAL	paper. The design of Tessellation	
	materials, tools, and techniques	A MARENESS	has no overlapping and no empty	
	appropriately and expressively in his or her	10110-0121010-3-3	spaces (gaps).	
	own artwork.			
	Concept 3: Elements and Principles: The		Students will create a collage-	
	student will use elements of art and		combined watercolor that displays	
	principles of design in his or her own		perspective or space. Your art is	
	artwork.		to be influenced by Surrealism	
	PO 201. Identify, select, and use elements		art. Students will learn about the	
	and principles to organize the composition		art, techniques, and ideas of	
	in his or her own artwork.		surrealism artist Salvador Dali.	
	Concept 4: Meanings or Purposes: The		Students will display watercolor	
	student will express ideas to communicate		techniques; washes, wet on wet,	
	meanings or purposes in artwork.		dry brush and dropping in color.	

	<ul> <li>PO 101. Select and use subject matter and/or symbols in his or her own artwork. Concept # 5: Quality • The student will apply criteria to assess the quality of in- progress and finished artwork.</li> <li>PO 201. Identify successful aspects of his or her own artwork and possible revisions.</li> <li>Strand 2: Relate</li> <li>Concept 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.</li> <li>PO 201. Contribute to a discussion about who artists are, what they do, and why they create art.</li> </ul>			
Quarter 2 (Semester 1)	Compare and contrast treatments of the same topic in several primary and secondary sources. (9-10.RH.9) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (11- 12.RH.9) Strand 1: Create Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork . PO 201. Contribute to a discussion about ideas for his or her own artwork. Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own	<ul> <li>How does the creative process facilitate expression?</li> <li>How do the principles of design facilitate a work of art?</li> <li>How does one create an expressive work of art?</li> <li>How do skill and technique enable the creative process?</li> <li>How do art movements influence ones' art?</li> </ul>	Students will comprehend the concept of a grid-drawing portrait (scale drawing) and carefully assess proportion within their drawing. The student will carefully apply shading techniques thus creating value of each grid. Students are to comprehend the concept of space by creating a sculpture of a house. The achievement of the house project is the utilization of the principles of design; the use of space, balance, pattern, form, line, color, and texture for create your house.	Contrast, portraits, composition, craftsman, context, expressionism, sculptures, textures, dada movement, medium, visual culture, northwest coast art, symbolism, social issues, native pop art, techniques, skill, quality, critical thinking, planning
	artwork . PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her		Students will create a hanging mobile that displays balance, shape, and color. Students will	

	<ul> <li>own artwork.</li> <li>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</li> <li>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork .</li> <li>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</li> <li>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</li> <li>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</li> <li>PO 201. Identify successful aspects of his or her own artwork and possible revisions.</li> <li>Strand 2: Relate:</li> <li>Concept 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.</li> <li>PO 202. Discuss how artworks are used to communicate stories, ideas, and emotions.</li> </ul>		create a hanging mobile that is will balanced with shapes and displays harmonious colors. Students will develop and promote an awareness of rhythm, shape, form, and contrasting textures to create a sculptural paper relief.	
Quarter 3	Determine the central ideas or information	How do form, content and	Students will develop and	Value, gradation,
(Semester 2)	of a primary or secondary source; provide an accurate summary of how key events or	context express and influence meaning?	promote an awareness of positive and negative space used in	repetition, theme, composition, still life,
	ideas develop over the course of the text.		artworks. Students will create an	perspective, one-point,
	(9-10.RH.2)	How do positive and negative	original visual image using black	contrasting colors,
	Determine the central ideas or information	space affect a work of art?	and white construction paper. You will demonstrate all spaces within	pattern, medium, pigment, hatching, cross-
	of a primary or secondary source; provide an accurate summary that makes clear the	How do the principles of	your work to have their own	hatching, stippling, art
	relationships among the key details and	design facilitate a work of art?	unique shapes.	movements (op art,
	ideas. (11-12.RH.2)		1 1	impressionism, abstract,
	Strand 1: Create	How do textures within a work	Students will learn about	pop art), line, space,

Concept 1: Creative Process : The student	art create a mood?	tessellation and observe M.C.	shape
will develop, revise, and reflect on ideas for		Escher's tessellation work.	
expression in his or her own artwork .	How do colors create a mood?	Tessellations in visual arts;	
PO 201. Contribute to a discussion about	-	designs featuring animals, birds,	
ideas for his or her own artwork.	How do skill and technique	insects etc.; which can fill a page,	
Concept 2: Materials, Tools, and	enable the creative process?	without gaps or over-lapping; to	
Techniques: The student will use materials,	0A332	form a pattern that completely	
tools, and techniques in his or her own	4.363	fills a space. Students will create	
artwork.		tessellation on a 12"x18" drawing	
PO 201. Identify and experiment with	Z	paper. The design of Tessellation	
materials, tools, and techniques	THE PROPERTY OF	has no overlapping and no empty	
appropriately and expressively in his or her		spaces (gaps).	
own artwork.			
Concept 3: Elements and Principles: The		Students will create a collage-	
student will use elements of art and	CONTRACTOR OF A	combined watercolor that displays	
principles of design in his or her own	COMMUNICATION	perspective or space. Your art is	
artwork.	and the second s	to be influenced by Surrealism	
PO 201. Identify, select, and use elements		art. Students will learn about the	
and principles to organize the composition		art, techniques, and ideas of	
in his or her own artwork.		surrealism artis <mark>t</mark> Salvador Dali.	
Concept 4: Meanings or Purposes: The	A	Students will display watercolor	
student will express ideas to communicate		techniques; washes, wet on wet,	
meanings or purposes in artwork.		dry brush and dropping in color.	
PO 101. Select and use subject matter	And the second s		
and/or symbols in his or her own artwork.	SELF & BOCIAL .		
Concept 5: Quality • The student will apply	用147年1月1日55		
criteria to assess the quality of in-progress			
and finished artwork.			
PO 201. Identify successful aspects of his			
or her own artwork and possible revisions.			
Strand 2: Relate			
Concept 1: Art worlds: The student will			
describe the role that art plays in culture			
and how it reflects, records, and interacts			
with history in various times, places, and			
traditions.			
PO 201. Contribute to a discussion about			
who artists are, what they do, and why they			

	tudents will comprehend the oncept of a grid-drawing portrait	Contrast, portraits, composition, craftsman,
<ul> <li>secondary sources. (9-10.RH.9)</li> <li>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (11-12.RH.9)</li> <li>Strand 1: Create</li> <li>Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork.</li> <li>PO 201. Contribute to a discussion about ideas for his or her own artwork.</li> <li>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques appropriately and expressively in his or her own artwork.</li> <li>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</li> <li>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork.</li> </ul>	scale drawing) and carefully ssess proportion within their rawing. The student will arefully apply shading echniques thus creating value of ach grid. tudents are to comprehend the oncept of space by creating a culpture of a house. The chievement of the house project the utilization of the principles f design; the use of space, alance, pattern, form, line, color, nd texture for create your house. tudents will create a hanging nobile that displays balance, nape, and color. Students will reate a hanging mobile that is fill balanced with shapes and isplays harmonious colors. tudents will develop and romote an awareness of rhythm, nape, form, and contrasting extures to create a sculptural aper relief.	contposition, cratistinal, context, expressionism, sculptures, textures, dada movement, medium, visual culture, northwest coast art, symbolism, social issues, native pop art, techniques, skill, quality, critical thinking, planning

<ul> <li>PO 201. Identify successful aspects of his or her own artwork and possible revisions.</li> <li>Strand 2: Relate:</li> <li>Concept 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.</li> <li>PO 202. Discuss how artworks are used to</li> </ul>	
communicate stories, ideas, and emotions.	

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CRHELE

# Ganado Unified School District (Art 3 & 4/High School 9-12)

RESPECT

#### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1	Analyze how a text uses structure to	What is art?	"Your Life as a Movie" Students will	Elements of art, color,
(Semester 1)	emphasize key points or advance an	How does art expand and	create a movie poster and pretend a	line, shape, form, texture,
	explanation or analysis. (9-10.RH.5)	enhance our thinking?	movie has been filmed about their	value, visual culture,

<ul> <li>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (11-12.RH.5)</li> <li>Strand 1: Create</li> <li>Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork .</li> <li>PO 201. Contribute to a discussion about ideas for his or her own artwork.</li> <li>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork .</li> <li>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</li> <li>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</li> <li>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork .</li> <li>PO 201. Identify so reurows: The student will express ideas to communicate meanings or purposes in artwork.</li> <li>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</li> <li>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</li> </ul>	<ul> <li>How does art record and communicate the human experience?</li> <li>How does art represent personal expression, exploration, and/or insight?</li> <li>How does art help us learn about other people?</li> <li>What can we learn about a culture through its art forms?</li> <li>How does art influence what we can learn about our society?</li> </ul>	life. Students will use mixed medium material to design a poster. Students will create an original movie title; include their name (Starring Jane Doe) and images that show their interest or tell something about themselves. Student will create a three dimensional sculpture of a pair of shoes entirely composed of recycled paper and cardboard. Students are to create a life size create of a shoes made up of recycled paper and cardboard (reusable items). Close reading: "Creature Comfort" Where is your refuge today? How has it changed throughout your life? Have you ever noticed that as a child your refuge gave you physical comfort such as a secret hiding place, security blanket, or in a clothing rack as your mother shopped? As you got older your refuge became more abstract, you began to seek comfort with friendships, clothing, peer pressure, or expectations. Student will create a visual work of art of their refuge.	refuge, metaphoric art, artist statement, portfolio, symbolism, socialism, contrast, rhythm, balance, emphasis, cubism
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	Concept 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions. PO 202. Discuss how artworks are used to communicate stories, ideas, and emotions.			
Quarter 2 (Semester 1)	<ul> <li>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (9-10.RH.7) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (11-12.RH.7) Strand 1: Create</li> <li>Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork.</li> <li>PO 201. Contribute to a discussion about ideas for his or her own artwork.</li> <li>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork .</li> <li>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</li> <li>Concept 3: Elements and Principles: The student will use elements of art and principles to organize the composition in his or her own artwork.</li> </ul>	In what ways are everyday sites and sounds rooted in the arts? How do artists benefit society? Why is art necessary? How do people express themselves through art? What role does graphic design play in consumers' choices? What inspires me? What sparks the creative process? How do artists choose tools, techniques, and material to express their ideas? What skills and vocabulary do I need to appreciate visual art? How do I use my knowledge of art skills & vocabulary to create art?	<ul> <li>Students are to comprehend the concept of space by creating a sculpture of a house. The achievement of the house project is the utilization of the principles of design; the use of space, balance, pattern, form, line, color, and texture for create your house.</li> <li>Students will create a hanging mobile that displays balance, shape, and color. Students will create a hanging mobile that is will balanced with shapes and displays harmonious colors.</li> <li>Students will comprehend the concept of a grid-drawing portrait (scale drawing) and carefully assess proportion within their drawing. The student will carefully apply shading techniques thus creating value of each grid.</li> <li>Students will develop and promote an awareness of rhythm, shape, form, and contrasting textures to create a sculptural paper relief.</li> </ul>	Elements of design, balance, contrast, emphasis, movement, pattern, rhythm, unity, color theory, prism, illusions, 3-D art, symbolic self-portraits, visual culture, gaze, biography

student will express ideas to communicate			
meanings or purposes in artwork.			
PO 101. Select and use subject matter			
and/or symbols in his or her own artwork.	-		
Concept 5: Quality: The student will apply			
criteria to assess the quality of in-progress			
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PO 201. Identify successful aspects of his			
or her own artwork and possible revisions.			
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and how it reflects, records, and interacts			
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Concept 1: Creative Process : The student			
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PO 201. Identify, select, and use elements			
and principles to organize the composition			
in his or her own artwork.			

	Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork. PO 101. Select and use subject matter and/or symbols in his or her own artwork. Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork. PO 201. Identify successful aspects of his or her own artwork and possible revisions. Strand 2: Relate: Concept 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions. PO 202. Discuss how artworks are used to communicate stories, ideas, and emotions. PO 001. Discuss how an artist communicates meaning and/or purpose in an artwork.		CARGER	
Quarter 3 (Semester 2)	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (9-10.RH.5) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (11- 12.RH.5) Strand 1: Create Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork . PO 201. Contribute to a discussion about ideas for his or her own artwork. Concept 2: Materials, Tools, and	How do elements (nouns) and principles (adjectives) facilitate the creative process? How do skill and technique enable the creative process? How do we use critique to inform our art? What is art? How does art expand and enhance our thinking?	"Your Life as a Movie" Students will create a movie poster and pretend a movie has been filmed about their life. Students will use mixed medium material to design a poster. Students will create an original movie title; include their name (Starring Jane Doe) and images that show their interest or tell something about themselves. Student will create a three dimensional sculpture of a pair of shoes entirely composed of recycled paper and cardboard. Students are to	Elements of art, color, line, shape, form, texture, value, visual culture, refuge, metaphoric art, artist statement, portfolio, symbolism, socialism, contrast, rhythm, balance, emphasis, cubism

tools, and techniques in his or her own	How does art record and	made up of recycled paper and	
artwork .	communicate the human	cardboard (reusable items).	
PO 201. Identify and experiment with	experience?	Close reading: "Creature Comfort"	
materials, tools, and techniques			
appropriately and expressively in his or her	How does art represent	Where is your refuge today? How has	
own artwork.	personal expression,	it changed throughout your life? Have	
Concept 3: Elements and Principles: The	exploration, and/or	you ever noticed that as a child your	
student will use elements of art and	insight?	refuge gave you physical comfort	
principles of design in his or her own		such as a secret hiding place, security	
artwork.	How does art help us learn	blanket, or in a clothing rack as your	
PO 201. Identify, select, and use elements	about other people?	mother shopped? As you got older	
and principles to organize the composition		your refuge became more abstract,	
in his or her own artwork.	What can we learn about a	you began to seek comfort with	
Concept 4: Meanings or Purposes: The	culture through its art	friendships, clothing, peer pressure, or	
student will express ideas to communicate	forms?	expectations. Student will create a	
meanings or purposes in artwork.	COM MUNICATION	visual work of art of their refuge.	
PO 101. Select and use subject matter	How does art influence		
and/or symbols in his or her own artwork.	what we can learn about	CARGER	
Concept 5: Quality: The student will apply	ourselves and about our		
criteria to assess the quality of in-progress	society?		
and finished artwork.			
PO 201. Identify successful aspects of his			
or her own artwork and possible revisions.		1 Filmer	
Strand 2: Relate:			
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with history in various times, places, and		-	
traditions.			
PO 202. Discuss how artworks are used to			
communicate stories, ideas, and emotions.			
Strand 1: Create			
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and/or symbols in his or her own artwork.			A
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Concept 1: Art worlds: The student will describe the role that art plays in culture	用的本书和4655		
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traditions.			
PO 202. Discuss how artworks are used to			
communicate stories, ideas, and emotions.			
PO 201. Identify visual/tactile			
characteristics of artworks from diverse			
cultures, different places, or times.			
PO 301. Interpret meanings and/or			
purposes of an artwork using subject			
matter, symbols, and/or themes.			

	PO 301. Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.			
Quarter 4 (Semester 2)	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (9-10.RH.7) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (11-12.RH.7) Strand 1: Create Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork . PO 201. Contribute to a discussion about ideas for his or her own artwork. Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork . PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork. Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork. PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork . Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork. PO 101. Select and use subject matter and/or symbols in his or her own artwork.	In what ways are everyday sites and sounds rooted in the arts? How do artists benefit society? Why is art necessary? How do people express themselves through art? What role does graphic design play in consumers' choices? What inspires me? What sparks the creative process? How do artists choose tools, techniques, and material to express their ideas? What skills and vocabulary do I need to appreciate visual art? How do I use my knowledge of art skills & vocabulary to create art?	<ul> <li>Students are to comprehend the concept of space by creating a sculpture of a house. The achievement of the house project is the utilization of the principles of design; the use of space, balance, pattern, form, line, color, and texture for create your house.</li> <li>Students will create a hanging mobile that displays balance, shape, and color. Students will create a hanging mobile that is will balanced with shapes and displays harmonious colors.</li> <li>Students will comprehend the concept of a grid-drawing portrait (scale drawing) and carefully assess proportion within their drawing. The student will carefully apply shading techniques thus creating value of each grid.</li> <li>Students will develop and promote an awareness of rhythm, shape, form, and contrasting textures to create a sculptural paper relief.</li> </ul>	Elements of design, balance, contrast, emphasis, movement, pattern, rhythm, unity, color theory, prism, illusions, 3-D art, symbolic self-portraits, visual culture, gaze, biography

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tools, and techniques in his or her own			
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AWARENESS