



Ganado Unified School District


(Art 1/High School 9-12)

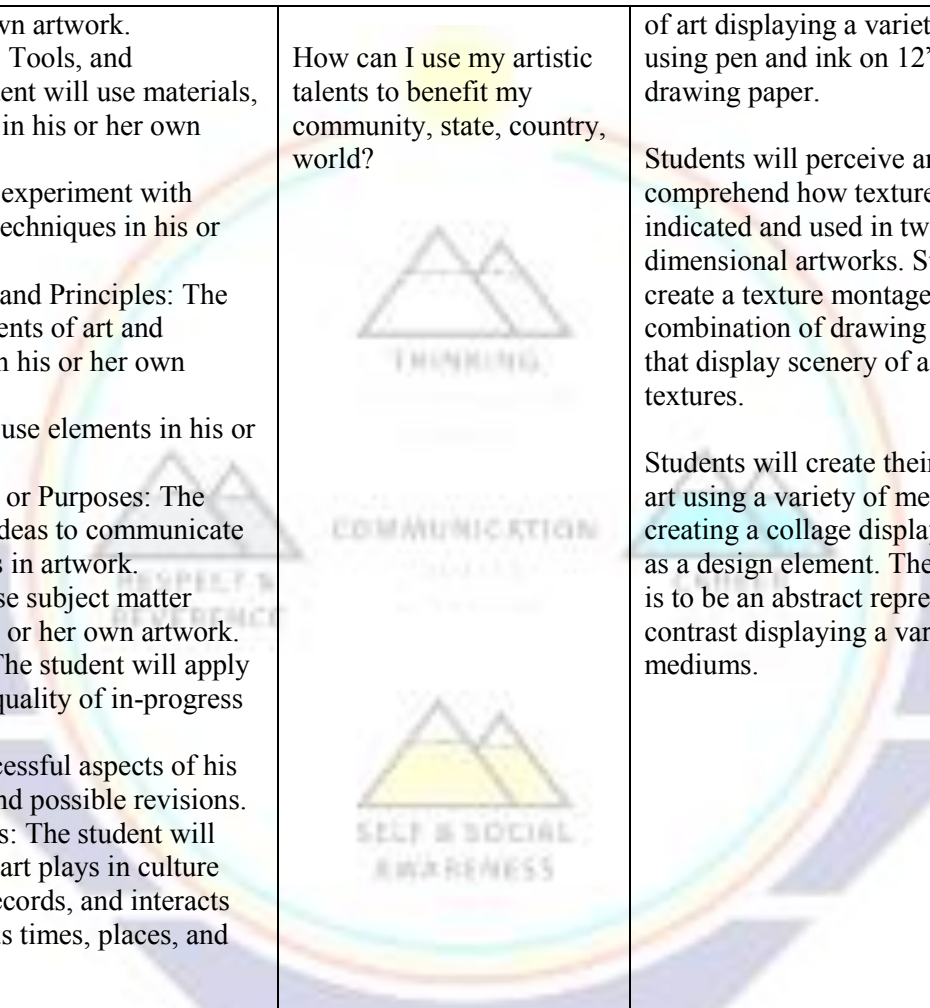
PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1 (Semester 1)	<p>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)</p> <p>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)</p> <p>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</p> <p>PO 101. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork.</p> <p>PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p>	<p>How do the elements of design facilitate the creative process?</p> <p>How do skill and technique enable the creative process?</p> <p>How do we use critique to inform our art?</p> <p>How does one utilize value in art?</p> <p>How does line facilitate ones' creative design?</p> <p>How is art used everyday life?</p>	<p>Students will create a shattered value scale drawing on 9"x12" paper using arbitrary repeated patterns.</p> <p>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.</p> <p>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.</p> <p>Students will comprehend the concept of Optical Art as an art movement and style of visual arts that makes use of</p>	<p>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, critical thinking, planning, fragmentation, arbitrary ...</p>

	<p>PO 001. Identify and use elements in his or her own artwork.</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</p>		<p>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.</p>	
<p>Quarter 2 (Semester 1)</p>	<p>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)</p> <p>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)</p> <p>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</p> <p>PO 101. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork.</p> <p>PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The</p>	<p>How do color harmonies facilitate your work of art?</p> <p>How does value affect the mood of ones’ artwork?</p> <p>How do the elements of design guide a work art?</p> <p>How do patterns facilitate a work of art?</p> <p>How do skill and technique enable the creative process?</p> <p>How can I use my artistic talents to benefit my community, state, country, world?</p>	<p>Students will perceive and identify color properties and harmonies. Students will mix pigments and utilize color harmonies in their own artworks.</p> <p>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.</p> <p>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.</p> <p>Students will perceive and comprehend how texture may be indicated and used in two-dimensional artworks. Students will create a texture montage with a</p>	<p>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...</p>

	<p>student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 001. Identify and use elements in his or her own artwork.</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>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.</p>		<p>combination of drawing and montage that display scenery of a variety of textures.</p> <p>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.</p>	
<p>Quarter 3 (Semester 2)</p>	<p>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)</p> <p>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)</p> <p>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</p> <p>PO 101. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and</p>	<p>How do the elements of design facilitate the creative process?</p> <p>How do skill and technique enable the creative process?</p> <p>How do we use critique to inform our art?</p> <p>How does one utilize value in art?</p> <p>How does line facilitate ones' creative design?</p>	<p>Students will create a shattered value scale drawing on 9"x12" paper using arbitrary repeated patterns.</p> <p>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.</p>	<p>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...</p>


	<p>Techniques: The student will use materials, tools, and techniques in his or her own artwork.</p> <p>PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 001. Identify and use elements in his or her own artwork.</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</p>	<p>How is art used everyday life?</p> 	<p>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.</p> <p>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.</p>	
<p>Quarter 4 (Semester 2)</p>	<p>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)</p> <p>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)</p> <p>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</p> <p>PO 101. Contribute to a discussion about</p>	<p>How do color harmonies facilitate your work of art?</p> <p>How does value affect the mood of ones' artwork?</p> <p>How do the elements of design guide a work art?</p> <p>How do patterns facilitate a work of art?</p> <p>How do skill and technique enable the creative process?</p>	<p>Students will perceive and identify color properties and harmonies. Students will mix pigments and utilize color harmonies in their own artworks.</p> <p>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.</p> <p>Students will explore a variety of ink-drawn patterns, visual textures and designs. Students will create a work</p>	<p>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...</p>


	<p>ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork.</p> <p>PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 001. Identify and use elements in his or her own artwork.</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>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.</p>	<p>How can I use my artistic talents to benefit my community, state, country, world?</p> 	<p>of art displaying a variety of patterns using pen and ink on 12"x18" drawing paper.</p> <p>Students will perceive and comprehend how texture may be indicated and used in two-dimensional artworks. Students will create a texture montage with a combination of drawing and montage that display scenery of a variety of textures.</p> <p>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.</p>	
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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)
<p>Quarter 1 (Semester 1)</p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (9-10.RH.2)</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (11-12.RH.2)</p> <p>Strand 1: Create</p> <p>Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork .</p> <p>PO 201. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork .</p> <p>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork .</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p>	<p>How do form, content and context express and influence meaning?</p> <p>How do positive and negative space affect a work of art?</p> <p>How do the principles of design facilitate a work of art?</p> <p>How do textures within a work art create a mood?</p> <p>How do colors create a mood?</p> <p>How do skill and technique enable the creative process?</p>	<p>Students will develop and promote an awareness of positive and negative space used in artworks. Students will create an original visual image using black and white construction paper. You will demonstrate all spaces within your work to have their own unique shapes.</p> <p>Students will learn about tessellation and observe M.C. Escher’s tessellation work. Tessellations in visual arts; designs featuring animals, birds, insects etc.; which can fill a page, without gaps or over-lapping; to form a pattern that completely fills a space. Students will create tessellation on a 12”x18” drawing paper. The design of Tessellation has no overlapping and no empty spaces (gaps).</p> <p>Students will create a collage-combined watercolor that displays perspective or space. Your art is to be influenced by Surrealism art. Students will learn about the art, techniques, and ideas of surrealism artist Salvador Dali. Students will display watercolor techniques; washes, wet on wet, dry brush and dropping in color.</p>	<p>Positive, negative space, contrast, tessellation, grid, portraits, balance, shape, form, pattern, rhythm, repetition, color harmonies, monochromatic, analogous, texture, value, prism, form, space, shape, pigment, color, theory, art movements, surrealism, op art, abstract, romanticism, protest art, native pop art...</p>

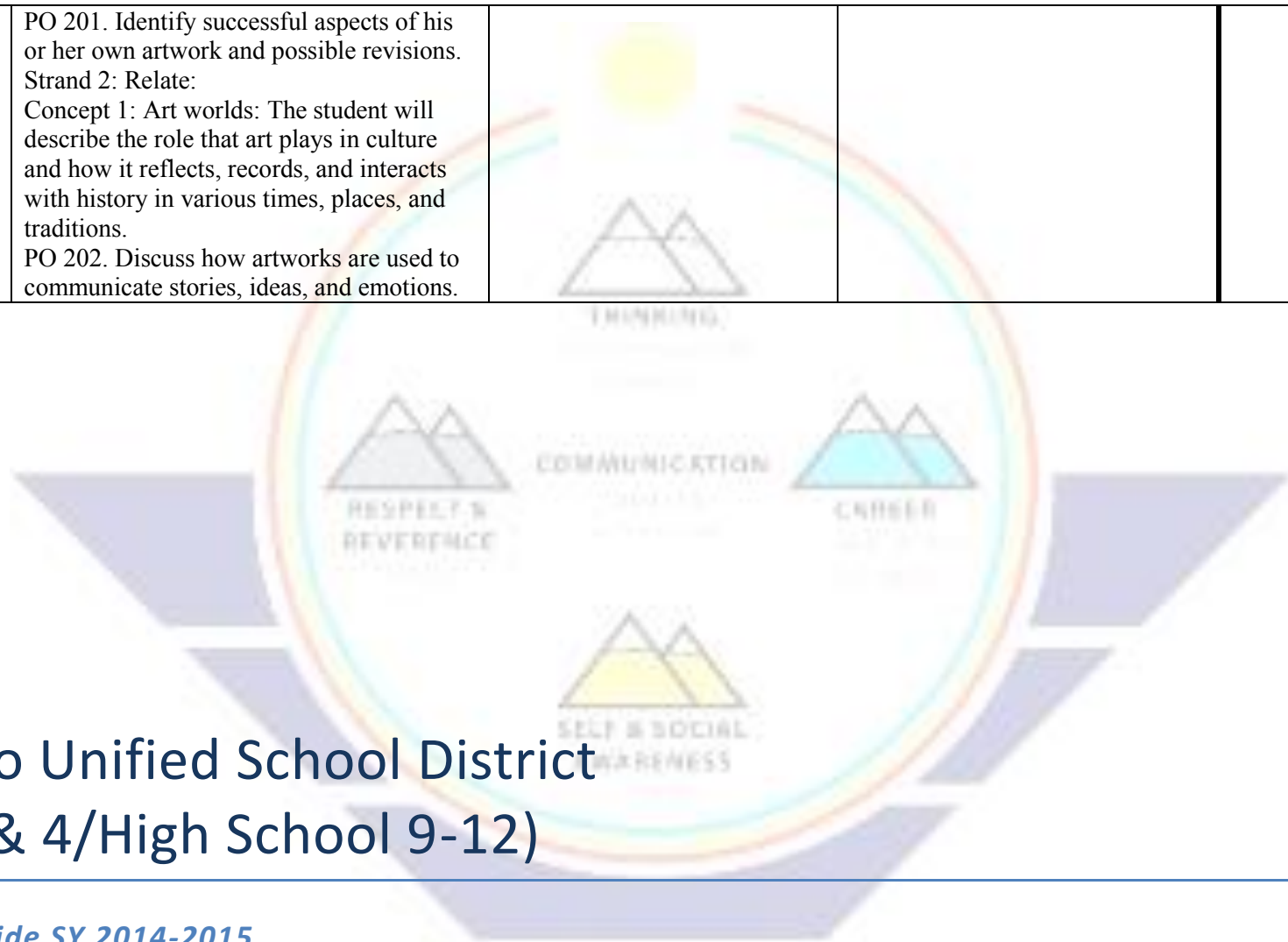
	<p>PO 101. Select and use subject matter and/or symbols in his or her own artwork. Concept # 5: Quality • The student will apply criteria to assess the quality of in-progress and finished artwork. PO 201. Identify successful aspects of his or her own artwork and possible revisions. Strand 2: Relate Concept 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 201. Contribute to a discussion about who artists are, what they do, and why they create art.</p>			
<p>Quarter 2 (Semester 1)</p>	<p>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 artwork . PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her</p>	<p>How does the creative process facilitate expression? How do the principles of design facilitate a work of art? How does one create an expressive work of art? How do skill and technique enable the creative process? How do art movements influence ones' art?</p>	<p>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. Students will create a hanging mobile that displays balance, shape, and color. Students will</p>	<p>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...</p>

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

	<p>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.</p> <p>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.</p> <p>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 .</p> <p>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.</p> <p>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.</p> <p>Strand 2: Relate</p> <p>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</p>	<p>art create a mood?</p> <p>How do colors create a mood?</p> <p>How do skill and technique enable the creative process?</p> 	<p>tessellation and observe M.C. Escher’s tessellation work. Tessellations in visual arts; designs featuring animals, birds, insects etc.; which can fill a page, without gaps or over-lapping; to form a pattern that completely fills a space. Students will create tessellation on a 12”x18” drawing paper. The design of Tessellation has no overlapping and no empty spaces (gaps).</p> <p>Students will create a collage-combined watercolor that displays perspective or space. Your art is to be influenced by Surrealism art. Students will learn about the art, techniques, and ideas of surrealism artist Salvador Dali. Students will display watercolor techniques; washes, wet on wet, dry brush and dropping in color.</p>	<p>shape...</p>
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	create art.			
<p>Quarter 4 (Semester 2)</p>	<p>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 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. Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p>	<p>How does the creative process facilitate expression?</p> <p>How do the principles of design facilitate a work of art?</p> <p>How does one create an expressive work of art?</p> <p>How do skill and technique enable the creative process?</p> <p>How do art movements influence ones' art?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students will develop and promote an awareness of rhythm, shape, form, and contrasting textures to create a sculptural paper relief.</p>	<p>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...</p>

	<p>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.</p>			
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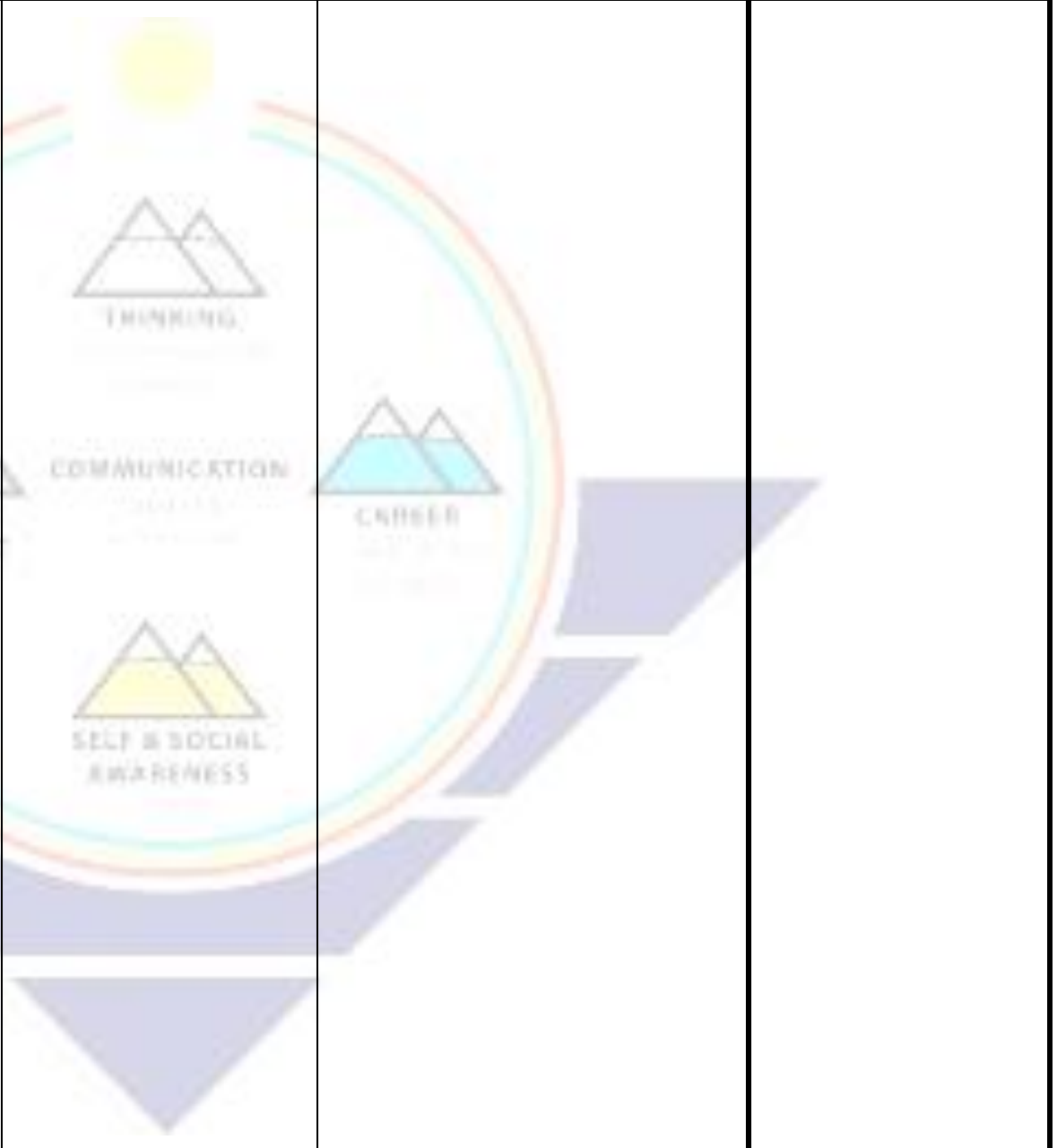
Ganado Unified School District (Art 3 & 4/High School 9-12)



PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1 (Semester 1)	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (9-10.RH.5)	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	Elements of art, color, line, shape, form, texture, value, visual culture,

	<p>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)</p> <p>Strand 1: Create</p> <p>Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork .</p> <p>PO 201. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork .</p> <p>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork .</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 201. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Strand 2: Relate:</p>	<p>How does art record and communicate the human experience?</p> <p>How does art represent personal expression, exploration, and/or insight?</p> <p>How does art help us learn about other people?</p> <p>What can we learn about a culture through its art forms?</p> <p>How does art influence what we can learn about ourselves and about our society?</p>	<p>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.</p> <p>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”</p> <p>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.</p>	<p>refuge, metaphoric art, artist statement, portfolio, symbolism, socialism, contrast, rhythm, balance, emphasis, cubism...</p>
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	<p>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.</p> <p>PO 202. Discuss how artworks are used to communicate stories, ideas, and emotions.</p>			
<p>Quarter 2 (Semester 1)</p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (9-10.RH.7)</p> <p>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)</p> <p>Strand 1: Create</p> <p>Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork .</p> <p>PO 201. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork .</p> <p>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork .</p> <p>Concept 4: Meanings or Purposes: The</p>	<p>In what ways are everyday sites and sounds rooted in the arts?</p> <p>How do artists benefit society?</p> <p>Why is art necessary?</p> <p>How do people express themselves through art?</p> <p>What role does graphic design play in consumers' choices?</p> <p>What inspires me?</p> <p>What sparks the creative process?</p> <p>How do artists choose tools, techniques, and material to express their ideas?</p> <p>What skills and vocabulary do I need to appreciate visual art?</p> <p>How do I use my knowledge of art skills & vocabulary to create art?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students will develop and promote an awareness of rhythm, shape, form, and contrasting textures to create a sculptural paper relief.</p>	<p>Elements of design, balance, contrast, emphasis, movement, pattern, rhythm, unity, color theory, prism, illusions, 3-D art, symbolic self-portraits, visual culture, gaze, biography...</p>


	<p>student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 201. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Strand 2: Relate:</p> <p>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.</p> <p>PO 202. Discuss how artworks are used to communicate stories, ideas, and emotions.</p> <p>Strand 1: Create</p> <p>Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork .</p> <p>PO 201. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork .</p> <p>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork .</p>			
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<p>Quarter 3 (Semester 2)</p>	<p>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 Techniques: The student will use materials,</p>	<p>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?</p>	<p>“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 create a life size create of a shoes</p>	<p>Elements of art, color, line, shape, form, texture, value, visual culture, refuge, metaphoric art, artist statement, portfolio, symbolism, socialism, contrast, rhythm, balance, emphasis, cubism...</p>

	<p>tools, and techniques in his or her own artwork .</p> <p>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork .</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 201. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Strand 2: Relate:</p> <p>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.</p> <p>PO 202. Discuss how artworks are used to communicate stories, ideas, and emotions.</p> <p>Strand 1: Create</p> <p>Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork .</p> <p>PO 201. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and</p>	<p>How does art record and communicate the human experience?</p> <p>How does art represent personal expression, exploration, and/or insight?</p> <p>How does art help us learn about other people?</p> <p>What can we learn about a culture through its art forms?</p> <p>How does art influence what we can learn about ourselves and about our society?</p>	<p>made up of recycled paper and cardboard (reusable items). Close reading: “Creature Comfort”</p> <p>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.</p>	
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	<p>Techniques: The student will use materials, tools, and techniques in his or her own artwork .</p> <p>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork .</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 201. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Strand 2: Relate:</p> <p>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.</p> <p>PO 202. Discuss how artworks are used to communicate stories, ideas, and emotions.</p> <p>PO 201. Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.</p> <p>PO 301. Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.</p>		
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Quarter 4 (Semester 2)	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (9-10.RH.7)</p> <p>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)</p> <p>Strand 1: Create</p> <p>Concept 1: Creative Process :The student will develop, revise, and reflect on ideas for expression in his or her own artwork .</p> <p>PO 201. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork .</p> <p>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork .</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p>	<p>In what ways are everyday sites and sounds rooted in the arts?</p> <p>How do artists benefit society?</p> <p>Why is art necessary?</p> <p>How do people express themselves through art?</p> <p>What role does graphic design play in consumers' choices?</p> <p>What inspires me?</p> <p>What sparks the creative process?</p> <p>How do artists choose tools, techniques, and material to express their ideas?</p> <p>What skills and vocabulary do I need to appreciate visual art?</p> <p>How do I use my knowledge of art skills & vocabulary to create art?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students will develop and promote an awareness of rhythm, shape, form, and contrasting textures to create a sculptural paper relief.</p>	<p>Elements of design, balance, contrast, emphasis, movement, pattern, rhythm, unity, color theory, prism, illusions, 3-D art, symbolic self-portraits, visual culture, gaze, biography...</p>

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