



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Art I

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Art I

Course Description:

Art I is a one-year art course which serves as a prerequisite for the other art classes offered at Midland Park High School. Art history, the works and lives of notable artists, and various art techniques will be explored. Knowing that not everyone will choose to become a professional artist, emphasis is placed on effort and trying. Quality of work also has bearing on a student's grade. Weekly homework assignments are required.

Suggested Course Sequence:

The length of time devoted to each unit can vary depending on the level of interest in the class as well as the availability of materials.

- Unit 1: One-point perspective
- Unit 2: Shading
- Unit 3: Figure drawing
- Unit 4: Painting
- Unit 5: Ceramics
- Unit 6: Collage
- Unit 7: Still life and landscape drawing
- Unit 8: 3-D

Course Pre-requisite: None - this is a foundation course

Unit Overview	
Content Area:	Art I
Unit Title:	Ceramics
Target Course/Grade Level:	9-12
Unit Summary Students will study the history of ceramics and discuss how mankind used ceramic materials in his early history. Students will look at contemporary ceramic pieces. They will discuss and create their own ceramic pieces using hand-building techniques such as slab techniques, coil techniques, and pinch pots.	
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving
Learning Targets	
Standards 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art. 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultured themes.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two and three dimensional artworks that reflects personal style in a high degree of technical proficiency and expressivity
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks and emulate those styles by creating an original body of work.
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of the works of dance, music, theatre and visual art.
1.4.12.A.2	Speculate on the artists intent, using discipline specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultured themes.
Unit Essential Questions <ul style="list-style-type: none"> How is a contemporary life depicted in ceramics? 	
Unit Enduring Understandings <ul style="list-style-type: none"> Students will understand what Contemporary artists say about ceramics today. 	

<ul style="list-style-type: none"> What artists in contemporary art history have depicted ceramics and how have they dealt with it? 		<ul style="list-style-type: none"> Students will understand and implement different techniques at appropriate times. Students will understand the difference between various hand-building techniques.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Understand the influence of contemporary artists and their works Apply the various techniques of ceramics Form opinions about contemporary ceramics Create an original ceramic piece Differentiate between various hand-building techniques. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Pencils, paper, ceramic clay, glaze	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries, professional potters	
Formative Assessments		
<ul style="list-style-type: none"> Discussion Q&A Observation 		<ul style="list-style-type: none"> Projects Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce artists/ ceramics techniques	2 days
2	Discuss the artist's work and approach to ceramics	2 days
3	Students will begin their interpretation of the artist's work by creating a ceramic piece and adding color	6 days
4	Students will create an original work in the artists' s style	7 days
Teacher Notes: link contemporary artist's works to the work created by students		
Curriculum Development Resources Click links below to access additional resources used to design this unit: internet examples		

Unit Overview		
Content Area:	Art 1	
Unit Title:	Collage	
Target Course/Grade Level:	9-12	
Unit Summary: Students will study the history of collage and how it's been used in 20 th and 21 st Century art. They will study several famous artists' works such as those of Picasso's, Kurt Schwitters' and Rauchenberg's and they will proceed to create their own original art works in the style of the studied artists.		
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets		
Standards: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
CPI#	Cumulative Progress Indicator (CPI)	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.	
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.	
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.	
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.	
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.	

Unit Essential Questions <ul style="list-style-type: none"> How is a collage started? What artists make collages? 		Unit Enduring Understandings <ul style="list-style-type: none"> Students will understand who Picasso is and why he is important. Students will understand what collages do for a picture.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Understand the origins of contemporary collage in art. Apply knowledge to create their own successful collages. Identify famous artists who use collage. Show the difference between art that uses collage and art that does not. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Paper, pencils, collage materials	
Teacher Resources:	Visual examples, books, posters, computer resources, galleries	
Formative Assessments <ul style="list-style-type: none"> Discussion Q&A Observation 		<ul style="list-style-type: none"> Projects Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce the art form of collage, discuss it's contemporary history, and discuss several artists who make collages.	4 days
2	Show examples of several collages - students will make their own collages.	14 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: Picasso, Kurt Schwiters		

Unit Overview	
Content Area:	Art I
Unit Title:	Figure drawing
Target Course/Grade Level:	9 - 12
Unit Summary Students will learn to draw the human figure. Figure drawing has a rich history in art throughout the ages. Figure drawing changes throughout history because man's perception of himself (herself) changes throughout the ages. Students will focus on drawing from the eye to the nose, the face, onto the body, to the hands and finally to the feet.	
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving
Learning Targets	
Standards 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras .
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy , methods, techniques, and cultural understanding.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of

	two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.	
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.	
Unit Essential Questions <ul style="list-style-type: none"> How does one draw the figure? What are the correct proportions used when drawing the figure? 		Unit Enduring Understandings <ul style="list-style-type: none"> Students will understand how the artists' views of the figure have changed throughout time.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Understand how to draw the model. Utilize color when drawing the model. Find their way in drawing Demonstrate correct proportions when drawing the figure. 		
Evidence of Learning		
Summative Assessment : Performance Tasks		
Equipment Needed:	Pencils, colored pencils, paper, watercolors, collage	
Teacher Resources:	Drawing books, internet resources	
Formative Assessments <ul style="list-style-type: none"> Discussion Q&A Observation 		<ul style="list-style-type: none"> Projects Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce figure drawing, show examples, demonstrate	2 days
2	Students will draw the model in class	7 days
3	Students will add color to the drawings	10 days
Teacher Notes: Depending on how long the students need to draw will determine the time pacing		
Curriculum Development Resources Click links below to access additional resources used to design this unit: internet examples of figure drawings		

Unit Overview	
Content Area:	Art I
Unit Title:	One Point Perspective
Target Course/Grade Level:	9-12
Unit Summary: Students will study one-point perspective. By looking at and discussing famous paintings using one-point perspective they will understand the origins of one-point perspective. Students will create original works using one-point perspective using geometric shapes that they will make up. They will also create one-point perspective drawings of "real" things such as the school hallways, the rooms in the building, and the sides of the school. They will add color and shadows to make the drawing more realistic.	
21st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving
Learning Targets	
Standards 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Unit Essential Questions <ul style="list-style-type: none"> • What is one-point perspective? • How is one-point perspective used? 		Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand the impact of one point perspective and when to use it.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand when to use one-point perspective. • Demonstrate mastery of one-point perspective in drawing shapes. • Design an effective composition using shapes in one-point perspective. • Show their ability to apply one-point perspective to a drawing of the hallway. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Paper, pencils, rulers.	
Teacher Resources:	Visual examples, books, videos, posters, computer resources	
Formative Assessments <ul style="list-style-type: none"> • Discussion • Q&A • Observation 		<ul style="list-style-type: none"> • Projects • Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce one-point perspective	2 days
2	Students will draw shapes in one point perspective	3 days
3	Students will create a composition using shapes in one point perspective	7 days
4	Students will draw the hallway in one point perspective	7 days
5	Students will add color to hallway drawings	5 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Unit Overview		
Content Area:	Art 1	
Unit Title:	Painting	
Target Course/Grade Level:	9-12	
Unit Summary		
Students will look at, discuss, draw and paint famous artists from the past such as O’Keeffe, Hopper, and Van Gogh. They will attempt to create paintings in those artists’ styles. They will also create original paintings in the styles of the studied artists. We will then discuss how the students’ works are related to the artists’ works studied.		
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets		
Standards:		
1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		
1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
CPI#	Cumulative Progress Indicator (CPI)	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.	
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.	
1.4.12.A.2	Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.	
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.	
1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none">What makes a successful painting?How do I make a successful painting?		<ul style="list-style-type: none">Different paints are treated differently depending on their properties.

		<ul style="list-style-type: none"> A successful painting is dependent on a strong composition.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Discuss the works and lives of several famous artists such as Van Gogh, Gauguin, Pollack, O'Keeffe, Dali and Miro. Demonstrate the style of studied artists by drawing and painting. Understand how the qualities of different paints affect a painting. Create an original work of art with strong composition. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Computer, Interwrite Board, Painting Supplies	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries	
Formative Assessments <ul style="list-style-type: none"> Discussion Q&A Observation 		<ul style="list-style-type: none"> Projects Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	View famous artist's works and discuss the work and his/her life.	3 days
2	Students will draw and color an example of the studied artist's work	5 days
3	Create an original work in the style of the studied artists	5 days
4	View the work of a different artist and discuss his/her life.	3 days
5	Students will draw and color an example of the studied artist's work	5 days
6	Create an original work in the style of the studied artists.	5 days
7	View the work of a different artist and discuss his/her life.	3 days
8	Students will draw and color an example of the studied artist's work	5 days
9	Create an original work in the style of the studied artists.	5 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: contemporary and historical artists		

Unit Overview	
Content Area:	Art 1
Unit Title:	Sculpture and 3-Dimensional Works
Target Course/Grade Level:	9-12
Unit Summary: Students will study works by famous sculptors such as Giacometti, Picasso, Henry Moore, and the works of other 20 th and 21 st century artists. They will look at, discuss, and create original works in the styles of the studied artists. The use of wood, plaster, wire, clay, and found objects will be explored.	
21st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving
Learning Targets	
Standards: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras .
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy , methods, techniques, and cultural understanding.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Unit Essential Questions <ul style="list-style-type: none"> What is Sculpture? How do I make a sculpture? 		Unit Enduring Understandings <ul style="list-style-type: none"> Three-dimensional art must be interesting no matter how it is viewed so it is important to understand spatial relationships. You must be willing and able to adapt to changes and flow with them.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Understand the history of sculpture. Recognize the works of several contemporary sculptors. Create several sculptures and other 3-D works using various materials. Describe the difference between 2-D and 3-D artwork. Distinguish between additive and subtractive sculpture. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Cardboard, wood, glue, paint and various found objects.	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries	
Formative Assessments <ul style="list-style-type: none"> Discussion Q&A Observation 		<ul style="list-style-type: none"> Projects Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce 3-D sculpture - show examples and discuss	2 days
2	Demonstrate how to make an additive sculpture - then students will begin making theirs	5 days
3	Discuss contemporary sculptors and show videos	3 days
4	Discuss subtractive sculpture and demonstrate - then students will begin their own	15 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: contemporary and historical sculptures		

Unit Overview		
Content Area:	Art 1	
Unit Title:	Shading	
Target Course/Grade Level:	9-12	
Unit Summary Students will learn to draw and shade objects to show shadows and depth. They will create original works that depict geometric shapes in black and white as well as color showing shadows and depth. They will also create works depicting real objects that they choose from life and assemble them into a composition showing lights, darks, shadows and depth in both black and white and color.		
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets		
Standards 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
CPI#	Cumulative Progress Indicator (CPI)	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.	
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.	
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.	
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.	
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.	

Unit Essential Questions <ul style="list-style-type: none"> • How do shadows fall on objects? • How can I make my 2 -D drawing look 3-D? 		Unit Enduring Understandings <ul style="list-style-type: none"> • Edward Hopper was a prominent artist who effectively used light and shadows in his art. • Students will understand how create a 2-D drawing that looks 3 dimensional.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Observe examples of shading. • Understand Edward Hopper's works • Demonstrate ability to draw and shade simple geometric shapes • Apply knowledge of simply shapes to draw and shade real life objects • Use color to create shadows 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Pencil, colored pencils, paper	
Teacher Resources:	The Works of Edward Hopper, visual examples, posters, computer resources.	
Formative Assessments <ul style="list-style-type: none"> • Discussion • Q&A • Observation 		<ul style="list-style-type: none"> • Projects • Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce shading	1 day
2	Students will shade simple geometric shapes using pencil	4 days
3	Students will develop a composition of their choice using geometric shapes and shadows	7 days
4	Students will develop a composition of geometric shapes using color	8 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: images on internet		

Unit Overview		
Content Area:	Art I	
Unit Title:	Still Life & Landscape Drawing	
Target Course/Grade Level:	9-12	
Unit Summary: Students will study famous still life and landscape drawings and paintings throughout history. They will create their own still life drawings and paintings by choosing objects and creating a composition – they will draw and add color to their work – students will also find landscape images they like and then create original drawings and paintings from those chosen images.		
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets		
Standards: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
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1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.	
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.	
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.	
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.	
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.	

Unit Essential Questions <ul style="list-style-type: none"> • What is a still life and how do you draw one? • What is a landscape and how do you draw one? 		Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand qualities that a still life drawing and a landscape drawing
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand what a still life drawing is. • Understand what a landscape drawing is. • Differentiate between a landscape and a still life drawing. • Complete a realistic still life. • Complete a realistic landscape. • Apply various techniques for drawing effective pictures. • Create their own still life's and landscapes utilizing various drawing techniques. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Pencils, paper, ink, colored pencils, watercolors, markers.	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries	
Formative Assessments <ul style="list-style-type: none"> • Discussion • Q&A • Observation 		<ul style="list-style-type: none"> • Projects • Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Show examples of still life drawings, discuss techniques of drawing	2 days
2	Students will begin drawing the still life on display adding color as they progress	7 days
3	Show examples of landscape drawings, discuss techniques of drawing	1 day
4	Students will begin their own landscape drawings adding color as they progress	7 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: internet images		