

IAA Curriculum

Content Area	Visual Arts	Grade	9-12
Course Name	Visual Arts Major Level III		

Unit	Unit 1 - Collage					
Concepts	<p>The elements and principles of design. The tools of drawing and painting. The basic geometric forms. Basic concepts of perspective and space through overlapping and size change Shading techniques Hatching and cross hatching Contour and gestural drawing Blind contour line drawing Painting techniques Color terminology The color wheel Composition</p>					
Big Ideas & Competencies	<p>Drawing and painting are forms of visual communication. Throughout recorded history, man has always communicated ideas through drawing and painting. Artists create visual unity, and strong composition, by applying their knowledge of the elements and principles of design in the art studio. Artists experiment and problem solve in order to decide which dry or wet medium and techniques best communicate their message. The creative process is often as important as the finished work of art. Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist. Drawing and painting are about learning how to see, and about observing our surroundings. Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society. In order to create a realistic drawing or painting, an artist needs to understand the principles of 1 and 2 point perspective, and that every object we see has a form based on the cube, the cylinder, the cone or the sphere. Organic objects are modified geometric forms.</p>					
Essential Understandings	<p>What is drawing and how does it relate to our culture? How does it relate to painting? How are art elements and design principles used to create a drawing and a painting? How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing/painting? How does the creative process relate to a finished work of art? How do artists decide what to draw/paint? What inspires an artist? How can drawing/painting improve the quality of your life? How does drawing relate to painting and why do artists place such a high value on their sketchbooks?. What does an artist need to understand in order to create a realistic drawing/painting?</p>					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	Students will be able to...	Watch video on Fashion careers	9.1.12.A			Line

<p>20-30 Days</p>	<p>Draw real objects that are based on the cube, the cylinder, the cone and the sphere.</p> <p>Complete the sketchbook assignments in the drawing packet.</p> <p>Add form to their drawings through the use of shading, hatching and crosshatching.</p> <p>Use an ink, watercolor, or oil wash to add shadow to an object.</p> <p>Draw the basic forms in one and two point perspective.</p> <p>Experiment with colored pencil, charcoal pencil, pen and ink, pen and brush etc. on different types of paper.</p> <p>Experiment with watercolor, tempera paint and acrylic paint.</p> <p>Use their drawings to create strong portfolio pieces.</p>	<p>Guided note Activity- Group and individual</p> <p>Critical vocabulary</p> <p>Guided group discussions & presentations</p> <p>Sketchbook</p> <p>Portfolio</p>	<p>9.1.12.B</p> <p>9.1.12.D</p> <p>9.2.12.D</p> <p>9.3.12.A</p>			<p>Shape</p> <p>Color</p> <p>Value</p> <p>Texture</p> <p>Space</p> <p>Form</p> <p>Contour</p> <p>Gesture</p> <p>Shading</p> <p>Structure</p> <p>Proportion</p> <p>Hatching</p> <p>Cross-hatching</p> <p>Symmetry</p> <p>Perspective</p> <p>Cylinder</p> <p>Cube</p> <p>Sphere</p> <p>Cone</p> <p>Contrast</p> <p>Wash</p> <p>Drybrush</p>
<p>Resources</p>	<p>Materials, texts, videos, internet sites, software, human to support instruction</p>					
<p>Formative Assessments</p>	<p>Class participation, observation checklist, teacher observation, quizzes, exit tickets</p>					
<p>Summative Assessments</p>	<p>Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments</p>					
<p>Strategies for ELL and IEP Support</p>	<p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<p>Acceleration Strategies</p>	<p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					

IAA Curriculum

Content Area	Visual Arts	Grade	9-12
Course Name	Visual Arts Major Level III		

Unit	Unit 2 - Drawing					
Concepts	<p>The elements and principles of design. The tools of drawing. The basic geometric forms. Basic concepts of perspective and space through overlapping and size change Shading techniques Hatching and cross hatching Contour and gestural drawing Blind contour line drawing</p>					
Big Ideas & Competencies	<p>Drawing is a form of visual communication. Throughout recorded history, man has always communicated ideas through drawing. Artists create visual unity, and strong composition in a drawing, by applying their knowledge of the elements and principles of design in the art studio. Artists experiment and problem solve in order to decide which dry or wet medium and techniques best communicate their message. The creative process is often as important as the finished drawing. Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist. Drawing is about learning how to see, about observing our surroundings. Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society. In order to create a realistic drawing, an artist needs to understand the principles of 1 and 2 point perspective, and that every object we see has a form based on the cube, the cylinder, the cone or the sphere. Organic objects are modified geometric forms.</p>					
Essential Understandings	<p>What is drawing and how does it relate to our culture? How are art elements and design principles used to create a drawing? How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing? How does the creative process relate to a finished drawing? How do artists decide what to draw? What inspires an artist? How can drawing improve the quality of your life? How does drawing relate to painting and why do artists place such a high value on their sketchbooks. What does an artist need to understand in order to create a realistic drawing?</p>					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
20-30 Days	<p>Students will be able to...</p> <p>Draw real objects that are based on the cube, the cylinder, the cone and the sphere.</p>	<p>Watch video on Fashion careers Guided note Activity- Group and individual Critical vocabulary Guided group discussions & presentations</p>	<p>9.1.12.A 9.1.12.B 9.1.12.D 9.2.12.D 9.3.12.A</p>			<p>Line Shape Color Value Texture Space</p>

	<p>Complete the sketchbook assignments in the drawing packet.</p> <p>Add form to their drawings through the use of shading, hatching and crosshatching.</p> <p>Use an ink, watercolor, or oil wash to add shadow to an object.</p> <p>Draw the basic forms in one and two point perspectives.</p> <p>Experiment with colored pencil, charcoal pencil, pen and ink, pen and brush etc. on different types of paper</p>	<p>Sketchbook Portfolio</p>				<p>Form Contour Gesture Shading Structure Proportion Hatching Cross-hatching Symmetry Perspective Cylinder Cube Sphere Cone Contrast Wash</p>
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					

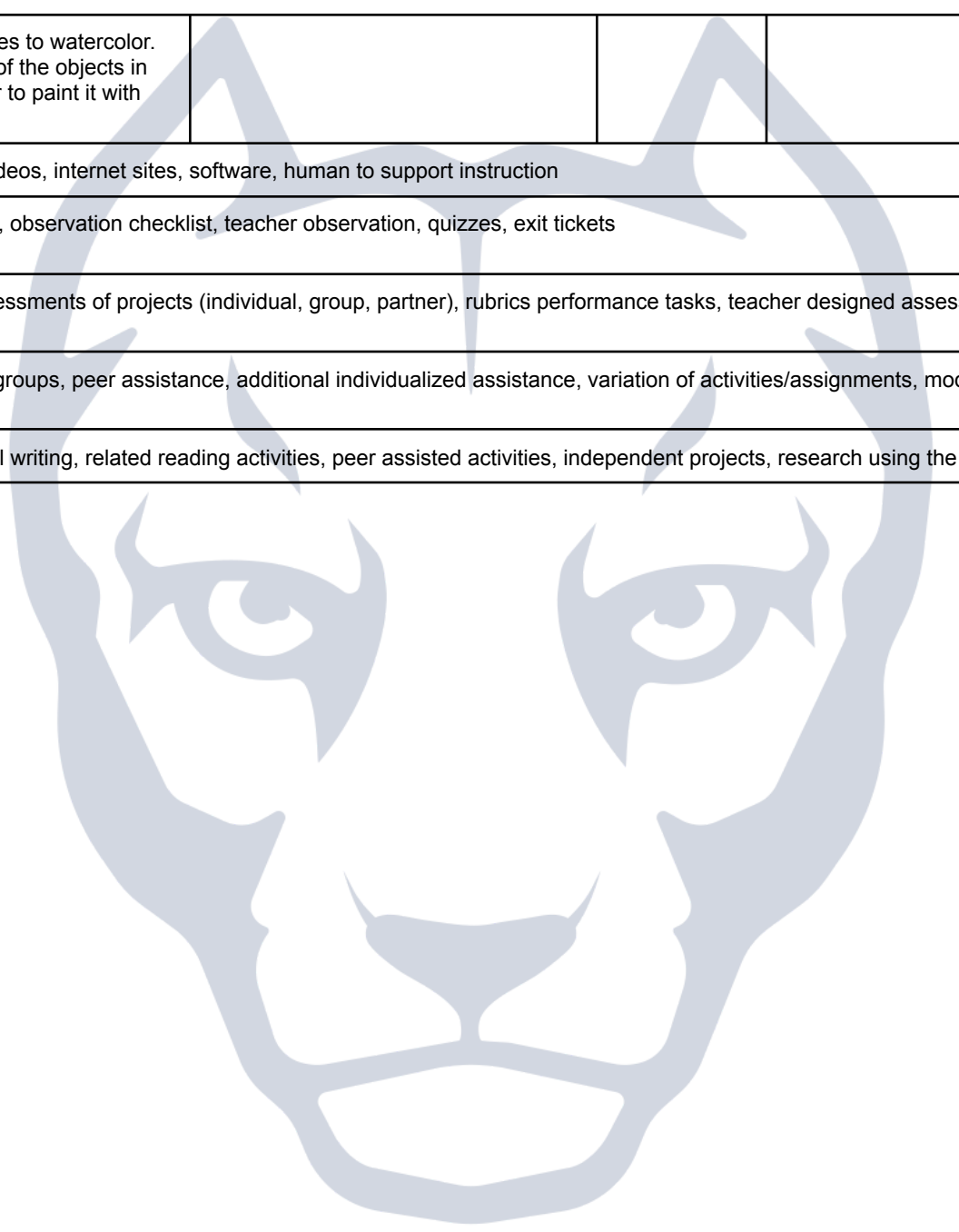
IAA Curriculum

Content Area	Visual Arts	Grade	9-12
Course Name	Visual Arts Major Level III		

Unit	Unit 3 - Painting
Concepts	<p>The elements and principles of design</p> <p>Basic painting concepts</p> <p>Perspective</p> <p>Color theory and schemes</p> <p>Watercolor wash techniques</p> <p>Shading techniques to create form</p> <p>Mixed media techniques</p> <p>Collage techniques</p> <p>Transfer techniques used with the light box</p>
Big Ideas & Competencies	<p>Artists are the voices of our culture, those individuals who use their natural talents and intelligence to inform us about what our cultures value. They transform art and culture by questioning cultural norms and established rules. Painting is a form of visual communication. Throughout recorded history, man has always communicated ideas through paintings. We live in a visual society surrounded by painted images and messages. Artists create visual unity, and strong composition in a painting, by applying their knowledge of the elements and principles of design to their painting. To create a two dimensional painting from observation, an artist needs to be able to draw, to judge relative proportions, to understand perspective, negative space, and perceive the essence of what the object is about. Artists experiment and problem solve in order to decide which dry or wet medium and techniques best communicates their message. The artist is always asking himself questions in order to figure out the best methods and materials he/she should use to effectively communicate his/her message. The creative process is often as important and as enjoyable as the finished drawing. Art is process. Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist. Painting is about learning how to see, about observing our surroundings, and commenting on them. Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society. Artists in the twentieth century were no longer restricted to conventional materials or techniques. Found materials such as newspapers, stamps, ticket stubs, etc. could be incorporated into a work of art. Artists rarely create works of any value if they live in a vacuum. The more an artist understands about his life, his world, the history of art, and the principles of art, the richer his work becomes. Twenty first century artists are not held to any rules, or media compared to artists of the past. The art experience values experimentation, and "doing something you have never done before." This view is optimistic, strong, and develops perseverance, innovative thinking, and encourages students to conquer their fears of the unknown.</p>
Essential Understandings	<p>How does art relate to culture?</p> <p>What is painting and how does it relate to our culture?</p> <p>How are art elements and design principles used to create a painting?</p> <p>What does an artist need to understand in order to take a three dimensional object and translate it into a two dimensional painting?</p> <p>How do artists select media, tools and techniques to best express the ideas they wish to communicate?</p> <p>How does problem solving relate to art?</p> <p>How does the creative process relate to a finished painting?</p> <p>How do artists decide what to paint? What inspires an artist?</p> <p>How can painting improve the quality of your life?</p>

	<p>How did the invention of collage in the 20th century help to expand the materials available for artists to use? How does knowledge of art history and the world improve one's ability to create art? How does art encourage risk taking? Why is it good to be able to leave your "comfort zone"? Why are these positive traits for individuals to possess in our global society?</p>					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
20-30 Days	<p>Students will be able to...</p> <p>Create thumbnail sketches of still life arrangements that can be used to plan compositions for paintings or collages.</p> <p>Draw still life objects carefully and accurately.</p> <p>Use paints and techniques to create a painting.</p> <p>Use papers, adhesives and cutting tools and techniques to create a collage.</p> <p>Paint from observation.</p> <p>Understand how to darken and lighten colors by using complementary colors, or by adding white or black.</p> <p>Create space in a painting through the use of overlapping, perspective, and contrast.</p> <p>Create textures and patterns in a painting through the use of dry brush techniques or through the addition of collage.</p> <p>Add pencil, collage, pen and ink if needed.</p> <p>Experiment with tempera paint to</p>	<p>Watch video on Fashion careers</p> <p>Guided note Activity- Group and individual</p> <p>Critical vocabulary</p> <p>Guided group discussions & presentations</p> <p>Sketchbook</p> <p>Portfolio</p>	<p>9.1.12.A</p> <p>9.1.12.B</p> <p>9.1.12.D</p> <p>9.2.12.D</p> <p>9.3.12.A</p>			<p>Contour</p> <p>Gesture</p> <p>Form</p> <p>Line</p> <p>Shap</p> <p>Space</p> <p>Color</p> <p>Value, Shading</p> <p>Texture</p> <p>Thumbnail</p> <p>Contrast</p> <p>Unity</p> <p>Collage</p> <p>Repetition</p> <p>Overlap</p> <p>Perspective</p> <p>triadic color scheme</p> <p>center of interest</p> <p>Balance</p> <p>Repetition</p> <p>Foreshortening</p> <p>dry brush</p> <p>Watercolor</p> <p>Temper</p> <p>flats</p> <p>Round</p> <p>Complementary</p> <p>Tints</p> <p>Shades</p> <p>mixed media</p>

	see how it compares to watercolor. Try enlarging one of the objects in the still life in order to paint it with tempera paint.					
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					

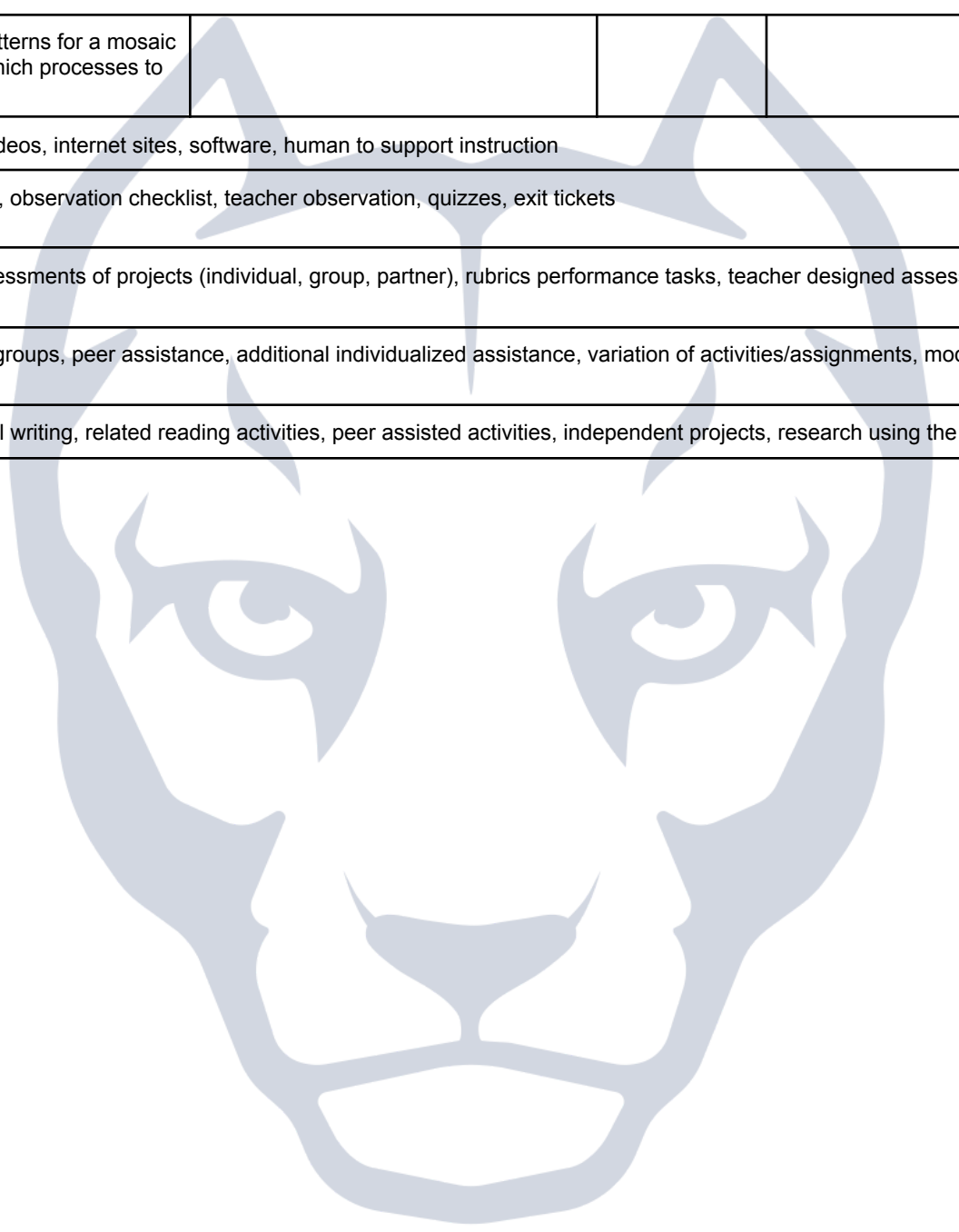


IAA Curriculum

Content Area	Visual Arts	Grade	9-12
Course Name	Visual Arts Major Level III		

Unit	Unit 4 - Introduction to Ceramics and Mosaics					
Concepts	The elements and principles of design. The process of executing a mosaic or ceramic design. Safety issues when working with glass and cleaning surfaces after cutting glass. Safety issues when working with dry clay and glazes.					
Big Ideas & Competencies	Mosaics have been created throughout recorded history. The earliest mosaics were made in about 3000 BC by the Sumerians. Romans created mosaics from local stones, and utilized mosaics for flooring and to decorate walls. Early Christian art was often executed in mosaics. Mosaic art was highly valued in the 19th century in Italy and Spain. Mosaics are an ancient craft. Contemporary mosaic-makers have a tremendous range of art historical sources to draw from. Craft usually refers to decorative forms, whereas art often conveys a deeper meaning. In working with mosaics, artists create visual unity and strong composition by applying their knowledge of the elements and principles of design. Relief, texture and three dimensional form are basic qualities that distinguish mosaics from other art forms. Mosaic artists need to understand the nature of the material they are working with. Mosaics are created from repetitive units that when organized together create a unified whole. Methods, skills and techniques are very important in making a mosaic.					
Essential Understandings	What are mosaics and how do they relate to culture? What significance do mosaics hold for world civilizations? How have mosaics evolved over time? What is the difference between an art form and a craft? Is there a hierarchy? How do mosaic artists use the elements and principles of design to create unity in a mosaic? Why are elements of art emphasized in mosaics? How do mosaic artists decide which techniques and processes they need to use?					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
20-30 Days	Students will be able to... Create a drawing in their sketchbook of the mosaic or ceramic work they would like to make. Plan a color scheme. Understand how to translate a design into a mosaic or a ceramic form. Prepare a wood support for a	Watch video on Fashion careers Guided note Activity- Group and individual Critical vocabulary Guided group discussions & presentations Sketchbook Portfolio	9.1.12.A 9.1.12.B 9.1.12.D 9.2.12.D 9.3.12.A			Relief Transparent Opaque Collage Scoring Grouting stained glass Template Base Smalti tiles

	mosaic. Create patterns for a mosaic and understand which processes to use.					
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					



IAA Curriculum

Content Area	Visual Arts	Grade	9-12
Course Name	Visual Arts Major Level III		

Unit	Unit 5 - Ceramics and Mosaics					
Concepts	<p>A variety of skills and techniques including cutting glass, attaching glass to wood, layering images under glass, grouting, and cleaning a mosaic.</p> <p>A variety of techniques for shaping and molding clay include pinching, coiling and slabbing.</p> <p>Ceramic tile techniques if creating a mosaic with ceramic tiles. Ceramic tile techniques.</p> <p>Safety issues when working with glass and cleaning surfaces after cutting glass. Safety issues when working with dry clay and glazes.</p>					
Big Ideas & Competencies	<p>Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist. Necessity has also played a part in mosaic creations. Mosaics give a person a hands-on experience which is very different from the educational experiences we have in life. In mosaics, students gain sensitivity to working with glass, a material that has unique qualities. A utilitarian object that is beautifully designed gives us pleasure as we use it every day. It has form and function. Ceramics is a process in which clay, a product of the earth, is formed by hand or on a wheel, and fired in a kiln to make it permanent. Throughout recorded history, man has always created works of art from clay. Ceramic artists need to understand the nature of the material they are working with, and which approach will work best with what they are designing. Moisture content in clay and its plasticity determine what it can do at different stages of the process.</p>					
Essential Understandings	<p>What distinguishes mosaics from other art forms?</p> <p>What inspires a mosaic artist?</p> <p>How can mosaics improve the quality of a person's life?</p> <p>What does it mean to design an object that is both beautiful and utilitarian?</p> <p>What is ceramics and how does it relate to culture?</p> <p>What significance does clay hold for world cultures?</p> <p>How do ceramic artists use the elements and principles of design to create unity in a ceramic piece?</p> <p>How do artists decide what to create from clay? What inspires a ceramic artist?</p> <p>How can ceramics improve the quality of a person's life?</p> <p>What does it mean to design an object that is both beautiful and utilitarian?</p>					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
20-30 Days	<p>Students will be able to...</p> <p>Use a layering process to add words and images under transparent glass.</p> <p>Use tools to impress designs on damp clay or to carve leather hard clay.</p>	<p>Watch video on Fashion careers</p> <p>Guided note Activity- Group and individual</p> <p>Critical vocabulary</p> <p>Guided group discussions & presentations</p> <p>Sketchbook</p> <p>Portfolio</p>	<p>9.1.12.A</p> <p>9.1.12.B</p> <p>9.1.12.D</p> <p>9.2.12.D</p> <p>9.3.12.A</p>			<p>Ceramics</p> <p>earthenware</p> <p>Greenware</p> <p>Needle tool,</p> <p>leather hard</p> <p>Coils</p> <p>Slabs</p> <p>pinch pots,</p> <p>glazes</p>

	<p>Safely use tools to score, cut and break glass. Use metal tools to cut clay.</p> <p>Attach glass pieces to their wood support.</p> <p>Attach clay pieces together.</p> <p>Select a grout color to complement the design.</p> <p>Select glazes and underglazes to color bisque ware.</p> <p>Grout, clean, and attach a backing to their piece so that it can be displayed on a wall. Decide how to display or use a ceramic work of art.</p>					<p>Under-glazes Kiln moisture content Shrinkage Grog slip</p>
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					