

IAA Curriculum

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

Unit	Unit 1 - 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
30-45 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.					

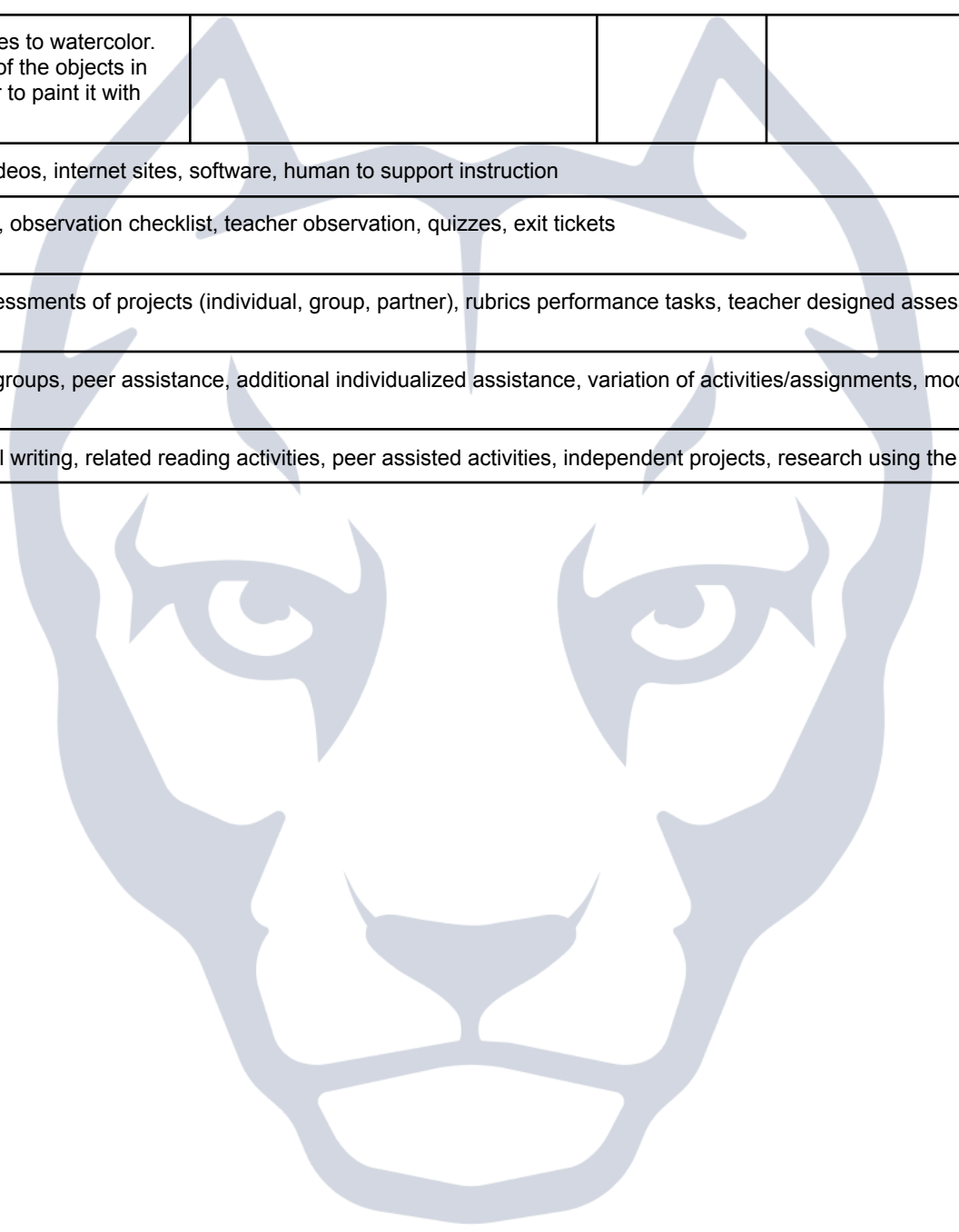
IAA Curriculum

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

Unit	Unit 2 - 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
30-45 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.					
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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 IV		

Unit	Unit 3 - Visual Arts Studio Portfolio					
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	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. Art is process. Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist.					
Essential Understandings	<p>How vital are construction techniques to the success of fashion? Why are different construction techniques utilized in fashion design? How do the characteristics of various textiles affect a garment's outcome? What skills are needed in order to create a wearable garment or accessory? How do the elements and principles of design combine to create successful fashions?</p>					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
60-80 Days	<p>Students will be able to...</p> <p>Create a portfolio encompassing all levels of visual arts.</p> <p>Create a multimedia presentation that reflects their growth in visual arts.</p> <p>Design at least two original pieces to be featured in the Spring Showcase.</p> <p>Reflect on their progress on both individual artwork as well as their</p>	<p>Guided note Activity- Group and individual Critical vocabulary Guided group discussions & presentations Sketchbook Portfolio</p>	<p>9.1.12.A 9.1.12.B 9.1.12.D 9.2.12.D 9.3.12.A</p>			<p>Contour Gesture Form Line Shape Space Color Value, Shading Texture Thumbnail Contrast Unity Collage</p>

	<p>growth in visual arts as a whole.</p> <p>Redesign two pieces from earlier semesters/years of visual arts showing their growth.</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 flats</p> <p>Round</p> <p>Complementary</p> <p>Tints</p> <p>Shades</p> <p>mixed media</p>
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
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