

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter Approx.: 8 Weeks	Drawing Unit	A.8.2 B.8.5 C.8.2 C.8.4 C.8.5 C.8.6 E.8.4 H.8.2 H.8.3 L.8.4	Do students use their creativity in their compositions? Do students exhibit knowledge of basic drawing skills? Do students use their knowledge of design elements in their composition? Do students demonstrate self expression? Do students demonstrate proper use of tools and materials? Do students understand/demonstrate their knowledge of perspective, shape, value, and proportion in their compositions?	Students will study a variety of drawings that use the technique of one point perspective, shading, scale, shape and proportion. Students will learn about the proportions of the human face and body. Students will demonstrate their knowledge and technique to create a variety of drawings while exploring various materials and tools. Students will be introduced to the design elements and begin to understand what makes quality design. Students will use their sketchbooks to start to develop visual ideas and begin to develop the craft and skill to produce quality art.	<ul style="list-style-type: none"> Learn the essentials to creating a one point perspective drawing using foreground, mid-ground and background Learn how to draw cylinders, cubes, spheres, and pyramids. Demonstrate their knowledge of value by using a variety of shading techniques i.e., hatching, cross hatching and blending Learn and demonstrate the proportion of the human face and body 	Assorted periodicals and images Teacher demonstrations Artists: Van Gogh, Fezzan, Monet, Degas, Picasso Shading/value technique work sheets Materials: Drawing pencils, charcoal, cone, colored pencil, and markers
2nd Quarter Approx.: 8 Weeks	Color Theory and Painting	A.8.2 A.8.4 B.8.5 G.8.1 G.8.2 G.8.3 G.8.4 H.8.2 H.8.3 I.8.2 I.8.4	Rubric Do students utilize the color wheel? Do students build on their knowledge of drawing? Do students understand the relationship between color and the mood it creates? Do students understand the relationship between color and its temperature? Do students demonstrate self expression in their paintings? Do students demonstrate their knowledge of the medium and its capabilities? Do students demonstrate their knowledge of the variety of paint and corresponding brushes? Do students understand how hue and value to create depth and shape in compositions?	Students will study a variety of paintings that show how artists use color to create mood, depth, temperature and atmosphere. In addition, students will learn about the color wheel (i.e., primary, secondary and complimentary colors). Students will also demonstrate their knowledge of color, media applications and technique when creating their compositions. At the end of this unit students should begin to begin to analyze the meanings in artwork and begin to create art that has meaning.	<ul style="list-style-type: none"> Learn how to utilize the color wheel (i.e., primary, secondary and complimentary colors) Understand how to create value and hue to create depth and shape. Demonstrate their knowledge of the variety of paints, their capabilities and application techniques Use color to create mood, temperature, depth, and atmosphere Expand on their knowledge of drawing. 	Assorted periodicals Teacher demonstrations Artists: Van Gogh, Picasso, Matisse, Kandinsky, Worrall, Lichtenstein, Monet, Vermeer, Rembrandt Color Wheel Materials: Tempera, watercolor, acrylic, and ink and a variety of brushes and papers
3rd Quarter Approx.: 8 Weeks	2D Design	A.8.2 A.8.4 B.8.5 E.8.1 E.8.2 E.8.3 E.8.5 J.8.2 J.8.3	Rubric Do students build on their knowledge of color theory and drawing? Do students build on their knowledge of the design principals? Do students demonstrate self expression? Do students look at work from other artists and build connections? Do students look to other cultures for inspiration in their art-work? Do students demonstrate their knowledge of the various types of mediums and their capabilities? Do students understand how materials and technique influence the expressive quality of art?	Students will be introduced to a number of two dimensional images from various modern artists and cultures that use art to communicate ideas. Students will also be introduced to the principals and elements of design along with the introduction of various types of mediums (college, printmaking, silk screening, and relief sculpture). Students will demonstrate their knowledge of the design principals, drawing, color theory, media applications and techniques to create their compositions. At the end of the unit, students will begin to communicate complex ideas that cannot be expressed by words alone.	<ul style="list-style-type: none"> Learn and apply the design principals into their compositions Demonstrate and expand on their knowledge of color theory and drawing techniques. Be introduced to a variety of drawing tools, adhesives, paper and inks. Students will also demonstrate their knowledge of media /techniques to create various types of two dimensional designs that communicate complex ideas. 	Assorted periodicals Teacher demonstrations Artists: Pollock, Seurat, Picasso, Worrall, Matisse Look at examples of folk art, fabrics, fonts, patterns and motifs. Materials: Assorted papers, printmaking materials, fabrics, silk screens, compasses, rulers, ink, fabric paints and xacto knives.

<p>4th Quarter Approx.: 8 Weeks</p>	<p>3D Design</p>	<p>H.8.4 A.4.2 B.8.5</p>	<p>Rubric Do students build on their knowledge of drawing, color theory, and 2D design? Do students demonstrate the ability to manipulate the variety of media used to create 3D art? Do students demonstrate self expression? Do students understand the differences between functional and non-functional sculpture? Do students expand their knowledge of the design principals? Do students look to artists and cultures for inspiration?</p>	<p>Students will look at images from multiple sources that show functional and non-functional three dimensional art. Students will be introduced to a variety of media used to create three dimensional art. Students will demonstrate their knowledge of design principals, drawing, color theory, 2D and 3D media applications and techniques to create their compositions.</p>	<ul style="list-style-type: none"> • Learn how to create functional and non-functional sculpture • Learn about form and shape in the third dimension • Learn about various materials and their abilities to be manipulated • Students will expand their knowledge of 2D design, color theory, and drawing • Expand their knowledge of the design principals 	<ul style="list-style-type: none"> • Assorted periodicals/images • Teacher demonstrations • Functional pieces • Non-functional pieces • Artists: Calder, Clause, Chihuly • Materials: Clay, foam, wire, paper pulp, paper Mache, books, assorted papers and cardboards, plastics, wood, paints, and glazes.
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1st Quarter Approx. 8 Weeks	Drawing Unit	A.8.2 B.8.5 C.8.2 C.8.4 C.8.5 C.8.6 E.8.4 H.8.2 H.8.3 L.8.4	Rubric Do students continue to use creativity in their compositions? Do students expand on their knowledge of basic drawing skills? Do students expand their knowledge of design elements in their compositions? Do students demonstrate self expression? Do students demonstrate proper use of tools and materials? Do students demonstrate and expand their knowledge of perspective, shape, value, and proportion in their compositions?	Students will study a variety of drawings that use the technique of one and two point perspective, shading, scale, shape, proportion and balance. Students will expand their knowledge on the proportions of the human face, body and facial features. Students will expand their knowledge and technique to create a variety of drawings while exploring various materials and tools. Students will continue using the elements of design and continue to create quality designs. Students will keep a record of their ideas and images in their sketchbooks as they continue to develop craft and skill in their compositions.	<ul style="list-style-type: none"> Learn the essentials to creating one and two point perspective drawings using foreground, mid-ground and background Expand their knowledge of shapes and begin to draw objects that consist of geometric shapes (cylinders, cubes, spheres, and pyramids). Expand their their knowledge of value by continued use of shading techniques i.e., hatching, cross hatching and blending Expand their knowledge and demonstrate the proportion of the human face, body, and facial features. 	Assorted periodicals and images Teacher demonstrations Artists: VanGogh, Cezzan, Monet, Degas, Picasso, other student works Shading/value technique worksheets Materials: Drawing pencils, charcoal, conte, colored pencil, and markers.
2nd Quarter. Approx. 8 weeks	Color Theory/ Painting	A.8.2 A.8.4 B.8.5 G.8.1 G.8.2 G.8.3 G.8.4 H.8.2 H.8.3 I.8.2 I.8.4	Rubric Do students continue to utilize the color wheel? Do students expand on their knowledge of drawing? Do students understand the relationship between color and the mood it creates? Do students understand the relationship between color and its temperature? Do students demonstrate self expression and creativity in their paintings? Do students continue to demonstrate their knowledge of the medium and its capabilities? Do students continue to demonstrate their knowledge of the variety of paints and their corresponding brushes? Do students continue to use hue and value to create depth and shape in their compositions?	Students will continue to study a variety of paintings that show how artists use color to create mood, depth, temperature and atmosphere. In addition, students will continue to learn about the color wheel (i.e., primary, secondary complimentary colors, and analogous). Students expand on their knowledge and continue to demonstrate, media applications, technique, and the use of the color wheel when creating their compositions. Students should also continue to analyze the meanings in artwork and begin to continue to create art that has a meaning.	<ul style="list-style-type: none"> Learn how to utilize the color wheel (i.e., primary, secondary, complimentary colors, and analogous) Continue to create value and hue to create depth and shape. Continue to demonstrate their knowledge of the variety of paints, their capabilities and application techniques Continue to use color to create mood, temprature, depth, and atmosphere Expand on their knowledge of drawing Continue to look at a variety of images and understand their meanings by analyzing the colors used 	<ul style="list-style-type: none"> Assorted periodicals Teacher demonstrations Artists: VanGogh, Picasso, Matisse, Kandinsky, Worhall, Lichtenstein, Monet, Vermeer, Rembrandt Color Wheel Materials: Tempra, watercolor, acrylic, and ink and a variety of brushes and papers
3rd Quarter. Approx. 8 weeks	2D Deisgn	A.8.2 A.8.4 B.8.5 E.8.1 E8.2 E.8.3 E.8.5J.8.2 J.8.3	Rubric Do students continue to build on their knowledge of color theory and drawing? Do students continue to build on their knowledge of the design principals? Do students demonstrate self expression and creativity? Do students look at work from other artists and build connections? Do students look to other cultures for inspiration in their art-work? Do students continue to demonstrate their knowledge of the various types of meidums and their capabilities?	Students will be introduced to a number of two dimensional images from various modern artists and cultures for inspiration. Students will also review the design principals and various types of meidums (college, printmaking, silk screening, and relief sculpture). Students will continue to demonstrate their knowledge of the design principals, drawing, color theory, media applications, and techniques to create their compositions. Students will continue to communicate complex ideas in their compositions.	<ul style="list-style-type: none"> Continue to apply the design principals into their compositions Demonstrate and expand on their knowledge of color theory and drawing techniques. Continue to use a variety of drawing tools, adhesives, paper and inks. Students will also continue to demonstrate their knowledge of media /techniques to create various types of two dimensional designs. Communicate complex ideas in their art work 	Assorted periodicals Teacher demonstrations Artists: Pollock, Serauk, Picasso, Worhall, Matisse Look at examples of folk art, fabrics, fonts, patterns, motifs, and silk screening processes, Islamic tiles Materials: Assorted papers, printmaking materials, fabrics, silk screens, compasses, rulers, ink, fabric paints, and xacto knives.
4th Quarter. Approx. 8 weeks	3D Design	H.8.4 A.4.2 B.8.5	Rubric Do students continue to build on their knowledge of drawing, color theory, and 2D design? Do students demonstrate the ability to manipulate the variety of media used to create 3D art? Do students demonstrate self expression and creativity? Do students expand their knowledge of the design principals? Do students look to artists and cultures for inspiration?	Students will continue to study images that show functional and non-functional three dimensional art. Students will be introduced to a variety of media used to create three dimensional art. Students will continue to demonstrate their knowledge of the design principals, drawing, color theory, 2D and 3D media applications and techniques to create their compositions.	<ul style="list-style-type: none"> Create functional and non- functional sculpture Continue to experiment with form and shape in the third demension Continue to learn about materials and their abilities to be manipulated Students will continue to expand their knowledge of 2D design, color theory, and drawing Continue to expand their knowledge of the design principals 	Assorted periodicals/images Teacher demonstrations Functional pieces Non-functional pieces Artists: Calder, Clause, Chihuly Materials: Clay, foam, wire, paper pulp, paper mache, books, assorted papers and cardboard, plastics, wood, paints, and galzes.

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1st Quarter Approx.: 8 Weeks	Drawing Unit	A.8.2 B.8.5 C.8.2 C.8.4 C.8.5 C.8.6 E.8.4 H.8.2 H.8.3 L.8.4	Rubric Do students continue to use creativity in their compositions? Do students expand on their knowledge of basic drawing skills? Do students continue to use design elements in their compositions? Do students demonstrate self expression? Do students show signs of creating a style? Do students continue to use tools and materials correctly? Do students continue to demonstrate and expand their knowledge of perspective, shape, value, and proportion in their compositions?	Students will study a variety of drawings that use the technique of one and two point perspective, shading, scale, shape, proportion and balance. Students will expand their knowledge on the proportions of the human face, body, facial features, hands, and feet. Students will continue to expand their knowledge and technique to create a variety of drawings in pencil, pen, charcoal, cone crayon and ink. Students will continue to follow the practices for creating quality compositions and continue to utilize their sketchbooks as a tool to develop creativity and skill.	<ul style="list-style-type: none"> Continue to use the rules for one and two point perspective drawings. Expanding their knowledge and skill creating foregrounds, mid-grounds and backgrounds Continue to expand their technique of drawing objects that mimic geometric shapes (cylinders, cubes, spheres, and pyramids). Continue to expand their knowledge of creating value in their drawings by continued use of shading techniques i.e., hatching, cross hatching and blending Continue to expand their knowledge and demonstrate the proportion of the human face, body, facial features, and extremities. 	Assorted periodicals and images Teacher demonstrations Artists: Van Gogh, Fezzan, Monet, Degas, Picasso, other student works Demonstration videos Materials: Drawing pencils, charcoal, cone crayon, ink and assorted papers.
2nd Quarter Approx. 8 weeks	Color Theory/ Painting	A.8.2 A.8.4 B.8.5 G.8.1 G.8.2 G.8.3 G.8.4 H.8.2 H.8.3 I.8.2 I.8.4	Rubric Do students continue to utilize the color wheel? Do students expand on their knowledge of drawing and design elements? Do students use color to create own self expression/style? Do students correctly apply value/hue to shapes to create depth and shape? Do students demonstrate creativity in their paintings? Do students continue to demonstrate their knowledge of the medium and its capabilities? Do students become inspired by artists and their style/techniques? Do students continue to use the variety of paints to their full potential?	Students will continue to study a variety of paintings and learn about various periods in art. In addition, students will continue to learn about the color wheel (i.e., primary, secondary complimentary colors, analogous, and split complimentary). Students will continue to expand on their abilities with media applications, techniques, and the use of the color wheel when creating their compositions. At the end of the unit, students should have a better understanding of how to analyze the meanings in artwork and continue to create art that has meaning and an artistic style.	<ul style="list-style-type: none"> Learn continue to utilize the color wheel (i.e., primary, secondary, complimentary colors, analogous, split complimentary) Continue to expand on their knowledge of value and hue and how is applied to create depth and shape Demonstrate their knowledge and understanding of art history and some artists' techniques. Continue to use color to create self expression and atmosphere Continue to expand on their knowledge of drawing and design elements Have a better understanding how to understand meaning in art Have a better understanding on how to create meaning in their own compositions 	Assorted periodicals Teacher demonstrations Artists: Van Gogh, Picasso, Matisse, Kandinsky, Worrall, Lichtenstein, Monet, Vermeer, Rembrandt Color Wheel Materials: Tempera, watercolor, acrylic, and ink and a variety of brushes and papers
3rd quarter weeks	Approx. 8 2D Design	A.8.2 A.8.4 B.8.5 E.8.1 E8.2 E.8.3 E.8.5 J.8.2 J.8.3	Rubric Do students continue to build on their knowledge of color theory and drawing? Do students continue to build on their knowledge of the design principals? Do students continue to demonstrate self expression and creativity? Do students look at work from other artists and build connections on how they effect society? Do students look to other cultures for inspiration in their art-work? Do students continue to demonstrate their knowledge of the various types of mediums and their capabilities?	Students will be introduced to a number of two dimensional images that follow the rules of the design elements. Students will be introduced to modern artists and their techniques for inspiration. Students will also look into how other cultures view art. Students will also continue to use various types of mediums (college, printmaking, silk screening, and relief sculpture) and demonstrate their knowledge of the design principals, drawing, color theory, media applications, and techniques to create their compositions. Students will continue to express complex ideas visually.	<ul style="list-style-type: none"> Continue to apply the design principals into their compositions Demonstrate and expand on their knowledge of color theory and drawing techniques. Continue to use a variety of mediums, drawing tools, adhesives, paper and inks. Students will also continue to demonstrate their knowledge of media /techniques to create various types of two dimensional designs. Study modern art and its effect on society Study how other cultures value and create art Create complex works of art that express complex ideas in the visually 	Assorted periodicals Teacher demonstrations Artists: Picasso, Worrall, Matisse, Banksy. Look at examples of folk art, fabrics, fonts, patterns, motifs, and silk screening processes. Consider looking into Islamic tile design, prayer rugs, and Islamic architecture. Materials: Assorted papers, printmaking materials, fabrics, silk screens, compasses, rulers, ink, fabric paints, and xacto knives.

<p>4th quarter weeks</p>	<p>Approx. 8</p>	<p>3D Design</p>	<p>H.8.4 A.4.2 B.8.5</p>	<p>Rubric Do students continue to build on their knowledge of drawing, color theory, and 2D design? Do students continue to demonstrate the ability to manipulate the variety of media used to create 3D art? Do students continue to demonstrate self expression and creativity? Do students expand their knowledge of the design principals? Do students understand the difference between functional and non-functional art? Do students continue to look to artists and cultures for inspiration?</p>	<p>Students will continue to study functional and non-functional sculpture and 3D art. Students will continue to explore a variety of media used to create three dimensional art while continuing to demonstrate their knowledge of the design principals, drawing, color theory, 2D and 3D media applications, and techniques to create their compositions.</p>	<ul style="list-style-type: none"> • Create functional and non-functional sculpture • Focus on form vs. function • Continue to experiment with form and shape in the third dimension • Continue to learn about materials and their abilities to be manipulated • Students will continue to expand their knowledge of 2D design, color theory, and drawing • Continue to expand their knowledge of the design principals 	<p>Assorted periodicals/images Teacher demonstrations Functional pieces i.e., clocks, bowls, and banks Non-functional pieces Artists: Calder, Clause, Chihuly Materials: Clay, foam, wire, paper pulp, paper Mache, books, assorted papers and cardboards, plastics, wood, paints, and glazes.</p>
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