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| Quarter 1  Aug 10 – Oct 16 | **Topics** | **Safety, rules and procedures / Elements of art** | **Possible Resources** |
| 1 | Class safety, rules , procedures |  |
| 2 | What is Art? What is the purpose of Art? | Elements of art are the building blocks to all art and design |
| 3 | Introduce Elements of Art.  Binder procedures for organizing notes for Art Class. |  |
| 4 | Elements of Art (EOA) focus- line |  |
| 5 | EOA Focus- Shape and Form- organic vs geometric |  |
| 6 | EOA Focus – Color- color wheel, warm vs cool, Primary, Secondary, Tertiary |  |
| 7 | Value- Shadow and Shading, Tint and Shade |  |
| 8 | EOA Focus – Texture- implied vs real- draw examples and identify examples  Space- Foreground, Middle Ground, Background- landscapes |  |
| 9 | Self Portrait- vs the Selfie- explore symbolism, proportions of face |  |
| Quarter 2  Oct 20 – Dec 18 | **Week** | **Principles of Design/ Writing about artwork** | **Possible Resources** |
| 1 | Principles of design: Proportion, Balance, Emphasis, Contrast, Harmony and Unity, Pattern and Repetition, Movement and Rhythm- Cornell Notes/ Foldable |  |
| 2 | Principles of Design toolbox- Sketchbook exploration of examples | Music interaction with art creation  Representing nonverbal communication through the use of principles of design and elements of art |
| 3 | Principles of Design Art analysis/ critiquing master pieces. |  |
| 4 | Recreating a masterpiece- Cubism (Principles of Design) proportion, balance, harmony and unity ( Elements of art) texture, color scheme, shapes, line, form,- Planning a design |  |
| 5 | Creating a recreated masterpiece work time- color mixing and composing a masterpiece |  |
| 6 | Critiquing and reflecting on the creation process. Compare and contrast mater piece original vs. Recreation. |  |
| 7 | Create an artist statement |  |
| 8 | Nonobjective musical painting using POD and EOA |  |
| 9 | LAFS.68.WHST.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |  |
| Quarter 3  Jan 6 – Mar 17 | **Week** | **Public Art, Community based art / nonverbal communication through art** | **Possible Resources** |
| 1 | Explore Public Art- Graffiti vs Funded Pubic Art |  |
| 2 | Create public art |  |
| 3 | Reflection of personal work | War propaganda  Andy Warhol  American Gothic |
| 4 | Design Jobs – Art Based Jobs- print making |  |
| 5 | Print Making creation- safety, instruction and creation of individual works. |  |
| 6 | Print Making creation- safety, instruction and creation of individual works. |  |
| 7 | Logo design |  |
| 8 | Application of Knowledge learned- students silk screen |  |
| 9 | Student led exploration of Jobs in the Arts. Students present an art based job to class.  Students are provided a list of jobs in the arts, and will choose one to present to class.  Use of technology strongly encouraged. |  |
| Quarter 4  Mar 29 – May 26 | **Week** | **Collaborative Community Based art/Portfolio production** | **Possible Resources** |
| 1 | Gather a body of work and artifact of their weakest and one strongest pieces per quarter mat, and refine |  |
| 2 | Create an artist statement for each quart of work represented in their portfolio |  |
| 3 | Portfolio presentation and critique |  |
| 4 | End of the year art show, best pieces framed for show and portfolios out for demonstration |  |
| 5 | Color exploration through batik and tye-die |  |
| 6 | Mural planning |  |
| 7 | Mural design |  |
| 8 | Mural painting |  |
| 9 | Installation and presentation of large scale collaborative mural |  |