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| Quarter 1  Aug 10 – Oct 16 | **Topics** | **Major Concepts / Topics** | **Possible Resources** |
| 1 | Introduction; expectations; classroom organization; classroom storage |  |
| 2 | Viewing successful high quality artwork/artists; looking at AP examples (if students on AP track); learning how to find artists (technology) | Internet searching; introduction to the AP website (if applicable) |
| 3 | Criticism; art analysis review; how to discuss art/constructive criticism | Classroom examples; textbook analysis information |
| 4 | Self-assessment; self-evaluation and discovery of areas of interest (pre-concentration investigation/self-exploration) |  |
| 5 | “Breadth” –teacher generated assignment that deals with elements of art/principles of design (examples: unusual perspective self-portrait; value or monochromatic with multiple viewpoints of one object/subject) | Internet research of past/contemporary artists; AP website; Teacher generated websites; previous student work (examples) |
| 6 | Sketchbook (planning, revising and making corrections and changes prior to creating a work of art) | Examples of successful sketchbooks |
| 7 | Studio time with ongoing assessment; teacher and peer evaluations; informal and formal | AP Rubric; teacher generated goals/scales; template for feedback |
| 8 | Critique process: written and oral feedback and scoring using goals/scales/AP Rubric; opportunity of revising work |  |
| 9 | “Breadth” –teacher generated assignment that deals with elements of art/principles of design (example: repetition and realistic observation still life drawing using color pencils to show value, cropping, space; line with motion with a repeating solid form and color theory: ribbon moving through a composition of repeating object using split complements and value) | AP website; examples of successful projects completed by artists and past student work; sketchbooks |
| Quarter 2  Oct 20 – Dec 18 | **Topics** | **Major Concepts / Topics** | **Possible Resources** |
| 1 | Studio time with ongoing assessment: teacher and peer evaluations; informal and formal | Exit slips; quick critiques using sketchbooks “needs improvement and successes” recorded by peers as they move through the room |
| 2 | “Breadth” –teacher generated assignment that deals with elements of art/principles of design (example: cut paper designs to show value, space, emphasis; gestural figure drawings to show expressive mark making using charcoal/pastel/gesso) | Examples of successful student work; internet examples of artists with successful artwork |
| 3 | Studio time with ongoing assessment: teacher and peer evaluations; informal and formal |  |
| 4 | “Breadth” –teacher generated assignment that deals with elements of art/principles of design (example: figure/ground relationships; still life to show understanding of chiaroscuro lighting; value) | Examples of successful artwork from artists and previous students; sketchbook activities |
| 5 | Studio time with ongoing assessment: teacher and peer evaluations; informal and formal | Quick critiques; exit slips |
| 6 | “Breadth” – teacher generated assignment that deals with elements of art/principles of design (example: mixed media; social commentary artwork; shadow painting with color theory) |  |
| 7 | Introduce Concentration: students writing statements after viewing concentration examples and statements; collect information and ideas in sketchbooks for concentration (sustained investigation of 8-12 works that shows growth of an idea) | AP website: concentration student samples; examples of concentration statements; sketchbook exercises |
| 8 | Concentration work: student generated assignment and project that explores a topic that the student has selected | AP website; artist examples; reference from photos, internet; |
| 9 | Discussion of copyright imagery; appropriation of imagery | Looking at artists who use appropriation and laws for copyright; materials and supplies based on student needs |
| Quarter 3  Jan 6 – Mar 17 | **Topics** | **Major Concepts / Topics** | **Possible Resources** |
| 1 | Concentration work: student generated assignment and project that explores a topic that the student has selected | Internet examples of artist work; references based on photographs from students; AP website; materials and supplies based on student need |
| 2 | Concentration work: student generated assignment and project that explores a topic that the student has selected |  |
| 3 | “Breadth” – teacher generated assignment that deals with elements of art/principles of design (printmaking to include linoleum cuts/intaglio; monoprints with drawing and design mixed media) |  |
| 4 | Concentration work: student generated assignment and project that explores a topic that the student has selected |  |
| 5 | “Breadth” – teacher generated assignment that deals with elements of art/principles of design (Visual dissection of a natural object; investigation of an object to show scale/proportion) | Student examples; artist examples; internet reference/resources; AP website |
| 6 | Studio time with ongoing assessment: teacher and peer evaluations; informal and formal |  |
| 7 | “Breadth” – teacher generated assignment that deals with elements of art/principles of design (example: image transfer with mixed media components; value drawing exploring fabric/crumpled paper) | Student examples; artist examples; internet reference/resources; AP website |
| 8 | Concentration work: student generated assignment and project that explores a topic that the student has selected | Sketchbooks; reference images from photographs, internet |
| 9 | Concentration work: student generated assignment and project that explores a topic that the student has selected |  |
| Quarter 4  Mar 29 – May 26 | **Topics** | **Major Concepts / Topics** | **Possible Resources** |
| 1 | Ongoing critiques; evaluations: peer and teacher and self; informal and formal | Exit slips; sketchbooks and written critiques |
| 2 | Concentration: student generated assignment and project that explores a topic that the student has selected |  |
| 3 | Preparation to present artwork; how to display artwork; prepare for a show (mat work; clean; crop; frame; title work); how to act in a gallery/musuem | Videos; tutorials; hands on demonstrations of matting materials |
| 4 | “Breadth” – teacher generated assignment that deals with elements of art/principles of design (example; still life with color theory/pattern; self-portrait to show personal interests) | Examples of work from students; artists |
| 5 | Critiques; evaluations of Portfolios of student work; view PowerPoints of student work completed over the course of the class. Formal and informal feedback/assessment |  |
| 6 | Opportunity for collaborative works; art in public places; students create group assignments | View examples of collaborative works |
| 7 | Studio time to complete collaborative work |  |
| 8 | Display collaborative work/celebrations; display completed work |  |
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