

# Curriculum Framework for Visual Arts

School: Delaware STEM Academy

Curricular Tool: Teacher Developed

Course: Drawing

| Standards Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Unit Concept/<br>Big Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Essential Questions/<br>Learning Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assessments                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Unit One: Introduction to Drawing</b><br><b>Timeline : 2 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art</p> <p><b>1.3E</b> Use media and tools in a safe and responsible manner</p> <p><b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p><b>1.6 E</b> Identify different media, techniques and processes that are used to create works of art</p> <p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> | <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> | <p><b>Essential Questions:</b></p> <p>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>To what extent does good design integrate form with function?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of art.</li> <li>Describe the ways artists use the principles of art to organize the elements of art in their drawings.</li> <li>Analyze how the elements and principles of art are used to achieve unity</li> <li>Complete a drawing using mixed media</li> <li>Create gesture and contour drawings</li> </ul> | <p><b>Suggested Formative Assessment:</b></p> <p>Vocabulary Splash<br/>Experiments with texture<br/>Teacher observation<br/>Sketchbook</p> <p><b>Suggested Summative Assessment:</b></p> <p>Portfolio selections with summary of the processes used to complete selected work.<br/>Rubrics<br/>Artist study<br/>Vocabulary quiz<br/>Design Charts for self, peer and artist assessment</p> |

| Standards Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Unit Concept/<br>Big Ideas                                                                                                                                                                                                                                                 | Essential Questions/<br>Learning Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessments                                                                                                                                                                                                                                               |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.                                                                                                                   | <ul style="list-style-type: none"> <li>List the four steps in the art-criticism process</li> <li>Identify and describe three theories of art</li> <li>Describe three kinds of aesthetic qualities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                           |
| <b>Unit Two: Line and Texture</b><br><b>Timeline: 2 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |
| <p><b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art</p> <p><b>1.2E</b> Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p><b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p><b>1.7 E</b> Describe how media and techniques are used to create two-dimensional and three-dimensional works of art</p> <p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> | <p>Artists must understand media, techniques and process as tools to communicate</p> <p>Artists consider multiple approaches to visual problems</p> <p>Form and function may or may not be related one to the other</p> <p>Perspective</p> <p>Movement</p> <p>Contrast</p> | <p><b><u>Essential Questions:</u></b></p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>How can lines express emotion?</p> <p>Why is value an important part of the line design?</p> <p>To what extent does good design integrate form with function?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>Create a line drawing using different types of lines, using charcoal, pencil and black markers.</li> <li>Create a piece consisting of contrast, movement and rhythm.</li> <li>Create balance between their lights and darks.</li> <li>Create 2-point perspective buildings drawing using all implied lines to imply texture.</li> <li>Evaluate and discuss their pieces and pieces of their peers using a</li> </ul> | <p><b><u>Suggested Formative Assessment:</u></b></p> <p>Teacher observation<br/>Participation in class discussion<br/>Sketchbook entries</p> <p><b><u>Suggested Summative Assessment:</u></b></p> <p>Performance task<br/>Rubrics<br/>Vocabulary work</p> |

| Standards Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Unit Concept/<br>Big Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Essential Questions/<br>Learning Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>5.4E</b> Analyze works of art to speculate why they were created</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>critique protocol and rubric.</p> <ul style="list-style-type: none"> <li>Analyze artist’s work and thoughts on why they created their pieces and their use of lines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Unit Three: Imitational<br/>Timeline: 3 weeks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas</p> | <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> | <p><b>Essential Questions:</b></p> <p>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How and why is art used as a vehicle for communication?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Explain how an imitationalist judges drawings</li> <li>Describe the literal qualities in drawings</li> <li>Understand and demonstrate the use of proportion, negative space, shadows, and perspective in imitational drawings</li> <li>Identify the basic structural</li> </ul> | <p><b>Suggested Formative Assessment:</b></p> <p>Vocabulary Splash<br/>Experiments with texture<br/>Teacher observation<br/>Sketchbook<br/>Students judge drawing based on their literal qualities, and give reasons for their judgment.</p> <p><b>Suggested Summative Assessment:</b></p> <p>Portfolio selections with summary of the processes used to complete selected work.<br/>Rubrics<br/>Artist study<br/>Vocabulary quiz<br/>Design Charts for self, peer and artist assessment</p> |

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| <p>are used in works of art</p> <p><b>3.5E</b> Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of Art</p> |                                                                                                                                                                                                                                                                                                                                                     | <p>proportions of the head and facial features</p>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |
| <p><b>Unit Four: Formal Drawings</b><br/><b>Timeline: 3 weeks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                              |
| <p><b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art</p> <p><b>1.2E</b> Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p><b>1.3E</b> Use media and tools in a safe and responsible manner</p> <p><b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p><b>1.5E</b> Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art</p>                                                                   | <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple</p> | <p><b>Essential Questions:</b><br/>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>To what extent is a work of art dependent upon the point of view of the artist?</p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> | <p><b>Suggested Formative Assessment:</b><br/>Vocabulary Splash<br/>Experiments with texture<br/>Teacher observation<br/>Sketchbook<br/>Students judge drawing based on their design qualities and give reasons for judgment</p> <p><b>Suggested Summative Assessment:</b><br/>Portfolio selections with</p> |

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| <p><b>1.6 E</b> Identify different media, techniques and processes that are used to create works of art</p> <p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> | <p>approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought</p> <p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> | <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does good design integrate form with function?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p><b><u>Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• Identify and describe design qualities in drawings</li> <li>• Use the art elements of shape and texture effectively.</li> </ul> | <p>summary of the processes used to complete selected work.</p> <p>Rubrics</p> <p>Artist study</p> <p>Vocabulary quiz</p> <p>Design Charts for self, peer and artist assessment</p> |

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| <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p>                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Unit Five: Emotional Drawings</b><br/><b>Timeline: 2 weeks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> | <p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and</p> | <p><b>Essential Questions:</b></p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p>How and why is art used as a vehicle for communication?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or</p> | <p><b>Suggested Formative Assessment:</b></p> <p>Vocabulary Splash<br/>Experiments with texture<br/>Teacher observation<br/>Sketchbook<br/>Students judge drawings based on their expressive qualities and give reasons for judgment</p> <p><b>Suggested Summative Assessment:</b></p> <p>Portfolio selections with summary of the processes used to complete selected work.<br/>Rubrics<br/>Artist study</p> |

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| <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.4E</b> Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in</p> | <p>evaluating subject matter, symbols and ideas may be deliberate or intuitive. Reflection, assessment and refinement are key steps in the process of creating art.</p> | <p>appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Interpret the feelings, moods, and ideas express by artists in drawings</li> <li>• Communicate ideas and emotions in abstract and realistic drawings</li> <li>• Express humor in drawings</li> <li>• Create illustrations that express ideas and emotions</li> <li>• Produce mixed media artworks that express ideas and emotions</li> </ul> | <p>Vocabulary quiz<br/>Design Charts for self, peer and artist assessment</p> |

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| <p>communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Unit Six: “Artistic Baggage”</b><br/><b>Timeline: 3 weeks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>4.1E</b> Identify historical and cultural characteristics of works of art</p> <p><b>4.2E</b> Describe how the arts and artists influence each other across history and cultures</p> <p><b>4.3E</b> Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p> <p><b>4.6E</b> Describe how history and cultures influence the visual arts</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> | <p>Art has been created by all peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>The means to create art always changes.</p> | <p><b>Essential Questions:</b></p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>Why study art history?</p> <p><b>Learning Targets:</b></p> <p>Identify the steps of art history</p> | <p><b>Suggested Formative Assessment:</b></p> <p>Vocabulary Splash<br/>Experiments with texture<br/>Teacher observation<br/>Sketchbook<br/>Critique protocol</p> <p><b>Suggested Summative Assessment:</b></p> <p>Portfolio selections with summary of the processes used to complete selected work.<br/>Rubrics<br/>Artist study<br/>Vocabulary quiz<br/>Design Charts for self, peer and artist assessment</p> |

| Standards Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Unit Concept/<br>Big Ideas                                                                                                                                                  | Essential Questions/<br>Learning Targets                                                                                                                                                                                               | Assessments                                                                                                                             |
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| <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p> <p><b>6.1E</b> Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p><b>6.2E</b> Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.3E</b> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p><b>6.4E</b> Describe how learning in the visual arts helps develop essential skills for life and the workplace</p> |                                                                                                                                                                             | <p>Describe characteristics of several styles and periods of art</p>                                                                                                                                                                   |                                                                                                                                         |
| <p><b>Unit Seven: Special Topics in Drawings</b><br/><b>Timeline: 3 weeks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                                                                                                                                                                                                                        |                                                                                                                                         |
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| <p><b>4.4E</b> Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p> <p><b>4.6E</b> Describe how history and cultures influence the visual arts</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p> <p><b>6.1E</b> Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> | <p>characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>The means to create art always changes.</p> | <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>Why study art history?</p> <p><b><u>Learning Targets:</u></b><br/>Identify the steps of art history</p> <p>Describe characteristics of several styles and periods of art</p> | <p><b><u>Suggested Summative Assessment:</u></b><br/>Portfolio selections with summary of the processes used to complete selected work.<br/>Rubrics<br/>Artist study<br/>Vocabulary quiz<br/>Design Charts for self, peer and artist assessment</p> |

| Standards Alignment                                                                                                                                                                                                                                                                                                                                    | Unit Concept/<br>Big Ideas | Essential Questions/<br>Learning Targets | Assessments |
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| <p><b>6.2E</b> Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.3E</b> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p><b>6.4E</b> Describe how learning in the visual arts helps develop essential skills for life and the workplace</p> |                            |                                          |             |