

Course Title	Art I
Department and Curriculum Writing Team Members	LHS Art Department: Marin Marciano and Kate Flanagan
Course Overview	The Art Department will give all students at Ledyard High School the opportunity to explore the possibilities behind the fundamentals of arts including the elements of arts and principles of design. This course is an introductory course for students who wish to advance to Art II and then to Advanced Studio. The projects can be modified to ensure more experienced learners are challenged but it will also allow students who have not taken an art class before to be successful and innovative. Students will learn about various two dimensional and three dimensional skills in an art classroom. This course is meant to be challenging, but not so much that success is unattainable. All students are at different places artistically, but they are expected to consistently hand in quality work on time and push themselves to become better.
Length of Course	<input checked="" type="checkbox"/> Full year <input type="checkbox"/> Semester
Type of Course	<input type="checkbox"/> Humanities Required Credit <input type="checkbox"/> STEM Required Credit <input checked="" type="checkbox"/> Humanities Elective Credit <input type="checkbox"/> STEM Elective Credit <input type="checkbox"/> PE/Health Required Credit <input type="checkbox"/> Other
Grade Level	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Prerequisites	N/A
Ledyard High School Vision of the Graduate	<p>Ledyard High School is a learning community dedicated to the cultivation of skills essential for our students' success in a rapidly-evolving society. At Ledyard High School, we believe our graduates should demonstrate the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaboration - Colonel Graduates will demonstrate an ability to work effectively with others, sharing ideas, acknowledging one another's strengths, and collaborating to produce presentations, projects, performances, or events. <input checked="" type="checkbox"/> Communication- Colonel Graduates will demonstrate an ability to communicate information clearly and effectively through a variety of media, including written, oral, visual, musical, and/or video productions.

	<ul style="list-style-type: none"> ☑ Problem-Solving- Colonel Graduates will demonstrate an ability to solve problems of varying complexity across a variety of content areas. ☑ Critical Thinking - Colonel Graduates will demonstrate critical thinking skills to find solutions, support arguments, and overcome challenges in a variety of content areas. ☑ Perseverance - Colonel Graduates will demonstrate perseverance in academic and extracurricular settings by working through and past obstacles in pursuit of goals. ☑ Creativity - Colonel Graduates will demonstrate creativity through their participation in fine arts courses as well as through their inventive approaches to learning activities in a variety of settings.
VOG Portfolio Component	11th and 12th grade students have the option to include project(s) from this course in the open-ended elective sections of the VOG Portfolio.

Philosophy

Art students have the opportunity to experience a variety of artistic mediums, both two dimensional and three-dimensional. The curriculum focuses both on skills-based and technical learning as well as developing creative expression. Students have the opportunity to showcase their work within the school and community. Students are expected to show a willingness to learn, have the ability to take risks, have a strong work ethic and have a good attitude when enrolling in this course.

Program Goals

Currently, the Ledyard High School Art Department offers a variety of learning opportunities and course offerings for students in the visual studio arts field. These courses are beneficial to all students taking them, whether it be from a standpoint of exposure and enrichment, or in terms of a more long-term development for students wishing to pursue visual arts after high school. Additionally, the visual studio arts courses help foster vital skills such as problem-solving, persevering on a piece of work over a sustained period of time, adopting a creative outlook and approach, as well as providing a productive outlet for students.

Content and Performance Standards

[CT Art Curriculum Standards](#) can be found on pages 16-18

Recommended Strategies and Activities

Art I projects would include individual projects as well as a group project to learn how to collaborate with other artists in order to create a three dimensional work of art. An introduction of each project will be given using a PowerPoint presentation as well as a demonstration by the teacher of the skills being practiced in the project. Investigation, experimentation, and small studies will be encouraged by students in order to prepare themselves for the final project. Students will also work with each other to problem solve. Art-related vocabulary will be part of the curriculum so students understand what we read and discuss about the art world. Conversations about how artists make a living, how they promote their work, and how they find ways to relate to large groups of people will also happen throughout the course. It's encouraged that students show proficiency in the elements of art, principles of design, color theory, paper mache application, the basics of printmaking, and creativity from beginning to the end of the course by receiving teacher feedback. Please see the appendix, pages 45-51 for examples of proposed activities created in Art I.

Resources and Materials

Various art supplies including paper, colored pencils, ebony pencils, tempera paint, acrylic paint, wheat paste, printmaking materials, and other various art supplies will be provided by the art department. Clay will not be offered for this course since the Art Department offers a separate course teaching students how to work in clay. The course will also utilize all Google Suite applications to share their ideas with their teacher and peers. The course will also utilize the use of 1:1 iPads granted by LEAF.

Assessment

Assessment of students will be rubric driven which includes students self-assessing and self reflecting on the rubric. In-progress and final project critiques will also be implemented so students receive feedback from their peers and teacher. Examples for each unit's scoring guide can be found on pages 20-37 in the appendix

Sources

Sources for each unit can be found in the unit templates on pages 3-15

Appendices

In the [appendix](#), starting on page 19, rubrics/assessments, images of project ideas, vocabulary glossary, etc. can be found.

Unit 1: Line and Value

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Description	Students begin the course by being introduced by the concepts of line and value in visual arts. Examples of zentangles and patterns are emphasized with the project: Line Design as well as the concept of line weight. Students are then given an opportunity to practice with ebony pencil to create gradation in shapes students create on paper. The value scale is referred to and students are encouraged to use different techniques to create gradation.
Essential Questions	<ul style="list-style-type: none">● What is a line?● What variations of a line can be created?● What is gradation?● How do we create gradation using ebony pencil?● Why is value and gradation important when drawing?
Vocabulary	<ul style="list-style-type: none">● Line● Shape● Value● Gradation● Ebony pencil● Sharpie Pen● Line weight● Variety
CT Art Standards	<p><u>Standard 1</u></p> <p>a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</p> <p><u>Standard 2</u></p> <p>b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</p>
Suggested Learning Activities	<ol style="list-style-type: none">1. Line Design Project<ol style="list-style-type: none">a. Practice sheets are used before final project begins2. Value Collage<ol style="list-style-type: none">a. Practice sheets are used before final project begins
Resources and Technology Enhancements	<ul style="list-style-type: none">● Teacher-made Youtube tutorials● Previous student-made examples● Teacher's website● Google Suite: Google Classroom, Google Slides, Google Docs● Chromebooks and iPads utilized for demonstration video references when necessary
Assessments	Students will complete a teacher created scoring guide with reflection questions about the project and end result. Examples of such scoring guides can be found in the appendix

Unit 2: Observational Drawing

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Description	<p>Observational skills are emphasized in this unit by encouraging students to draw what they see. Students begin by drawing one object of their choice and from there, a still life is created by classmates for each table to draw what is in front of them. Students continue practicing their ability to create gradation but with a new media, colored pencil. The understanding of how to layer and blend colors in order to create the illusion of three-dimension is emphasized. Composition is also a key part to this unit. Students learn about what makes a good composition and how they can ensure the composition they create is successful.</p>
Essential Questions	<ul style="list-style-type: none"> ● How do we draw an object realistically? ● What makes a good composition? ● How do we layer colored pencils to make an object look realistic? ● What are thumbnail sketches and why are they important?
Vocabulary	<ul style="list-style-type: none"> ● Still life ● Colored pencil ● Observational drawing ● Value ● Thumbnail sketches ● Composition ● Form shadow ● Cast shadow ● Light source ● Foreground ● Middleground ● Background ● Horizon line
CT Art Standards	<p><u>Standard 1</u></p> <ol style="list-style-type: none"> a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium <p><u>Standard 2</u></p> <ol style="list-style-type: none"> a. judge the effectiveness of different ways of using visual characteristics in conveying ideas b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems
Suggested Learning Activities	<ol style="list-style-type: none"> 1. Practice drawing an object using pencil 2. Add value to the object using colored pencil 3. Work with classmates to create a still life out of various chosen objects 4. Draw thumbnail sketches of still life

	5. Create final still life drawing project with colored pencil
Resources and Technology Enhancements	<ul style="list-style-type: none"> ● Teacher-made Youtube tutorials ● Previous student-made examples ● Teacher's website ● Google Suite: Google Classroom, Google Slides, Google Docs ● Chromebooks and iPads utilized for demonstration video references when necessary
Assessments	Students will complete a teacher created scoring guide with reflection questions about the project and end result. Examples of such scoring guides can be found in the appendix

Unit 3: Color Theory

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Description	<p>This unit is one of the most intensive units conducted in Art I because of the importance of color theory. Students learn all of the ins and outs of the color wheel and how colors are created. Primary, secondary and intermediate colors are introduced. Tints, tones, shades and hues are discussed as well. Complementary, split complementary, analogous and triadic color schemes are taught so that students have an in-depth understanding of why the color wheel is so important to artists but also aesthetics in our daily lives. Students will show proficiency in color mixing and understanding of the color wheel by creating their own designed color wheel. Students are responsible for mixing secondary and intermediate colors by using the primary colors. Within each of the 12 wedges of their color wheel, students will also mix 4-5 tints and 4-5 shades that will create a radial effect when the color wheel is completed.</p>
Essential Questions	<ul style="list-style-type: none"> ● Why is the color wheel important? ● What are color schemes? ● What are hues, tints, shades, and tones? ● How do I mix colors of the color wheel only using the primary colors?
Vocabulary	<ul style="list-style-type: none"> ● Color ● Color wheel ● Color schemes ● Hue ● Tint ● Shade ● Tone ● Primary colors ● Secondary colors ● Intermediate colors ● Complementary colors ● Analogous colors ● Triadic colors ● Radial design ● Tempera paint
CT Art Standards	<p><u>Standard 1</u></p> <ol style="list-style-type: none"> a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium <p><u>Standard 2</u></p> <ol style="list-style-type: none"> b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems

Suggested Learning Activities	<ol style="list-style-type: none"> 1. Color theory pre-assessment and review 2. Practice mixing secondary and intermediate colors 3. Create radial design for color wheel 4. Plan tints and shades for each wedge of the color wheel 5. Create personal color wheel with 12 colors as well as tints and shades in each wedge
Resources and Technology Enhancements	<ul style="list-style-type: none"> ● Teacher-made Youtube tutorials ● Previous student-made examples ● Teacher's website ● Google Suite: Google Classroom, Google Slides, Google Docs ● Chromebooks and iPads utilized for demonstration video references when necessary
Assessments	<p>Students will complete a teacher created scoring guide with reflection questions about the project and end result. Examples of such scoring guides can be found in the appendix</p>

Unit 4: Self Portraiture

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Description	Students will continue using tempera paint for their portrait painting unit but will be shown what is a monochromatic or realistic color scheme, they choose which option they would like to pursue. The skill of grid drawing will be introduced to students so they can accurately draw their self portrait on a large piece of paper. Students will create their own value scale for the color scheme choice and create a posterized painting of themselves. Craftsmanship is emphasized in this project because of the scale but also preciseness needed when painting the project.
Essential Questions	<ul style="list-style-type: none"> ● How do we enlarge an image accurately? ● What is a monochromatic color scheme? ● How do we mix skin tones using primary colors? ● What is craftsmanship?
Vocabulary	<ul style="list-style-type: none"> ● Self portrait ● Tempera paint ● Grid drawing ● Craftsmanship ● Scale ● Value scale ● Posterized
CT Art Standards	<p><u>Standard 1</u> a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</p> <p><u>Standard 2</u> b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</p> <p><u>Standard 5</u> d. apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)</p> <p><u>Standard 6</u> b. compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines</p>
Suggested Learning Activities	<ol style="list-style-type: none"> 1. Students will submit a picture of themselves for the teacher to posterize 2. Students will use the grid method, using basic math skills, to enlarge their picture and draw it on 18x24 paper 3. Students will choose their own color scheme and then create their value scale to follow 4. Students will label their picture with numbers so it correlates to the value scale 5. Students will paint their self portrait

Resources and Technology Enhancements	<ul style="list-style-type: none"> ● Teacher-made Youtube tutorials ● Previous student-made examples ● Teacher's website ● Google Suite: Google Classroom, Google Slides, Google Docs ● Chromebooks and iPads utilized for demonstration video references when necessary
Assessments	Students will complete a teacher created scoring guide with reflection questions about the project and end result. Examples of such scoring guides can be found in the appendix

Unit 5: Watercolor

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Description	Students will use prior knowledge and skills taught in units 1-4 including good composition aspects, value range, pattern, and color schemes when creating their watercolor landscape project. Students will be taught a multitude of watercolor techniques including wet on wet, hard edge, wet on dry and other manipulations to create variety and depth using the newly introduced medium. The theme of the landscape will be student created with the suggestion of surrealism implemented to show creativity and encourage students to create something outside of their comfort zones.
Essential Questions	<ul style="list-style-type: none"> ● How do we successfully use watercolor? ● How can watercolor pencils and sharpie be used to create texture and variety? ● How will I create an interesting composition for a landscape painting with the option to add a surrealist concept to the theme?
Vocabulary	<ul style="list-style-type: none"> ● Watercolor ● Surrealism ● Landscape ● Composition ● Value ● Texture ● Variety
CT Art Standards	<p><u>Standard 1</u></p> <ul style="list-style-type: none"> a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium <p><u>Standard 2</u></p> <ul style="list-style-type: none"> a. judge the effectiveness of different ways of using visual characteristics in conveying ideas b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems <p><u>Standard 3</u></p> <ul style="list-style-type: none"> a. use, record and develop ideas for content over time b. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning <p><u>Standard 6</u></p> <ul style="list-style-type: none"> c. create and solve interdisciplinary problems using multimedia d. apply visual arts knowledge and skills to solve problems relevant to a variety of careers

Suggested Learning Activities	<ol style="list-style-type: none"> 1. Practice various watercolor techniques 2. Brainstorm and sketch composition ideas for landscape painting 3. Create watercolor landscape painting
Resources and Technology Enhancements	<ul style="list-style-type: none"> ● Teacher-made Youtube tutorials ● Previous student-made examples ● Teacher's website ● Google Suite: Google Classroom, Google Slides, Google Docs ● Chromebooks and iPads utilized for demonstration video references when necessary
Assessments	<p>Students will complete a teacher created scoring guide with reflection questions about the project and end result. Examples of such scoring guides can be found in the appendix</p>

Unit 6: Paper Mache

Pacing:
7 Blocks

Description	Three dimensional sculpture is introduced to Art I students. Students will work in partners or small groups to create a large three dimensional object out of recyclable objects, cardboard and then paper mache and paint it. Students are reminded that sculpture is viewed from all slides, so it's important that details and proficient craftsmanship are shown on all sides of their sculpture. Teamwork and communication are key aspects practiced in this unit.
Essential Questions	<ul style="list-style-type: none"> ● What makes sculpture successful? ● How can I work with my peers to create a sculpture we're all happy with? ● What is paper mache? ● What is gesso?
Vocabulary	<ul style="list-style-type: none"> ● Sculpture ● Gesso ● Paper mache ● Acrylic paint ● Craftsmanship ● Armature
CT Art Standards	<p><u>Standard 1</u></p> <ul style="list-style-type: none"> a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium <p><u>Standard 2</u></p> <ul style="list-style-type: none"> a. judge the effectiveness of different ways of using visual characteristics in conveying ideas b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems <p><u>Standard 3</u></p> <ul style="list-style-type: none"> a. use, record and develop ideas for content over time <p><u>Standard 5</u></p> <ul style="list-style-type: none"> d. apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content) <p><u>Standard 6</u></p> <ul style="list-style-type: none"> c. create and solve interdisciplinary problems using multimedia d. apply visual arts knowledge and skills to solve problems relevant to a variety of careers

Suggested Learning Activities	<ol style="list-style-type: none"> 1. Form groups for the project 2. Brainstorm what to make 3. Brainstorm how it will be made, with what materials 4. Create 3D paper mache object with group 5. Gesso after paper mache to prepare for paint 6. Paint structure with acrylic paint
Resources and Technology Enhancements	<ul style="list-style-type: none"> ● Teacher-made Youtube tutorials ● Previous student-made examples ● Teacher's website ● Google Suite: Google Classroom, Google Slides, Google Docs ● Chromebooks and iPads utilized for demonstration video references when necessary
Assessments	<p>Students will complete a teacher created scoring guide with reflection questions about the project and end result. Examples of such scoring guides can be found in the appendix</p>

Unit 7: Printmaking

Pacing:
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Blocks

Description	<p>Linoleum block printing is introduced to Art I students. Students will be given a theme to base their drawn composition around and then begin the process of printing on to white and/or colored paper. Students are reminded that printmaking does take practice and focus since there are aspects that cannot be fixed during the carving process. Precision and craftsmanship are emphasized as well as encouraging students to be open-minded to trying a new skill and understanding it can be difficult when starting the process.</p>
Essential Questions	<ul style="list-style-type: none"> ● What is printmaking and why is it done? ● How can I create a story through the process of printmaking? ● What are the tools we use in printmaking? ● How can I further explore this technique after I complete this project in class?
Vocabulary	<ul style="list-style-type: none"> ● Barren ● Bas relief ● Block print ● Brayer ● Collograph ● Craft ● Gouge ● Inking plate ● Linoleum cutter ● Negative space ● Positive space ● Printmaking ● Reduction print
CT Art Standards	<p><u>Standard 1</u></p> <ul style="list-style-type: none"> a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium <p><u>Standard 2</u></p> <ul style="list-style-type: none"> b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems <p><u>Standard 3</u></p> <ul style="list-style-type: none"> b. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning <p><u>Standard 5</u></p> <ul style="list-style-type: none"> d. apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)

Suggested Learning Activities	<ol style="list-style-type: none"> 1. Introduce the history of printmaking and how it's significant to our lives 2. Brainstorm theme of project 3. Introduce project and given demonstration of how to properly use materials 4. Brainstorm subject matter and composition of the project 5. Create project with the notion a lot of experimentation will occur throughout the process
Resources and Technology Enhancements	<ul style="list-style-type: none"> ● Teacher-made Youtube tutorials ● Previous student-made examples ● Teacher's website ● Google Suite: Google Classroom, Google Slides, Google Docs ● Chromebooks and iPads utilized for demonstration video references when necessary
Assessments	<p>Students will complete a teacher created scoring guide with reflection questions about the project and end result. Examples of such scoring guides can be found in the appendix</p>

THE ARTS

By the end of 12th grade, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experiences; and be prepared to apply their arts knowledge and skill throughout their lifetime.

PROGRAM GOALS

As a result of education in grades K-12, students will:

1. create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) artworks that express concepts, ideas and feelings in each art form.
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form.
3. respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form.
4. understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form.
5. understand the importance of the arts in expressing and illuminating human experiences, beliefs and values.
6. identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures.
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers.
8. develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career.
9. seek arts experiences and participate in the artistic life of the school and community.
10. understand the relationships between the arts, other disciplines, and daily life.

K-12 CONTENT STANDARDS

Visual Arts

- 1) Students will understand, select and apply media, techniques and processes.
- 2) Students will understand and apply elements and organizational principles of art.
- 3) Students will consider, select and apply a range of subject matter, symbols and ideas.
- 4) Students will understand the visual arts in relation to history and cultures.
- 5) Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
- 6) Students will make connections between the visual arts, other disciplines and daily life.

9-12 CONTENT STANDARD 1

Visual Arts: Media

Students will understand, select, and apply media, techniques and processes.

- a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized
- b. conceive and create original works of art that demonstrate a connection between

personal expression and the intentional use of art materials, techniques and processes
c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium

9-12 CONTENT STANDARD 2

Visual Arts: Elements And Principles

Students will understand and apply elements and organizational principles of art.

- a. judge the effectiveness of different ways of using visual characteristics in conveying ideas
- b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems

9-12 CONTENT STANDARD 3

Visual Arts: Content

Students will consider, select, and apply a range of subject matter, symbols and ideas.

- a. use, record and develop ideas for content over time
- b. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning

9-12 CONTENT STANDARD 4

Visual Arts: History And Cultures

Students will understand the visual arts in relation to history and cultures.

- a. analyze and interpret artworks in terms of form, cultural and historical context, and purpose
- b. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning
- c. compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making

9-12 CONTENT STANDARD 5

Visual Arts: Analysis, Interpretation And Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

- a. research and analyze historic meaning and purpose in varied works of art
- b. reflect critically on various interpretations to better understand specific works of art
- c. defend personal interpretations using reasoned argument
- d. apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)

K-12 CONTENT STANDARD 6

Visual Arts: Connections

Students will make connections between the visual arts, other disciplines and daily life.

- a. analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- b. compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines
- c. create and solve interdisciplinary problems using multimedia
- d. apply visual arts knowledge and skills to solve problems relevant to a variety of careers

Appendix

Pages 20-23: [Unit 1 rubric and reflection questions](#)

Pages 24-25: [Unit 2 rubric and reflection questions](#)

Pages 26-29: [Unit 3 rubric and reflection questions](#)

Pages 30-31: [Unit 4 rubric and reflection questions](#)

Pages 32-33: [Unit 5 rubric and reflection questions](#)

Pages 34-35: [Unit 6 rubric and reflection questions](#)

Pages 36-37: [Unit 7 rubric and reflection questions](#)

Pages 38-44: [Visual Arts Vocabulary Glossary](#)

Pages 45-51: [Examples of proposed activities for each unit](#)

Name: _____ Block: _____ Date Submitted: _____

Art I Unit 1- Line Design Rubric

Creativity and Use of Skills (40 points)

S: _____ T: _____/40 points

Work displays a large variety of line (all shapes have a different design)
Line is used to describe a broad range of patterns/textures/designs/value/depth
Patterns are creative and unique; student was willing to explore and experiment

Composition (20 points)

S: _____ T: _____/20 points

There are at least 20 different shapes
Lines utilize the entire surface of the paper
The line design has visual unity (all areas display consistent high level of effort)
White space has been fully resolved (blank spaces larger than the size of a lima bean minimized)

Craftpersonship (20 points)

S: _____ T: _____/20 points

Completed work displays effort and quality
Smudges minimized as much as possible
Lines are fluid, neat and careful

Citizenship (20 points)

S: _____ T: _____/20 points

Student was on task for most of the project; made good use of class time
Student was receptive to feedback
Student followed directions, paid attention to instruction and put forth a genuine effort throughout the project

TOTAL: S: _____ T: _____/100 POINTS

Student Self-Assessment: Please answer in complete sentences

1. What were the main skills/concepts that we focused on with this project? (Think about what you were asked to do and what you learned).

2. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were MOST successful with and why? Point out something specific in your work to support your claim.

3. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were LEAST successful with and why? Point out something specific in your work that you would do differently.

4. How effectively do you think you managed your time on this project?

5. What is something you would like to get better at going forward with art in general?

Name: _____ Block: _____ Date Submitted: _____

Art I Unit 1- Value Collage Rubric

Technique/Use of Skills

S: _____ T: _____/40 points

15-20 shapes included
Ebony pencil pressure creates contrast between dark and light values
Variety of gray values in each shape
Pencil techniques (circles/opposite direction) was used to create gradation.
Value transitions flow smoothly within each shape
Edges of shapes are clear without relying on outline (adjacent values create edges)
Values are brought right up to the edge of each shape

Composition

S: _____ T: _____/20 points

Value work utilizes the entire surface of the paper
The design has visual unity (high quality throughout; contrast consistency)
Darks are pushed and dramatic compared to the white of the paper

Craftspersonship

S: _____ T: _____/20 points

Completed work displays effort and quality
Smudges cleaned up
Student layered with pencil if necessary to re-define shapes' edges

Citizenship

S: _____ T: _____/20 points

Student was on task for most of the project
Student was receptive to feedback
Student was willing to explore and experiment

TOTAL: S: _____ T: _____/100 POINTS

Student Self-Assessment: Please answer in complete sentences

1. What were the main skills/concepts that we focused on with this project? (Think about what you were asked to do and what you learned).

2. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were MOST successful with and why? Point out something specific in your work to support your claim.

3. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were LEAST successful with and why? Point out something specific in your work that you would do differently.

4. How effectively do you think you managed your time on this project?

5. What is something you would like to get better at going forward with art in general?

Name: _____ Block: _____ Date Submitted: _____

Art I Unit 2- Colored Pencil Organic Still Life Rubric

Creativity (20 points)

S: _____ T: _____/20 points

A variety of unique, engaging values and textures. An accurate, realistic background or gradient value is included
Student's sense of style is beginning to emerge
Student was willing to explore and experiment with criteria of assignment

Composition (20 points)

S: _____ T: _____/20 points

Overall size on page is life-size or larger
Overall placement on page is strong with objects coming off the edge of the paper
Inclusion of surface/background (horizon line)
Little to none of the paper is white but is filled in with the correct color and value of colored pencil

Use of Skills (20 points)

S: _____ T: _____/20 points

Correct rendering of objects (carefully observed; accurately drawn)
Awareness and demonstration of correct edges/angles/foreshortening
Correct placement/size/scale of objects
Range in value shown (at least three values for each object) Value is consistent with light source

Use of Medium (25 points)

S: _____ T: _____/25 points

Colors used to reflect light and dark areas (browns/blues for shadows; Lightest values for highlights)
Pressure used to indicate darkness/lightness
Pencil has been worked in layers to bring vibrancy to the objects
Color blending is utilized which includes using more than one color on each shape to better produce values
Directions of pencil marks indicate volume of objects

Craftpersonship/Citizenship (15 points)

S: _____ T: _____/15 points

Good use of time/on task/contributed to a positive studio environment. Student was not on their phone but used class time appropriately
Attention to detail; project has been taken as far as it can go. Care and attention towards producing quality work evidenced

TOTAL: S: _____ T: _____/100 POINTS

Student Self-Assessment: Please answer in complete sentences

1. What did you like the best about how your work came out?

2. What did you struggle with the most on this project? How did you overcome that struggle?

3. How did you like working with the colored pencils? Do you feel like using colored pencils for the previous projects helped prepare you for this project?

4. What did you choose to do in the background? How does that make the still life objects look better?

5. How effectively did you manage your time on this project? Did you take your work as far as it could have gone?

Name: _____ Block: _____ Date: _____

Art I Unit 3: Color Wheel with Tints and Shades Rubric

If the values are painted correctly, but the starting hue was not correct (yellow-orange and orange are the same, for example) half credit will be given for that wedge.

_____/15 POINTS- **Presentation**

Colors go in the correct order
Design is interesting/intricate (but not too complicated so that it didn't get done in time)
Work is neat, careful and looks like it was taken seriously
Color wheel is neatly cut out and glued to black construction paper (glue does not show)
Color wheel is signed in lower right-hand corner

_____/15 POINTS- **Work habits**

Student had good time management (worked effectively but did not rush)
Student had proactive habits (used resources, took notes, mixed and painted effectively)
Student had responsible care/cleaning habits

_____/10 POINTS- **Red**

1 pt.- Hue
2 pts.- Three distinct tints
2 pts.- Three distinct shades
1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
2 pts.- Edges are clear and crisp
1 pt.- Paint is matte and flat (not too thick, not too streaky)
1 pt.- No extra tones, neutrals etc.

_____/10 POINTS- **Red-orange**

1 pt.- Hue
2 pts.- Three distinct tints
2 pts.- Three distinct shades
1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
2 pts.- Edges are clear and crisp
1 pt.- Paint is matte and flat (not too thick, not too streaky)
1 pt.- No extra tones, neutrals etc.

_____/10 POINTS- **Orange**

1 pt.- Hue
2 pts.- Three distinct tints
2 pts.- Three distinct shades
1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
2 pts.- Edges are clear and crisp
1 pt.- Paint is matte and flat (not too thick, not too streaky)
1 pt.- No extra tones, neutrals etc.

_____/10 POINTS- **Yellow-orange**

- 1 pt.- Hue
- 2 pts.- Three distinct tints
- 2 pts.- Three distinct shades
- 1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
- 2 pts.- Edges are clear and crisp
- 1 pt.- Paint is matte and flat (not too thick, not too streaky)
- 1 pt.- No extra tones, neutrals etc.

_____ /10 POINTS- **Yellow**

- 1 pt.- Hue
- 2 pts.- Three distinct tints
- 2 pts.- Three distinct shades
- 1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
- 2 pts.- Edges are clear and crisp
- 1 pt.- Paint is matte and flat (not too thick, not too streaky)
- 1 pt.- No extra tones, neutrals etc.

_____ /10 POINTS- **Yellow-green**

- 1 pt.- Hue
- 2 pts.- Three distinct tints
- 2 pts.- Three distinct shades
- 1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
- 2 pts.- Edges are clear and crisp
- 1 pt.- Paint is matte and flat (not too thick, not too streaky)
- 1 pt.- No extra tones, neutrals etc.

_____ /10 POINTS- **Green**

- 1 pt.- Hue
- 2 pts.- Three distinct tints
- 2 pts.- Three distinct shades
- 1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
- 2 pts.- Edges are clear and crisp
- 1 pt.- Paint is matte and flat (not too thick, not too streaky)
- 1 pt.- No extra tones, neutrals etc.

_____ /10 POINTS- **Blue-green**

- 1 pt.- Hue
- 2 pts.- Three distinct tints
- 2 pts.- Three distinct shades
- 1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
- 2 pts.- Edges are clear and crisp
- 1 pt.- Paint is matte and flat (not too thick, not too streaky)
- 1 pt.- No extra tones, neutrals etc.

_____ /10 POINTS- **Blue**

- 1 pt.- Hue
- 2 pts.- Three distinct tints
- 2 pts.- Three distinct shades

- 1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
- 2 pts.- Edges are clear and crisp
- 1 pt.- Paint is matte and flat (not too thick, not too streaky)
- 1 pt.- No extra tones, neutrals etc.

_____/10 POINTS- **Blue-violet**

- 1 pt.- Hue
- 2 pts.- Three distinct tints
- 2 pts.- Three distinct shades
- 1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
- 2 pts.- Edges are clear and crisp
- 1 pt.- Paint is matte and flat (not too thick, not too streaky)
- 1 pt.- No extra tones, neutrals etc.

_____/10 POINTS- **Violet**

- 1 pt.- Hue
- 2 pts.- Three distinct tints
- 2 pts.- Three distinct shades
- 1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
- 2 pts.- Edges are clear and crisp
- 1 pt.- Paint is matte and flat (not too thick, not too streaky)
- 1 pt.- No extra tones, neutrals etc.

_____/10 POINTS- **Red-violet**

- 1 pt.- Hue
- 2 pts.- Three distinct tints
- 2 pts.- Three distinct shades
- 1 pt.- Values are located in shapes consistent with other wedges (creating a radial design)
- 2 pts.- Edges are clear and crisp
- 1 pt.- Paint is matte and flat (not too thick, not too streaky)
- 1 pt.- No extra tones, neutrals etc.

Reflection Questions

1. Did you like painting and color mixing more or less than drawing? Why/why not?

2. Why was time management/working effectively important for this project?

3. What were some smart “short cuts” you discovered or found useful during this project?

4. How can you use knowledge about color mixing in other projects?

Name: _____ Block: _____ Date Submitted: _____

Art I Unit 4- Monochromatic Self Portrait Rubric

Creativity/Process (20 points)

S: _____ T: _____/20 points

- Student was receptive to process of using the grid (it is clear that shapes of shadow, light and color were observed as opposed to features)
- Student thought and acted “like an artist” during this process (problem-solving, thinking creatively etc.)
- An interesting and unique source photo was used that fulfilled the criteria and helped the student to achieve a strong painting

Use of Grid (20 points)

S: _____ T: _____/20 points

- The grid was used correctly as a tool to transfer the visual information in the photo and helped improve the overall result
- The student followed suggestions when necessary to use the grid fully (measuring correctly, numbering boxes)

Use of Value (20 points)

S: _____ T: _____/20 points

- A range in value is shown (and values are *DISTINCT*)
- A single color mixed with black or white has been used to describe the range in value (tints, shades, hue)
- The values match the grayscale photo in terms of lightness/darkness

Use of Tempera (20 points)

S: _____ T: _____/20 points

- Knowledge of mixing tints and shades is demonstrated
- Shapes have been painted carefully (inside the lines, enough coats, flat paint application, no striations etc.)
- Knowledge and proficiency with paint and brush is demonstrated

Craftpersonship/Citizenship (20 points)

S: _____ T: _____/20 points

- Work is neat, careful and complete (grid lines erased, pencil lines do not show)
- Student made good use of class time and contributed to a positive studio environment
- Student tried his/her best and made a genuine attempt to create a strong painting following the methods provided in the lesson

TOTAL: S: _____ T: _____/100 POINTS

Student Self-Assessment: Please answer in complete sentences

1. Pretend you are explaining the process you used to create this self portrait to a friend/family member who is not familiar with art. What would you tell him/her?

2. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were MOST successful with and why? Point out something specific in your work to support your claim.

3. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were LEAST successful with and why? Point out something specific in your work that you would do differently.

4. Do you think you had a good attitude and did a good job problem-solving on this project? Why/why not? Be specific.

Name: _____ Block: _____ Date Submitted: _____

Art I Unit 5- Imaginative Watercolor Landscape Rubric

Creativity (20 points)

S: _____ T: _____/20 points

Imagery is mature, complex and thoughtful and a sense of place is created
An architectural (man-made) element has been included and is handled in a creative way
A variety of natural elements are included and are handled in a creative way

Composition (30 points)

S: _____ T: _____/30 points

Foreground, middle-ground and background are clearly demonstrated and distinct
Horizon line is included (even if other things overlap it)
Overlap has been used to show depth
Perspective has been used to show depth (things get smaller as they are further away)

Use of Skills (20 points)

S: _____ T: _____/20 points

Objects are rendered in a believable way (even if stylized)
Proficiency with color-mixing demonstrated (knowledge from color unit demonstrated)
A sense of volume/form/dimension/depth is demonstrated (flatness avoided)

Use of Medium (20 points)

S: _____ T: _____/20 points

Washes have been built up to show depth and dimension and texture
Hard edge, wet-on-wet and wet-on-dry techniques have been incorporated
At least 2 non-traditional techniques have been incorporated

Craftpersonship/Citizenship (10 points)

S: _____ T: _____/10 points

Care and pride demonstrated in work and in work habits
Unintentional bleeding minimized; paper pilling minimized (work is neat)
Consistent good use of class time and good studio habits

TOTAL: S: _____ T: _____/100 POINTS

Student Self-Assessment: Please answer in complete sentences

1. What were the main skills/concepts that we focused on with this project? List the non-traditional techniques introduced in this project. (Think about what you were asked to do and what you learned).

2. What do you think you were most successful doing? What do you think you were least successful doing? Be specific.

3. Give feedback to having Mrs. Marciano having you use the VR goggles as a way to plan and “explore” in order to create a truly unique landscape. What was good about the experience? What should be done differently in the future?

4. How effectively do you think you managed your time on this project?

5. Thinking back to working with tempera paint and now with watercolor, which media do you prefer? Why is that?

Name: _____ Block: _____ Date: _____

Art I Unit 6- Paper Mache Sculpture Rubric

Who did you make: _____

S: _____ T: _____ /20 POINTS- Creativity

Student(s) chose a famous person that was an appropriate level of challenge for them (not too easy, not so difficult that it was too hard to do well)

Student(s) consistently willing to explore, experiment and problem-solve

Student(s) consistently made unique and innovative decisions (from the subject matter choice to the armature to the sculpting to the paper mache application to the surface painting to the embellishments)

S: _____ T: _____ /40 POINTS- Form/Armature

Piece is hollow (can be worn as a head covering)

Work is significantly sculptural (3D on all sides)

Sculpture is 20 inches high and 20 inches wide (approximately)

Sculpture is sturdy and stands on its own

Appendages are attached securely

Armature has been constructed so as to create a strong sculptural form (not unnecessarily lumpy)

S: _____ T: _____ /35 POINTS- Paper Mache Application

2-3 layers of paper mache are applied

Paper mache has been carefully applied over the raised/sunk areas of the armature and “flows” over the form

Paper mache creates a hard, sturdy surface of the sculpture

Most holes are patched; cardboard does not show

Paper mache is mostly flat; not bubbling or flaking up at the edges

Edges are finished (folded over corners) and paper mache has been applied to all sides

S: _____ T: _____ /35 POINTS- Surface

Gesso has been applied as a primer

Paint design is creative and displays thought and effort; neat overall

The paint design enhances the overall sculpture (not an afterthought)

There has been a thoughtful and intentional color scheme utilized

There are a variety of patterns/designs/textures to enhance the surface colors

Paint edges are neat and refined

Paint is well-mixed without striations

Sufficient layers of paint have been applied (cannot see the primer coming through)

Edges are finished and paint has been applied to all sides

S: _____ T: _____ /20 POINTS- Citizenship

Student(s) on task for most of the project and made good use of class time

Student(s) contributed to a positive studio environment

Student(s) put forth effort in doing his/her best work

Student(s) took care of the studio and the supplies (cleaned up everything according to instructions)

If the student worked with a partner, both shared equally in the work and collaborated together

TOTAL: S: _____ T: _____ /150

Student Self-Assessment: Please answer in complete sentences

1. Please explain your choice of subject matter/idea for your sculpture. Why did you choose to do what you did?

2. What makes your sculpture special or unique?

3. What was the most difficult part of this project for you? How did you problem-solve?

4. How successful do you think your work is overall? What could you have done to improve?

5. How well do you think you cleaned up after yourself during this unit (washed out brushes, washed out cups, cleaned tables, cleaned floors, put things back where they belong, neatened sink area, didn't argue when asked to help clean etc.)

6. How did you work with your partner? What was the group dynamic like? Do you think it was a successful collaboration, or could you have worked better together? If you worked alone, how did it benefit you and how could it have been helpful to have a partner?

Name: _____ Block: _____ Date: _____

Art I Unit 7- Printmaking Block Print Rubric

S: _____ T: _____ /25 POINTS- Composition

Utilizes entire surface of block
Describes space/depth
Images are clearly depicted
Overall sense of balance
Design is original and thoughtfully executed

S: _____ T: _____ /25 POINTS- Carving

Lines are clearly and cleanly cut
Utilizes a broad variety of line to depict value (darks and lights)
Utilizes a broad variety of line to depict texture
Utilizes a broad variety of line to depict depth
Avoids use of line for outlining only

S: _____ T: _____ /20 POINTS- Printing

Ink is applied neatly and evenly
Print is centered on paper
Carved lines are clean and free of ink

S: _____ T: _____ /15 POINTS- Presentation

Borders of print are clean and free of any ink smudges and smears
Print is neatly, legibly and correctly signed in pencil
(name, "title", print #/edition #)

S: _____ T: _____ /15 POINTS- Studio

Student has consistently demonstrated:
Attentiveness to demonstration and instruction
Proper use and care of materials and tools
Effort toward creating unique, quality work
Cooperative and appropriate behavior in all aspects of studio participation

TOTAL: S: _____ T: _____ /100 POINTS

Student Self-Assessment: Please answer in complete sentences

1. How successful was your image/design overall? What could you have done differently?

2. How successful was your printing technique overall? What could you have done differently?

3. Did you enjoy the printmaking process in general? Why/why not?

4. How well do you think you did in terms of being receptive/open to this new process/technique?

5. How well do you think you did in terms of cleaning up after yourself and caring for tools and the studio?

Visual Arts Vocabulary Glossary

Abstract: Artwork in which the subject matter is stated in a brief, simplified manner; little or no attempt is made to represent images realistically.

Acrylic paint: Quick drying, plastic polymer pigment used with water.

Analogous: Closely related colors; a color scheme that combines several hues next to each other on the color wheel.

Apprenticeship: A person who works for a professional in order to learn the trade. Can be paid or unpaid.

Architecture: the art and technique of designing and building, as distinguished from the skills associated with construction.

Art critique: An organized system for looking at the visual arts in a critical, educated manner.

Asymmetry: A lack of equality between parts or aspects of something.

Awl: A pointed tool with a rounded handle used to poke holes in a thick material such as paper.

Background: The part of the picture plane that seems to be farthest from the viewer.

Balance: The way in which the elements in visual arts are arranged to create a feeling of equilibrium in an artwork. The three types are symmetry, asymmetry, and radial.

Barren: A flat, heavy device used to press paper onto wet ink, giving the adequate amount of even pressure to reveal the image.

Bas Relief: A raised or indented design which remains close to the surface like the face of a coin.

Binding: The method of sewing the pages of a book to keep them together.

Block print: A printed image created by carving from a surface (typically linoleum or wood), rolling ink onto the remaining shapes, and pressing paper onto the inked shapes.

Book board: A type of cardboard that is thin enough to cut but sturdy enough to resist bending; covered with book cloth to create the covers of a hand-made book.

Book cloth: A sturdy type of cloth that wraps around the cover and spine of a book to give it a finished look.

Bone folder: A flat piece of plastic (traditionally bone) used to crease folded paper.

Bracing: devices that form together to create a structure in order to strengthen or support.

Brayer: A roller used in printmaking to roll ink onto a carved surface.

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Burr: The scrap bit that is cast off when carving into plexiglass, wood or linoleum.

Ceramics: objects and works of art created with a clay material.

Chuck: The round casing that twists into the handle of a linoleum cutter, holding the gouge in place.

Claymation: a method of animation in which clay figures are filmed using stop-motion photography.

Collage: An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.

Collograph: A printmaking process where pieces of found materials with various textures are adhered to a flat surface, then ink is rolled over the textured items and the surface is printed onto paper, revealing the textures.

Color: The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics are hue, intensity, and value.

Colored pencil: an art medium constructed of a narrow, colored core encased in a wooden cylindrical case. The hardness of the core is harder and is not easy to erase or

smudge.

Color relationships: How colors relate to each other on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.

Color wheel: A circular diagram of the spectrum used to show the relationships between the colors.

Complementary colors: Colors opposite one another on the color wheel.

Red/green, blue/orange, yellow/violet are complementary colors.

Composition: The overall placement and organization of elements in a work of art.

Construction: The arrangement, connection, and manipulation of materials to create a structure

Content: The representations, messages, ideas, and/or feelings expressed in a work of art.

Contour line drawings: Drawing that defines an object's edge ("outline").

Contrast: Differences between two or more elements (e.g., value, color, texture) in a composition. Also refers the degree of difference between the lightest and darkest areas of an image.

Cool colors: Colors suggesting coolness: blues, greens, violets and their variants.

Cover: The two flat, sturdy pieces that keep the pages of a book in tact in the front and back.

Craft: The creation of art involving the skill of making things by hand. When someone has good craft, it means they have mastered the skill of what they have created.

Creativity: The choices an artist makes in his/her work to make it new or unique.

Critique: To review or examine a piece of artwork critically by using prior knowledge and experience in visual arts.

Cross-contour line: Lines that travel across an object's form.

Cross-hatching: method of line drawing that describes value by creating variation of density of crossed lines.

Cubism: An art movement that was inspired by the fast paced era of the industrial revolution. "Broken" compositions included simplified, geometric shapes, flattened colors and multiple vantage points in a single image.

Deckle: Intentionally tearing an edge of paper to give a certain distressed, natural aesthetic.

Deconstruction: In art, it means the work of art is created in a way that is not perfectly put together. Artwork shows how it was created and there are imperfections purposely left.

Depth: The illusion of distance or three dimensions.

Design: The plan or organization of a work of art; the arrangement of independent parts (the elements of art) to form a whole.

Dust Jacket: An extra removable cover of a book made out of paper that folds around the actual cover; this protects the book

Ebony pencil: A drawing pencil that features a thick core of soft graphite that makes a very black and smooth/satin finish. Capable of a wide tonal range with rich darks.

Edition: A series of the same print.

Elements of art: Sensory components used to create and talk about works of art. Line, shape, form, value, space, color and texture are the 7 elements of art.

Embellishment: in sewing, a decorative techniques and or embroidery, done either by machine or by hand to create detail to the work being.

Emphasis: Special attention or embellishment on an element, characteristic or object in a work of art that makes it stand out from others.

Etching: The process of carving various lines into a plastic or metal plate.

Fellowship: A financed research post providing study facilities, privileges, etc. often in return for teaching services. Usually an endowment to support the postgraduate research of a student.

Focal point: The place in a work of art at which attention becomes focused because of an element emphasized in some way.

Folk art: Art, usually primitive-looking, created by artists or persons who are not classically trained or art that is made to look that way.

Foreground: Part of a two-dimensional artwork that appears to be nearer the viewer or in the “front” of the image.

Foreshortening: When surfaces appear flattened or squished as they recede.

Form: (1) The particular characteristics of an artwork’s visual elements (as distinguished from its subject matter or content). (2) A three-dimensional volume or the illusion of three dimensions; related to shape (which is 2-D).

Function: Purpose and use of a work of art.

Gesture drawing: The drawing of lines quickly and loosely to show movement in a subject.

Geometric shape: Shapes with precise edges that have to be measured or traced.

Gouge: The sharp, V-shaped tip of a linoleum cutter used to carve into linoleum.

Gradation: a value gradually changes from dark to light (or light to dark); it is clear that the value is changing but not where it changes.

Graphite pencil: an art medium specially designed for drawing. There are different levels of hardness of the lead that helps the artist create different values. The range goes from 9H (hard) to 9B (soft) with HB (your #2 pencils) being the middle of the range.

Harmony: The principle of design that creates unity within a work of art.

Hatching: is an artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.

High Relief: A strongly raised or deeply indented design.

Hue: The gradation or attribute of a color that defines its general classification as a red, blue, yellow, green or intermediate color.

Implied line: A broken, sketchy line that suggests an edge.

Inking plate: A flat surface (usually metal or glass) used to roll ink into a flat even layer so it will roll onto a carved block consistently.

Installation: Larger than life sculpture created with various materials and designed for public to interact with the art.

Intaglio: Printmaking process that involves carving into a plexiglass plate with a needle-tipped tool, pressing ink into the grooves, then placing damp paper over the paper and pressing to reveal the image.

Intensity: Refers to the brightness of a color (a color is full in intensity only when in its pure form and unmixed). Color intensity can be changed by adding black, white, gray or an opposite color on the color wheel.

Internship: temporary position with an emphasis on on-the-job training rather than merely employment, and it can be paid or unpaid.

Intermediate colors: Also known as tertiary colors created when mixing a primary and secondary colors.

Line: An element of art defined by a point moving in space. Line may be two-or three dimensional, descriptive, implied, or abstract.

Line weight: How thick/thin a line is (the eye goes to lines with more weight first).

Linoleum cutter: A tool used to carve designs into a linoleum block to prepare it to be inked and printed.

Local color: the color of something before light/shadow hits it.

Manipulation: the skillful handling, controlling or using of a material.

Margin: The space around the words/image in a book.

Mass: The outside size and bulk of an object, such as a building or a sculpture; the visual weight of an object.

Media: (1) Plural of medium referring to materials used to make works of art. (2) Classifications of artworks, such as painting, printmaking, sculpture, film, etc.).

Middle ground: Area of a two-dimensional work of art between the foreground and background.

Mixed media: An artwork in which more than one type of art material is used.

Mobile: A type of sculpture that is formed of delicate components which are suspended in the air and move in response to air currents or motor power.

Monochromatic: Use of only one hue or color that can vary in value or intensity.

Mood: The state of mind or emotion communicated in a work of art through color, composition, media, scale, size, etc.

Motif: A repeated pattern, often creating a sense of rhythm.

Movement: The principle of design that deals with the creation of action.

Needle: A pointed tool with a hole that gets threaded and is used to sew fabric or bind paper in bookmaking.

Negative space: The space around or between objects.

Neutral colors: Black, white, gray, and variations of brown.

Non-objective: The subject has been abstracted, representing something intangible (a mood, emotion, idea etc.).

Objective: The subject has been abstracted, but is still recognizable as something tangible.

Oil paint: Oil-based pigment used with paint thinner, turpentine, or other non-water-based suspension.

Oil pastels: a drawing medium that consists of pigment mixed with a non-drying oil and wax binder.

One-point perspective: A way to show 3-D objects on a 2-D surface, lines appear to go away from the viewer meet at a single point on the horizon known as the vanishing point.

Organic shape: Refers to shapes or forms not geometric, having irregular edges and surfaces or similar to natural forms.

Overlap: When one object sits in front of another object, blocking the visibility of part of the object that is behind it.

Pattern: A repeated line or shape.

Perceptual colors: the color something looks (or is “perceived” after the light/shadow hits it).

Perspective: A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.

Point of view: The angle from which a viewer sees the objects or scene in an image.

Pop Art: Artwork/movement consisting of everyday, mass-produced products in bright, flat, bold outlines. Artists prominent during that time include Andy Warhol and Roy Lichtensten.

Portfolio: A systematic, organized collection of artwork.

Positive space: Shapes or spaces in an image that represent solid objects or forms.

Primary colors: Red, yellow, and blue. From these all other colors are created.

Principles of design: A design concept describing the ways in which the elements of an image are arranged. Rhythm, balance, harmony, emphasis, variety, movement, contrast and unity are the 8 principles of design.

Printmaking: The transference of an image from one surface (plate or block) to another (usually paper) using ink.

Proportion: The scale relationships of one part to the whole and of one part to another. In images of figures, the appropriate balance between the size of body and its limbs.

Pull (printmaking term): To take the paper off an inked surface, revealing the image.

Reduction Print: A type of block print or woodcut created by carving away the surface and printing in stages, revealing a multi-colored image.

Reflection: Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.

Relief: When a surface is carved into “relieving” shapes from the surface (they are revealed when the negative spaces around them are taken away).

Rhythm: Repetitive visual elements that achieve a specific effect.

Rubric: A guide for judgment or scoring, a description of expectations.

Scale: Relative size, proportion; the determination of measurements of dimensions within a design or artwork.

Screen filler: Substance used to fill the holes in silkscreen.

Screen Print: A type of printmaking where an image is created by blocking holes in a fabric screen and running ink over the fabric with a squeegee; the ink seeps through the negative spaces that were not blocked off, revealing the image.

Sculpey clay: A modeling material consisting of finely ground particles of colored polymer, held together by a binder to form a malleable clay-like medium.

Sculpture: Three-dimensional artwork to be seen either in the round (from all sides) or as a bas relief (a low relief in which figures protrude only slightly from the background).

Secondary colors: Colors that are created by the mixture of two primary colors, i.e. red and yellow make orange, yellow and blue make green, blue and red make violet, etc.

Shade: A color produced by the addition of black.

Shape: A two-dimensional area or plane that is closed.

Sharpie pen: a permanent marker that is usually used as black but also comes in a variety of colors.

Signature (bookmaking): Four pages folded and sewn; several signatures are then bound together to create the rest of the book.

Space: The area between, around, above, below, or contained within objects. Spaces are areas defined by the shapes and forms around them and within them, just as shapes and forms are defined by the space around and within them.

Spine: The back piece of a book, used to give height between the covers so there is room for the pages.

Squeegee: A long, flat rubber device with a wooden handle used to apply thick swathes of ink in a consistent manner.

Still life: A specific type of visual artwork representing one or more inanimate object.

Stippling: is the creation of a pattern simulating varying degrees of value by using small dots.

Stop-motion: a cinematographic technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.

Storyboard: a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production.

Studies: a drawing, sketch or painting done in preparation for a finished piece. Often used to understand the problems involved in drawing subjects and to plan the elements to be used in finished works such as light, color, form, perspective, and composition.

Style: A set of characteristics of the art of a culture, a period, or school of art; the characteristic expression of individual artists or groups.

Subject matter: The people, places and things in a work of art.

Surrealism: Art movement known for absurd scenes; imagery is recognizable, but the way it goes together doesn't make sense (often described as "dream-like").

Symmetry: A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.

Tempera paint: permanent, fast-drying painting medium consisting of colored pigments mixed with a water-soluble binder. Compared to acrylic, this paint is thinner in application.

Tessellation: A pattern made of a single geometric shape that is designed to interlock when it is tiled, creating a fascinating visual effect.

Textile: Term that describes something made out of woven fibers.

Texture: The surface quality of materials, either actual (touch) or implied (visual). It is one of the elements of art.

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Theme: A subject or topic of discourse or of artistic representation.

Three-dimensional: Having height, width, and depth (3-D).

Tint: A slight or pale coloration; a variation of a color produced by adding white to it and characterized by a low saturation and high lightness.

Tonality: values change *gradually* from dark to light, or vice versa.

Tone: Color with gray added to it.

Two-dimensional: Having height and width but not depth (2-D).

Two-point perspective: A visual system of representation designed to show 3-D objects on a 2-D surface. This illusion of space and volume utilizes two vanishing points on the horizon line.

Unity: A principle of design that connects a variety of elements of art and principles of design into a work of art with harmony and balance.

Value: Lightness or darkness of a hue or neutral color.

Value scale: A value scale shows the range of values from black to white and light to dark.

Vanishing point: In perspective drawing, a point at which receding lines seem to converge.

Variety: A principle of art concerned with combining one or more elements of art in different ways to create interest.

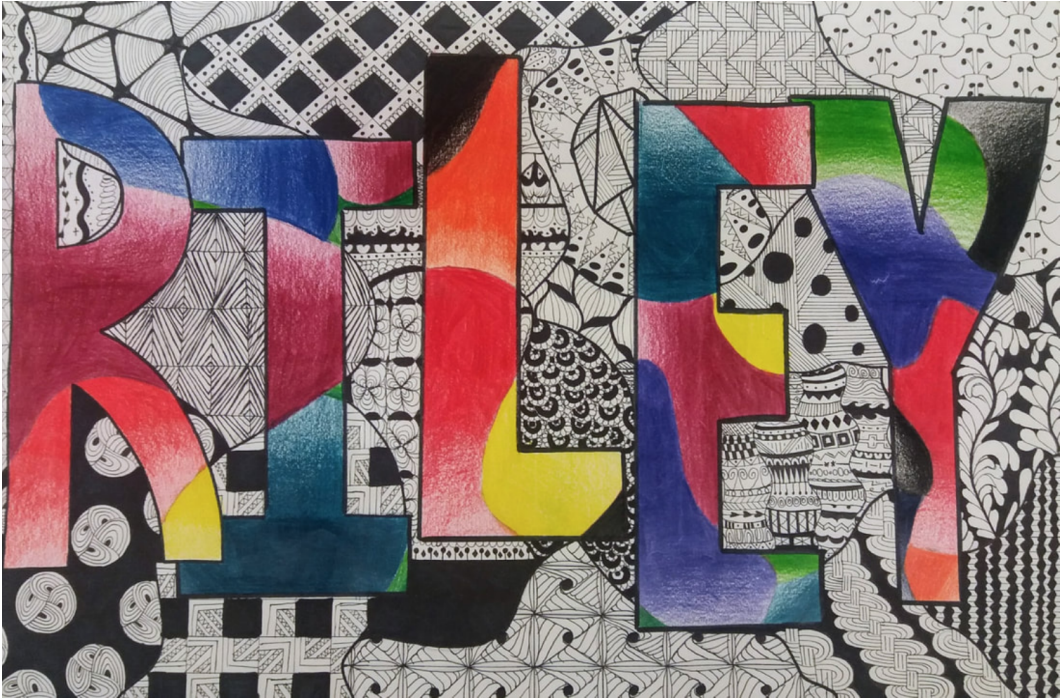
Volume: Describes the space within a form, such as that of a container or building.

Warm colors: Colors suggesting warmth, such as reds, yellows, and oranges.

Watercolor: A transparent pigment used with water. Paintings done with this medium are known as watercolors

Whip stitch: An up and down method of sewing used to bind two pieces of fabric, paper etc. together.

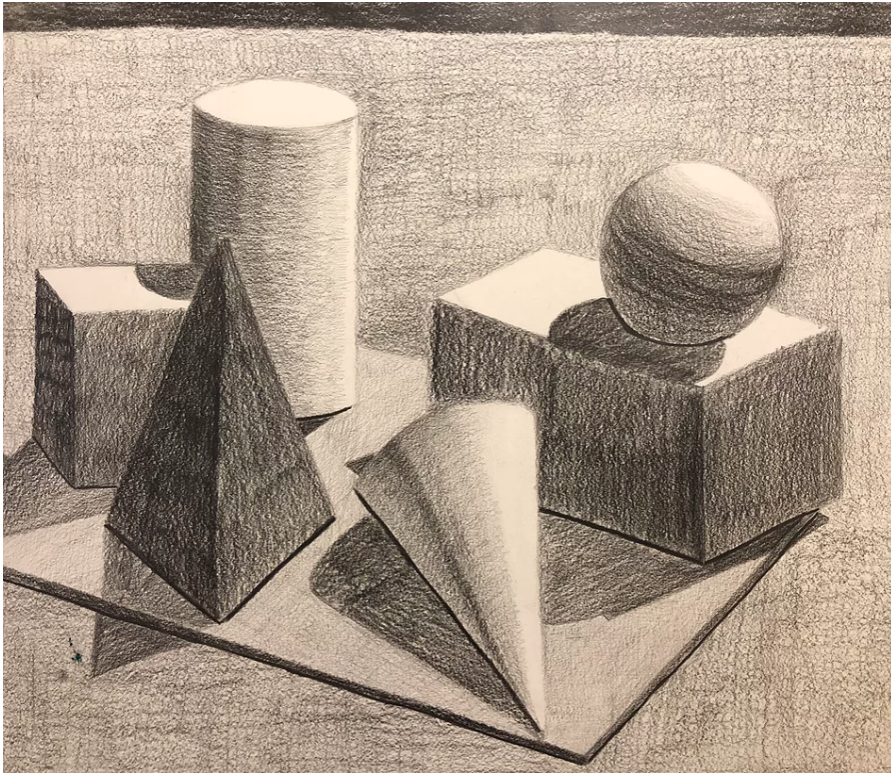
Unit 1: Line and Value



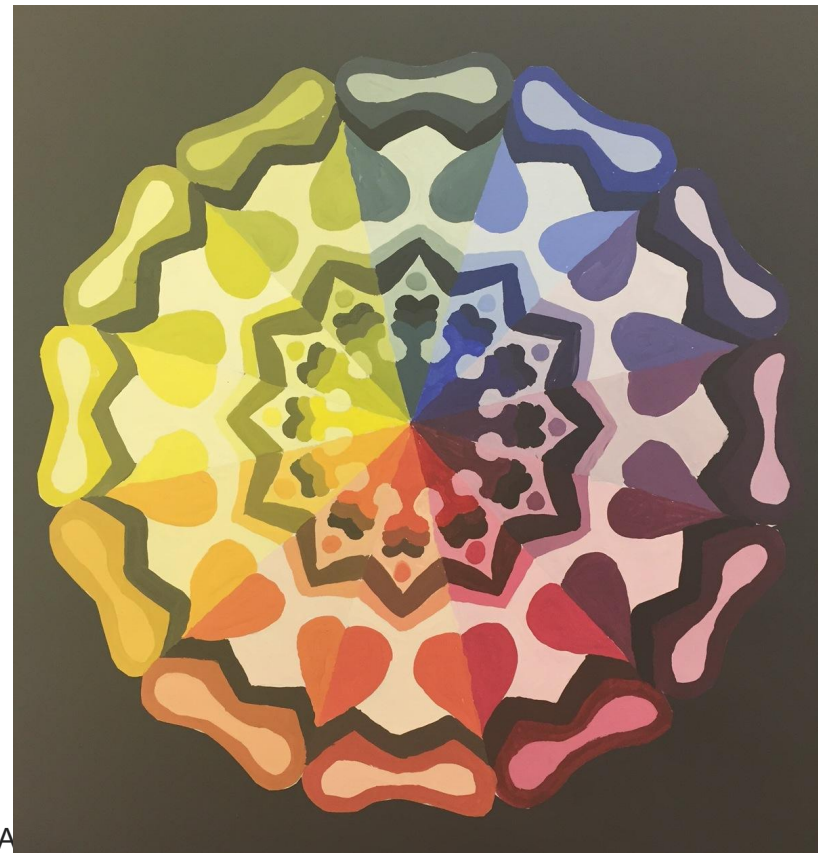
Unit 2: Observational Drawing



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Unit 3: Color Theory



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Unit 4: Self Portraiture



Unit 5: Watercolor



Unit 6: Paper Mache



Unit 7: Printmaking

