Drawing and Painting:	Shape Up (1st project) 2 weeks Students will train their eyes in observatory skills and enhance their knowledge of perspective, proportion, depicting space and volume and manipulation of the charcoal medium.
Enduring Understandings	● Visual art enables participants to gain a deeper knowledge and understanding of the world through applied observation. ● Everyone is potentially an artist; growth results from practice and dedication. ● Visual art is its own language organized around elements and principles of design. ● The process of creating a visual work involves planning, drafting, reflection and revising.
Essential Questions	● How can tone be built up using graphite and charcoal? ● How does lighting affect the illusion of space and atmosphere in a drawing? ● What is the purpose of drawing the same subject matter over and over?
Common Core/ Massachusetts Standards/ AP Standards	**9-12 Standards for Writing, Standard 1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their ownclearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented 14. Demonstrate a mastery of tools and techniques in one medium 14. Review systems of visualizing information and depicting space and volume, for example, scale and vanishing point, linear, atmospheric, and isometric perspective; and create works using these systems 8. Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space
Instructional Strategies* **TI** = Technology Integration **ID** = Interdisciplinary connections	Peer Editing- Peer Review-Critiques Self- Assessment-Goal Setting-Reflection Angle and proportion measurements relate to mathematics

Assessment Expectations for Student Learning **CT** = Critical Thinking **LS** = Literacy Skills **CS** = Communication Skills **CI** = Collaborative/Independent Learning	Critical thinking, Collaborative/Independent Learning Verbal and Written Critique Student Success Rate Rubric
Major Resources	White geometric shapes. Tape, drawing boards, charcoal, and drawing paper.

Drawing and Painting:	The Figure (2nd project) 2-3 weeks Students will continue to strengthen their observatory skills, enhancing their knowledge of the human figure's proportion and structure. This progression of thought will be showcased in a final portfolio of drawings. Students will create a series of drawings based upon different models, over the course of two to three weeks.
Enduring Understandings	● Visual art enables participants to gain a deeper knowledge and understanding of the world through applied observation. ● Everyone is potentially an artist; growth results from practice and dedication. ● Visual art is its own language organized around elements and principles of design. ● The process of creating a visual work involves planning, drafting, reflection and revising.
Essential Questions	● Which techniques serve the drawing best to describe the form? ● How does lighting create the illusion of space in a two-dimensional drawing? ● How does maintaining a collection of drawings enable you to assess your progress and learn from your prior work?
Common Core/ Massachusetts Standards/ AP Standards	**9-12 Standards for Writing, Standard 1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their ownclearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and,

	when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented 1.13. Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects For example, students select a medium for its expressive qualities or structural properties. 3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space 4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each medium
Instructional Strategies* **TI** = Technology Integration **ID** = Interdisciplinary connections	Peer Editing- Peer Review-Critiques Self- Assessment-Goal Setting-Reflection Lecture-Mini-lesson-Movie-Video Clips Angle and proportion measurements relate to mathematics.
Assessment Expectations for Student Learning **CT** = Critical Thinking **LS** = Literacy Skills **CS** = Communication Skills **CI** = Collaborative/Independent Learning	Verbal and Written Critique Student Success Rate Rubric: CI/CT
Major Resources	A live model from which to draw. Drawing easels, drawing boards, charcoal, and newsprint paper.

Drawing and Painting:	The Stuff That Dreams Are Made Of (3rd project) 4-5 weeks Students will combine two photographs into an interwoven, well-designed pencil image on 9" by 12" drawing paper. The first photograph will be a self-portrait and the second will depict their aspirations for life thirty years in the future
Enduring Understandings	● Visual art enables participants to gain a deeper knowledge and understanding of the world through applied observation. ● Everyone is potentially an artist; growth results from practice and dedication. ● Visual art is its own language organized around elements and principles of design. ● The process of creating a visual work involves planning, drafting, reflection and revising.
Essential Questions	● How do you combine two entirely different images into a single, interesting composition? ● How do you show accurate values and textures in a woven drawing? ● What are your dreams? What do you hope to have accomplished in thirty years?
Common Core/ Massachusetts	**9-12 Standards for Writing, Standard 1:**

Standards/ AP Standards	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their ownclearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented 1.10 Use electronic technology for reference and for creating original work 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood 3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas
Instructional Strategies* **TI** = Technology Integration **ID** = Interdisciplinary connections	Peer Editing- Peer Review-Critiques Self- Assessment-Goal Setting-Reflection Angle and proportion measurements relate to mathematics.
Assessment Expectations for Student Learning **CT** = Critical Thinking **LS** = Literacy Skills **CS** = Communication Skills **CI** = Collaborative/Independent Learning	Critical thinking, Collaborative/Independent Learning Verbal and Written Critique Student Success Rate Rubric
Major Resources	camera, printed photo references. Bristol board, rulers, graphite pencils, and erasers.

Course:	Give Me A Compliment (4th project) 4 weeks Utilizing a complimentary color set of choice to it's full potential to enhance the visual impact of an image, you will create a strongly composed image of choice subject matter.
Enduring Understandings	• Visual art enables participants to gain a deeper knowledge and understanding of the world through applied observation.

	● Everyone is potentially an artist; growth results from practice and dedication. ● Visual art is its own language organized around elements and principles of design. ● The process of creating a visual work involves planning, drafting, reflection and revising.
Essential Questions	● Why are complimentary colors so heavily used in art and design? ● How can complimentary colors be utilized to direct the eye? ● What is the strongest compositional device and why?
Common Core/ Massachusetts Standards/ AP Standards	**9-12 Standards for Writing, Standard 1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their ownclearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented 1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials, and tools; identify potential health hazards associated with materials and techniques, and possible substitutes for hazardous materials 2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors. Be able to use values of colors in wet and dry media to create the illusion of 3D form on a 2D surface 14. Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion
Instructional Strategies* **TI** = Technology Integration **ID** = Interdisciplinary connections	Peer Editing- Peer Review-Critiques Self- Assessment-Goal Setting-Reflection Angle and proportion measurements relate to mathematics. Color mixing percentages relate to mathematics and chemistry. Study of color usage in motion pictures ties to the Film curriculum
Assessment Expectations for Student Learning **CT** = Critical Thinking **LS** = Literacy Skills **CS** = Communication Skills **CI** = Collaborative/Independent Learning	Critical thinking, Collaborative/Independent Learning Verbal and Written Critique Student Success Rate Rubric

Major Resources	Illustration board, rulers, acrylic paint, graphite pencils, and erasers.

Drawing and Painting:	Anyone Could Do That. (5th project) 1 week Using a geometric grid, you will create an abstract painting with balanced color, value and linear attachments.
Enduring Understandings	● Visual art enables participants to gain a deeper knowledge and understanding of the world through applied observation. ● Everyone is potentially an artist; growth results from practice and dedication. ● Visual art is its own language organized around elements and principles of design. ● The process of creating a visual work involves planning, drafting, reflection and revising.
Essential Questions	● How can understanding composition enhance the results of an abstract work? ● What is linear attachment? ● How can color be used to create the illusion of depth.
Common Core/ Massachusetts Standards/ AP Standards	**9-12 Standards for Writing, Standard 1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their ownclearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools 3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations 4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom
Instructional Strategies*	Peer Editing- Peer Review-Critiques

TI = Technology Integration **ID** = Interdisciplinary connections	Self- Assessment-Goal Setting-Reflection Angle and proportion measurements relate to mathematics. Color mixing percentages relate to mathematics and chemistry.
Assessment Expectations for Student Learning **CT** = Critical Thinking **LS** = Literacy Skills **CS** = Communication Skills **CI** = Collaborative/Independent Learning	Verbal and Written Critique: CI/CT Student Success Rate Rubric
Major Resources	Brushes, acrylic paint, illustration board.

Course:	Face Painting (6th project) 4 weeks Students will create an acrylic self-portrait from observation.
Enduring Understandings	● Visual art enables participants to gain a deeper knowledge and understanding of the world through applied observation. ● Everyone is potentially an artist; growth results from practice and dedication. ● Visual art is its own language organized around elements and principles of design. ● The process of creating a visual work involves planning, drafting, reflection and revising.
Essential Questions	● How are variations of watercolor techniques able to create atmosphere and the suggestion of texture? ● How will a viewfinder enable you to plan a composition? ● How does altering the zoom and point of view create a variety of image possibilities from a single location?
Common Core/ Massachusetts Standards/ AP Standards	**9-12 Standards for Writing, Standard 1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their ownclearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented 9. Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools 3.11 Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D and 3D work 8. Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space
Instructional Strategies* **TI** = Technology Integration **ID** = Interdisciplinary connections	Peer Editing- Peer Review-Critiques Self- Assessment-Goal Setting-Reflection Lecture-Mini-lesson-Movie-Video Clips Angle and proportion measurements relate to mathematics. Color mixing percentages relate to mathematics and chemistry.
Assessment Expectations for Student Learning **CT** = Critical Thinking **LS** = Literacy Skills **CS** = Communication Skills **CI** = Collaborative/Independent Learning	Critical thinking, Collaborative/Independent Learning Verbal and Written Critique Student Success Rate Rubric
Major Resources	Illustration board, mirror, brushes and acrylic paint.