Daniel McLaughlin Therrell High School

[Subject Group Overview]

Yearly Planner

SY 2024-2025

Teacher(s)	Alvillar		Year - Grade	Year 4 - 5, 9th & 10th	Subject	Art
	Name of Course	VIsual Art Comprehensive				
Unit #	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Unit length (4 to 8 weeks)	6 weeks	8 weeks	4 weeks	8 weeks	6 weeks	4 weeks
Unit title	Lines, Shapes, and Forms Oh My! Op Art	Hand in Hand: Two Hands Composition Realism	Inner Eye: Mandala Design Pattern, Symmetry	A Sense of Place: Linear Perspective	Design for Community 3D Model	So you want to be an Influencer: Logo Design
Learner Profile (Select 2)	Risk taker, Thinker	Communicator, Reflective	Balanced, Open minded	Thinker, Inquirers	Caring, Knowledgeable	Reflective, Principled
Key concept (Select only 1-2)	Change	Identity	Communication	Time, Place, Space	Aesthetics	Communication
Related concept(s) (Select 2-3)	Composition, Genre	Interpretation, Style	Representation, Visual Culture	Play, Innovation	Structure, Genre	Expression, Visual Culture
Global context + Global context exploration	Personal and Cultural Expressions Social Constructions of Reality	Identities and Relationships Consciousness and Mind	Fairness and Development Imagining a Hopeful Future	Orientation in Space and TIme Natural and Human Landscapes and Resources	Globalization and Sustainability Human Impact on the Environment	Identities and Relationships Identity Formation
Statement of Inquiry Note: must include the Global Context Exploration, Key Concepts & Related Concepts	Through the manipulation of lines in the creation of optical illusion artwork, artists explore how changes in composition can challenge perceptions of reality, reflecting both personal and cultural expressions of visual art across genres.	The art style of realism reflects and challenges the relationship between identity, society, and the individual's interpretation of the world, highlighting the ways in which artistic style connects to challenging existing views.	Through the creation and interpretation of Mandala designs, we explore how symbolism in visual art communicates cultural beliefs and personal expression, allowing for diverse representations that contribute to a hopeful and fair future.	Artists employ methods such as linear perspective to represent time, place, and space in innovative ways and engage the audience in a dynamic viewing experience that explores the playful interactions between humans and their environments.		
Current Event or Real Life Connection	Misinformation and Disinformation plague our media landscape. The intent of Op Art is to create an opportunity to interpret what is real and what is imagined/manipulated by researching primary sources that help determine the real versus	Social media is a constant barrage of stimuli that impacts our sense of self and self worth. Standards of acceptance are challenged and identity formation can be impacted by constantly interacting in this space.	Self care and social emotional learning is ever present in the education system. Interpreting cultural expressions amidst the current news cycles can elicit hope in our shared humanity.	The current administration has placed expectations on the style of government buildings. Students will weigh in on the aesthetic choices and what they represent.	Impact of Climate Change in an urban setting. Connecting the United Nations Sustainable Development Goals, students will engage in real world problem solving as they design sustainable structures.	Big brands like Nike and Supreme are part of current visual culture and relevant to this lesson.

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	the imagined.				**SDG 11** Make cities and human settlements inclusive, safe, resilient and sustainable	
Inquiry Questions ● **Factual** ● **Conceptual** ● **Debatable**				How do artists create narratives about a sense of place using elements of design? To what extent does one's environment influence creative expression? Can where one is situated in the world determine the aesthetic and narrative of creative expression?		
Subject-group objective(s)/ Assessment Criteria	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives
ATL skills + ATL Skill indicators	**VI. Information literacy skills** **Finding, interpreting, judging and creating information** 1. Make connections between various sources of information	**IX. Creative-thinking skills** **Generating novel ideas and considering new perspectives** 1. Use brainstorming and visual diagrams to generate new ideas and inquiries 2. Consider multiple alternatives, including those that might be unlikely or impossible 3. Create novel solutions to authentic problems	**I. Communication skills** **Exchanging thoughts, messages and information effectively through interaction** 1. Give and receive meaningful feedback 2. Use intercultural understanding to interpret communication	**IX. Creative-thinking skills** **Generating novel ideas and considering new perspectives** 4. Use brainstorming and visual diagrams to generate new ideas and inquiries 5. Consider multiple alternatives, including those that might be unlikely or impossible 6. Create novel solutions to authentic problems	**VIII. Critical-thinking skills** **Analyzing and evaluating issues and ideas** 1. Practice observing carefully in order to recognize problems 2. Gather and organize relevant information to formulate an argument 3. Recognize unstated assumptions and bias 4. Interpret data	**I. Communication skills** **Exchanging thoughts, messages and information effectively through interaction** 3. Give and receive meaningful feedback 4. Use a variety of media to communicate with a range of audiences

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Content • Topics • Skills • Knowledge	Optical Illusion Art Line repetition, Line quality, Contour, Contrast Elements and Principles of Art and Design	Realism Form, Value, Proportion Composition Elements and Principles of Art and Design	Symbolism Shape, Pattern, Color, Balance, Symmetry Elements and Principles of Art and Design	Linear Perspective Line, Shape, Space, Proportion Figure–Ground relationships Elements and Principles of Art and Design	Vernacular Art Form, Color, Texture, Visual Culture Elements and Principles of Art and Design	Branding/Identity Shape, color, balance, contrast Graphic design Elements and Principles of Art and Design