

Studio Art	Drawing and Painting Personal Narrative (1 st project) Creation of a narrative composition based on events in students lives. 2-3 weeks
Enduring Understandings	● Students will illustrate events/environment based on personal experiences, brands, places that tell a story about themselves. ● Students will use a variety of mediums to best convey ideas. ● Students will create compositions with patterns, unity and balance.
Essential Questions	● How do you visually represent a story? ● How do you arrange visual elements to create interesting compositions? ● How do you stylize images? ● How do you use a variety of mediums?
Common Core/ Massachusetts Standards/ AP Standards	● Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts ● Students will demonstrate knowledge of the elements and principles of design. ● Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. ● Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. ● Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools.
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Modeling/demonstration Problem solving Class discussion Small group discussion Investigation of media Art careers: 'art' and 'design' professionals
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Personal Narrative collage painting: CT/CI See developed project sheet. See developed Rubric
Major Resources	Computers / printers, pencils, Illustration board, Graphite (Sara) paper, Gouache paints, Assortment of watercolor brushes, Ultra fine tip black sharpie pens, Plastic cups for water

Studio Art	Observational Drawings (2 nd project): Creation of an observational drawing 1-2 weeks
Enduring Understandings	● Students will create blind contour drawings. ● Students will sketch a still life subject incorporating value. ● Students will crop a composition to create balance. ● Students will identify and create patterns. ● Students will use a variety of mediums.
Essential Questions	● What makes a successful composition? ● Why are contrast, value and balance important? ● How do you draw from observation? ● How do you use a variety of mediums?
Common Core/ Massachusetts Standards/ AP Standards	● Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts. ● Students will demonstrate knowledge of the elements and principles of design. ● Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. ● Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. ● Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools.
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Major Resources	Living flowering plants, fruits, etc., illustration board or assortment of papers, large white paper, graphite pencils, oil pastels, erasers

Studio Art	Ceramics -based 3 Dimensional project: adding details and carving away to create designs and visual interest and functional art. 1-2 weeks
Enduring Understandings	● Students will express ideas/thoughts through imagery ● Students will understand how to create a 3D functional ceramic bell or hollow form bank. ● Students will learn how to create a work of art based on a theme.
Essential Questions	● How do you create a functional piece of art (bell or bank) from a pinch pot? ● How do you carve 3D details from a 2D image? ● How do you create a work of art based on a theme? ● How do you create interesting textures and details in clay?
Common Core/ Massachusetts Standards/ AP Standards	● Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts. ● Students will demonstrate knowledge of the elements and principles of design. ● Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. ● Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. ● Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools.
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Major Resources	Low fire white clay, assortment of under-glazes, transparent Gloss glaze, clay tools, thin wire to attach clangers, sinks / soap / paper towels, kiln (kiln accessories) , paper/pencils.

Studio Art	Printmaking (4th project) Creation of an original silkscreen design for a t-shirt or other textile 2-3 weeks
Enduring Understandings	● Students will identify steps in the silk-screening or other printmaking method process. ● Students will learn how to simplify objects. ● Students will create visual interest through shapes. ● Students will create balanced positive and negative space. ● Students will understand basic concepts of printmaking
Essential Questions	● How do you create a silkscreen or printing plate? ● How do you simplify objects to their basic shapes? ● How do you create a visually interesting design?
Common Core/ Massachusetts Standards/ AP Standards	● Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts. ● Students will demonstrate knowledge of the elements and principles of design. ● Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. ● Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. ● Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools.
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Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Textile Silkscreen OR other printmaking process: CT/CI See developed project sheet. See developed Rubric
Major Resources	Computers / printers, Pencils, Graphite (sara) paper, Silkscreen kits: 10 x 14 silkscreen, Variety of textile ink colors, Printmaking inks, Soft cut blocks, Plexi sheets, 10 x 14 Mask-ease roll, (with clear stickyback sheet), #1 exacto knives with replacement blades, linoleum block prints, printmaking inks, printmaking papers, t-shirt (textiles) –students can purchase

Studio Art	Perspective Illustration (5th project) : Creation of an expressive painting that incorporates linear/atmospheric perspective painted in a personal style. 3-4 weeks
Enduring Understandings	● Students will draw/paint objects to create a sense of depth. ● Students will use a variety of painting styles to best convey ideas. ● Students will create an expressive painting
Essential Questions	● How do you properly draw objects in proportion to create a sense of depth? ● How do you use line, color and texture to portray expressive qualities and rhythm? ● What are different types of perspective? ● How do you create a visually interesting composition?
Common Core/ Massachusetts Standards/ AP Standards	● Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts. ● Students will demonstrate knowledge of the elements and principles of design. ● Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. ● Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. ● Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools.
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Major Resources	Computers / printers, pencils, Illustration board, Acrylic paint, Assortment of acrylic paint brushes, 18"-24" aluminum rulers, erasers, palette paper.

Studio Art	Portraiture (6th project): Creation of a stylized painted self portrait that captures the essence of students' personalities. 2-3 weeks
Enduring Understandings	● Students will create a self portrait. ● Students will find shapes in a high contrast portrait photo. ● Students will create a color wheel. ● Students will learn tints, shades / warm and cool colors.
Essential Questions	● How do you find shapes from value? ● How do you create colors from the primary colors? ● How do create intensity, shades and tints of colors? ● How do you transfer a drawing using a grid system?
Common Core/ Massachusetts Standards/ AP Standards	● Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts. ● Students will demonstrate knowledge of the elements and principles of design. ● Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. ● Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. ● Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools.
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Major Resources	Digital Camera, Computers / printers, pencils, Illustration board, Acrylic paint, Assortment of acrylic paint brushes.

