

## HINSDALE VISUAL ART CURRICULUM

GRADE 9-12

COURSE ART ONE

STANDARD: 1 Apply appropriate media, techniques, and processes.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
<p>Students will be able to: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions;</p>	<p>Bike series Still life</p> <p>Thumbnails for evidence of planning</p> <p>Contour line glue drawing with value added through India ink with different levels of water solution</p>	<p>Newsprint paper for thumbnails</p> <p>80 Lb. Drawing Paper. Glue India ink or paint.</p> <p>Exemplars of Sumi-e Brush painting via web images</p>	<p>Guided self assessment via Teacher generated Rubric</p> <p>Evidence of planning via thumbnails</p>
<p>Students will be able to: Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes;</p>	<p>Draw a restless night with or without a reference. Narrative 2-D work using line and color. Develop and explore an idea with thumbnails and then transpose image to a larger format. Introduction to line and color for the elements and principles of design</p>	<p>Newsprint paper for thumbnails</p> <p>40 Lb. paper or better 12 by 18 format.</p> <p>Introduce Henri Rousseau paintings. Reference free images.</p>	<p>Guided self assessment via Teacher generated Rubric</p> <p>One page artist's statement English Dept. Rubric</p>
<p>Students will be able to: Use complex art materials and tools in a safe and responsible manner.</p>	<p>Thematic Collages on social issues</p>	<p>Large stiff paper glue</p> <p>Magazines exact-o knives</p> <p>Romare Beardon Exemplars</p>	<p>Guided self assessment via Teacher generated Rubric</p> <p>Artist Statement English Dept. Rubric</p>

Student will be able to: Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium	Thematic Collage Students will give presentations on their work expressing their intentions.	Billboard neutral background, pushpins.	Guided self assessment via Teacher generated Rubric
Students will be able to: Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation.	Linoleum block prints using text students have to reverse the font to make the positives legible Line quality emphasis	Roll of linoleum, Speedball cutters and different size Speedball linoleum blades  Picasso linoleum exemplars.	Guided self assessment via Teacher generated Rubric Emphasis on line quality

**STANDARD: 2 Identify and apply the elements of visual arts and principles of design.**

<b>Knowledge &amp; Skill</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to: Demonstrate a more complex understanding of the elements of art and principles of design to accomplish commercial, personal, communal or other purposes of art;	Stencil projects with an emphasis on repetition No out of the tube colors. Mixing mandatory.	Bristol board, paint primary colors black and white brushes, pallets, manila scissors and exact-o knives Andy Warhol pop art as exemplars	Guided self assessment via Teacher generated Rubric  Unique colors and design
Students will be able to: Create works that use the elements of art and principles of design to solve specific visual arts problems;	Repetition design using patterns	Bristol board and oil pastels Gustav Klimt and Andy Warhol as exemplars	Guided self assessment via Teacher generated Rubric

Students will be able to: Compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives;	Interim critique students will evaluate peer work and make refinements to their own works.	Billboard neutral backing paper and pushpins.	Guided self assessment via Teacher generated Rubric
Students will be able to: Design to generate multiple solutions to a variety of visual art problems.	Still life thumbnails to develop a strong composition multiple vantage points of drawing from life images.	Newsprint and drawing charcoal lights	Guided self assessment via Teacher generated Rubric  Emphasis on design
Students will be able to: Describe the elements of art and principles of design found in origins of specific images and ideas.	Use of an Interim critique students will evaluate peer work and make refinements to their own works	Billboard neutral backing paper and pushpins.	Guided self assessment via Teacher generated Rubric

**STANDARD: 3: Select and apply a range of subject matter, symbols and ideas.**

<b>Knowledge &amp; Skill</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Material</b>	<b>Assessment</b>
Students will be able to: Reflect on how artworks differ visually, spatially, and functionally;	Design and construct a symbolic coil pot Prepare clay with wedging technique to desired consistency	Newsprint for thumbnails Clay and various clay tools	Guided self assessment via Rubric on measurable objectives emphasis on arrangement of elements and principles of art
Students will be able to: Use subject matter, symbols,	Design and construct and illustrated vessel	Newsprint for thumbnail designs Introduction to Mayan	Guided self assessment via Rubric on measurable

ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics	Illustration on a daily event inspired by Mayan Ceremony Vessels	Ceremony Vessels	objectives emphasis on arrangement of elements and principles of art
Students will be able to: Describe the origins of specific images and ideas and explain their significance;	Guided Interim and final critiques Student will analyze and make aesthetic judgments on peer work and evaluate with critical analysis their own work	Billboard pushpins and neutral background	Teacher assessment via a Critique discussion rubric
Students will be able to: Evaluate the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' work and the work of others.	Guided Interim and final critiques Student will analyze and make aesthetic judgments on peer work and evaluate with critical analysis their own work	Billboard pushpins and neutral background	Teacher assessment via a Critique discussion rubric

**STANDARD: 4. Analyze the visual arts in relation to history and culture.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art	Using symbolism. Students created original propaganda poster	Explore Max Gallo book The Posters in History Internet Paint	Self assessment via rubric measurable objectives

Students will be able to: Analyze relationships among works of art in terms of history, aesthetics, and culture, using their observations to inform their own art making	Using symbolism. Students created original propaganda poster	Explore Max Gallo book The Posters in History Internet Paint	Self assessment via rubric measurable objectives
Students will be able to: Identify and visit New Hampshire arts exhibitions and report their findings	Written summary of selected works Compare and contrast two different artist's work	Visit the Currier Museum in Manchester Via Internet and or class trip	HHS English Writing Rubric
Students will be able to: Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.	Written summary of selected works Compare and contrast two different artist's work	Visit the Currier Museum in Manchester Via Internet and or class trip	HHS English Writing Rubric

**STANDARD: 5. Analyze, interpret and evaluate their own and others' artwork.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to: Research and analyze historic meaning and purpose in various works of art;	Create original stippling Pop art piece using current dramatic newspaper clippings Color choices	Introduce students to Oldenburg, Rosenquist, Warhol, and Lichtenstein. Paint Bristol board erasure	Self assessment via Rubric on measurable objectives emphasis on aesthetics changes
Students will be able to: Defend personal interpretations to better understand specific works of art;	Explore the symbolism in their Pop Art making to springboard decisions	Introduce students to Oldenburg, Rosenquist, Warhol, and Lichtenstein	Self assessment via Rubric on measurable objectives emphasis on aesthetics changes

		Paint Bristol board erasure	
Students will be able to: Apply critical and aesthetic criteria in order to improve their own works of art;	Students will explore the symbolism in their art making springboard decisions Psychological aspect of color explored	Introduce students to Oldenburg, Rosenquist, Warhol, and Litchenstein Paint Bristol board erasure	Self assessment via Rubric on measurable objectives emphasis on aesthetics changes
Students will be able to: Reflect critically on various interpretations to better understand specific works of art.	Interim Critique and final critique of self and peer work.	Billboard pushpins neutral background	Discussion Rubric
Students will be able to: Reflect critically on various interpretations to better understand specific works of art.	Interim Critique and final critique of self and peer work.	Billboard pushpins neutral background	Teacher assessment via a Discussion Rubric

**STANDARD: 6. Students will make connections among the visual arts, other disciplines, and daily life.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to: Compare the materials, technologies, media, and processes of the visual arts with those of other disciplines;	Create an original image that reflects a work of literature that they have read or are reading in school Can be narrative	Current English/Language Arts textbook Colored pencils Bristol board Newsprint References via library and or Internet	Self assessment via Rubric on measurable objectives, emphasis on visual language clear message
Students will be able to: Compare the creative processes used in the visual arts with the	Students will make an image that reflects a work of literature that they are reading in school	Current English/Language Arts textbook Colored pencils	Self assessment via Rubric on measurable objectives, emphasis on visual language

creative processes used in the other arts and non-arts disciplines;	Can be narrative	Bristol board Newsprint References via library and or Internet	clear message
Students will be able to: Create and solve interdisciplinary problems through multimedia solutions, using advancements in technology and principles of design when applicable.	Create self portrait using printed digital medium as reference adjust contrast levels to enhance contrast in pencil drawing	Explore Chuck Close portraits Bristol board rulers Drawing paper digital camera printer computer with Photoshop	Self evaluation via value accuracy rubric
Students will be able to: Use knowledge of other subject matter to enhance their art work;	Use a grid to enlarge an image employ a ratio of at least 2:1	Explore Chuck Close portraits Bristol board rulers Drawing paper digital camera printer computer with Photoshop	Self evaluation via Rubric emphasis on accuracy value
Students will be able to: Evaluate how other disciplines influence an individual's work, style and process.	Students will make an image that reflects a work of literature that they are reading in school	Current English/Language Arts textbook Colored pencils Bristol board Newsprint References via library and or Internet	Self assessment via Rubric on measurable objectives, emphasis on visual language clear message

**STANDARD: 7. Understand the range of careers in the field of visual arts and identify careers associated with this field.**

<b>Knowledge &amp; Skill</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Material</b>	<b>Assessment</b>
Students will be able to: Recognize that a portfolio is a tool for professional artists and personal documentation, as well as a requirement for college admission;	Introduction Portfolio Observe successful exemplars. Begin to develop digital portfolio of artwork spanning student's academic career maintain and revise work.	Student's original artwork Digital camera or scanner. Mac or PC	Rubric for Measurable objectives emphasis on organization size and format

Students will be able to: Prepare a portfolio for use in application to institutions of higher education or for the workplace;	Continue to develop digital portfolio of artwork spanning student's academic career maintain and revise work.	Student's original artwork Digital camera or scanner. Mac or PC	Rubric for Measurable objectives emphasis on organization size and format
Students will be able to: Prepare an exhibition, demonstrating an understanding of presentation	Visit from AIB in Boston Group discussion after presentation on College offerings	AIB presenter white screen and or Smartboard	Teacher assessment via discussion rubric
Students will be able to: Investigate career opportunities and professional options related to one's own strengths.	Visit from AIB in Boston Group discussion after presentation on College offerings	AIB presenter white screen and or Smartboard	Teacher assessment via discussion rubric