

## HINSDALE VISUAL ART CURRICULUM

GRADE 9-12

COURSE ART TWO

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

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions;	Monoprints on plexi-glass. Review color theory from Art 1 Monochromatic, analogous, complimentary, split-complimentary	Newsprint paper for thumbnails Introduce students to Hercules Seghers (1589-1638) and his work printmaking. 80 Lb. Drawing Paper. Printing press and paints, plexi-glass	Guided self assessment via Rubric  Evidence of planning via thumbnails
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;	Students will review color wheel and value scale as future references and legend keys for their own work. Student will illustrate a narrative piece of original art work	Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Henri Rousseau paintings. Reference free images.	Guided self assessment via Rubric  One page artist's statement English Dept. Rubric
Students will be able to: Use complex art materials and tools in a safe and responsible manner.	Students will develop a surreal juxtaposition collage. Students will be introduced to artists that work in the media. Picasso, Braque, Matisse, Faith Ringgold, Romear Bourdon.	Large stiff paper glue Magazines exact-o knives  Romare Beardon Exemplars	Artist Statement English Dept. Rubric

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 Rubric Measurable objectives emphasis on arrangement/composition
Students will be able to: Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation.	Personal Still life, Paint an original still life with personal object in the Jasper Jones style of painting.	Introduction to Jasper Jones artwork	Guided self assessment via Rubric Measurable objectives emphasis on arrangement/composition

**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;	Drawing negative space develop pattern design Color review for background Mixing is 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 Rubric Measurable objectives emphasis on Unique colors and design
Students will be able to: Create works that use the elements of art and principles of design to solve specific	Value Drawing of paper bags with one light source.	Bristol board and drawing pencils. Explore Hyper realists art movement	Guided self assessment via Rubric Measurable objectives emphasis on removal of lines blending and amount of value.

visual arts problems;			
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;	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
Students will be able to: Design to generate multiple solutions to a variety of visual art problems.	Thematic tea pot and 4 matching tea cups	Clay and various clay tools	Guided self assessment via Teacher generated Rubric  Emphasis on design and construction function and form
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;	Multiple Still life paintings from different vantage points.	Newsprint for thumbnails Introduction to Cézanne still life paintings. Oil pastels gesso 80lb. paper	Guided self assessment via Rubric on measurable objectives emphasis on arrangement of elements and principles of art
Students will be able to:	Multiple Still life paintings	Newsprint for thumbnails	Guided self assessment via

Use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics	from different vantage points.	Introduction to Cézanne still life paintings. Oil pastels gesso 80lb. paper	Rubric on measurable 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;	Interim and final critique discussion based on critical analysis of peer and individual work	Billboard pushpins and neutral background	Teacher assessment via an Interim and final Critique 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.	Interim and final critique discussion based on critical analysis of peer and individual work	Billboard pushpins and neutral background	Teacher assessment via an Interim and final Critique 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;	Students selected an object of interest using symbolism. Students created multiple original drawings to incorporate into their mixed media work.	Northern renaissance symbolic paintings Arnolfini Wedding Jan Van Eyck Mixed media Paint acrylic medium Bristol board	Self assessment via rubric measurable objectives with an emphasis on use of symbolism
Students will be able to:	Students selected an object of	Northern renaissance symbolic	Self assessment via rubric

Analyze relationships among works of art in terms of history, aesthetics, and culture, using their observations to inform their own art making;	interest using symbolism. Students created multiple original drawings to incorporate into their mixed media work.	paintings Arnolfini Wedding Jan Van Eyck Mixed media Paint acrylic medium Bristol board	measurable objectives with an emphasis on use of symbolism
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;	Group Mural painting Homage to WPA painter Diego Rivera. Students will pick a current event as a theme	Introduce students to Diego Rivera mural painting from the WPA Internet	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	Students will explore the symbolism in their art making springboard decisions	General darkroom supplies original work to revise.	Self assessment via Rubric on measurable objectives emphasis on aesthetics changes

art;			
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	General darkroom supplies original work to revise.	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	Teacher assessment via a Discussion Rubric
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**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 optical art using geometric forms and shapes chose complimentary color pallet	Drawing paper gesso paint brushes Rulers compass geometric reference book	Self assessment via Rubric on measurable objectives, emphasis control of medium
Students will be able to:	Create optical art using	Drawing paper gesso paint	Self assessment via Rubric on

Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;	geometric forms and shapes chose complimentary color pallet	brushes Rulers compass geometric reference book	measurable objectives, emphasis control o medium
Students will be able to: Create and solve interdisciplinary problems through multimedia solutions, using advancements in technology and principles of design when applicable.	Create an enlarged image using printed digital medium as reference adjust contrast levels to enhance contrast in pencil drawing	Explore Camera Obscura 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 Camera Obscura 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.	Create optical art using geometric forms and shapes chose complimentary color pallet	Drawing paper gesso paint brushes Rulers compass geometric reference book	Self assessment via Rubric on measurable objectives, emphasis on control of medium

**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	Introduction Portfolio Observe successful exemplars. Begin to develop digital portfolio of artwork spanning student's	Student's original artwork Digital camera or scanner. Mac or PC	Rubric for Measurable objectives emphasis on organization size and format

well as a requirement for college admission;	academic career maintain and revise work.		
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