

HINSDALE VISUAL ART CURRICULUM

GRADE 9-12

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>Grade 9-10: 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>Grade 11- 12: Monoprints on plexi-glass. Review color theory from Art 1 Monochromatic, analogous, complimentary, split-complimentary</p>	<p>Newsprint paper for thumbnails 80 Lb. Drawing Paper. Glue India ink or paint. Exemplars of Sumi-e Brush painting via web images</p> <p>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</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>Grade 9-10: Draw a restless night with or with out 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 40 Lb. paper or better 12 by 18 format. Introduce Henri Rousseau paintings. Reference free images.</p> <p>Newsprint paper for thumbnails</p>	<p>Guided self assessment via Teacher generated Rubric</p> <p>One page artist’s statement English Dept. Rubric</p>

	<p>Grade 11-12: 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</p>	<p>40 Lb. paper or better 12 by 18 format. Introduce Henri Rousseau paintings. Reference free images.</p>	
<p>Students will be able to: Use complex art materials and tools in a safe and responsible manner.</p>	<p>Grade 9-10: Thematic Collages on social issues</p> <p>Grade 11-12: 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.</p>	<p>Large stiff paper glue Magazines exact-o knives</p> <p>Romare Beardon Exemplars via Internet</p> <p>Large stiff paper glue 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>
<p>Student will be able to: Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium</p>	<p>Grade 9-10: Thematic Collage Students will give presentations on their work expressing their intentions.</p> <p>Grade 11-12: Thematic Collage Students will give presentations on their work expressing their intentions.</p>	<p>Billboard neutral background, pushpins.</p>	<p>Guided self assessment via Teacher generated Rubric</p>

<p>Students will be able to: Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation.</p>	<p>Grade 9-10: Linoleum block prints using text students have to reverse the font to make the positives legible Line quality emphasis Grade 11-12: Personal Still life, Paint an original still life with personal object in the Jasper Jones style of painting.</p>	<p>Roll of linoleum, Speedball cutters and different size Speedball linoleum blades View instructional videos on Youtube to augment teacher demonstration Picasso linoleum exemplars. Introduction to Jasper Jones artwork</p>	<p>Guided self assessment via Teacher generated Rubric Emphasis on line quality</p>
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STANDARD: 2 Identify and apply the elements of visual arts and principles of design.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
<p>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;</p>	<p>Grade 9-10: Stencil projects with an emphasis on repetition No out of the tube colors. Mixing mandatory.</p>	<p>Bristol board, paint primary colors black and white brushes, pallets, manila scissors and exact-o knives Andy Warhol pop art as exemplars</p>	<p>Guided self assessment via Teacher generated Rubric Unique colors and design</p>

	<p>Grade 11-12: Drawing negative space develop pattern design Color review for background Mixing is mandatory</p>		
<p>Students will be able to: Create works that use the elements of art and principles of design to solve specific visual arts problems;</p>	<p>Grade 9-10: Repetition design using patterns</p> <p>Grade 11-12: Value Drawing of paper bags with one light source.</p>	<p>Bristol board and oil pastels Gustav Klimt and Andy Warhol as exemplars</p> <p>Explore Hyper realists art movement</p>	<p>Guided self assessment via Teacher generated Rubric</p>
<p>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;</p>	<p>Grade 9-10: Interim critique students will evaluate peer work and make refinements to their own works.</p> <p>Grade 11-12: Use of an Interim critique students will evaluate peer work and make refinements to their own works.</p>	<p>Billboard neutral backing paper and pushpins.</p>	<p>Guided self assessment via Teacher generated Rubric</p>
<p>Students will be able to: Design to generate multiple solutions to a variety of visual art problems.</p>	<p>Grade 9-10: Still life thumbnails to develop a strong composition multiple vantage points of drawing from life images.</p> <p>Grade 11-12: Thematic tea pot and 4 matching tea cups</p>	<p>Newsprint and drawing charcoal lights</p> <p>Clay and various clay tools</p>	<p>Guided self assessment via Teacher generated Rubric</p> <p>Emphasis on design</p>

<p>Students will be able to: Describe the elements of art and principles of design found in origins of specific images and ideas.</p>	<p>Grade 9-10: Use of an Interim critique students will evaluate peer work and make refinements to their own works</p> <p>Grade 11-12: Use of an Interim critique students will evaluate peer work and make refinements to their own works</p>	<p>Billboard neutral backing paper and pushpins.</p>	<p>Guided self assessment via Teacher generated Rubric</p>
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STANDARD: 3: Select and apply a range of subject matter, symbols and ideas.

Knowledge & Skill	Suggested Activities	Suggested Resources & Material	Assessment
<p>Students will be able to: Reflect on how artworks differ visually, spatially, and functionally;</p>	<p>Grade 9-10: Design and construct a symbolic coil pot Prepare clay with wedging technique to desired consistency</p> <p>Grade 11-12: Multiple Still life paintings from different vantage points</p>	<p>Newsprint for thumbnails Clay and various clay tools</p> <p>Newsprint for thumbnails Introduction to Cézanne still life paintings. Oil pastels gesso 80lb. paper</p>	<p>Guided self assessment via Rubric on measurable objectives emphasis on arrangement of elements and principles of art</p>
<p>Students will be able to: Use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics</p>	<p>Grade 9-10: Design and construct and illustrated vessel Illustration on a daily event inspired by Mayan Ceremony Vessels</p>	<p>Newsprint for thumbnail designs Introduction to Mayan Ceremony Vessels</p> <p>Newsprint for thumbnails Introduction to Cézanne still</p>	<p>Guided self assessment via Rubric on measurable objectives emphasis on arrangement of elements and principles of art</p>

	Grade 11-12: Multiple Still life paintings from different vantage points.	life paintings. Oil pastels gesso 80lb. paper	
Students will be able to: Describe the origins of specific images and ideas and explain their significance;	Grade 9-10: Guided Interim and final critiques Student will analyze and make aesthetic judgments on peer work and evaluate with critical analysis their own work Grade 11-12: Interim and final critique discussion based on critical analysis of peer and individual work	Billboard pushpins and neutral background 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.	Grade 9-10: Guided Interim and final critiques Student will analyze and make aesthetic judgments on peer work and evaluate with critical analysis their own work Grade 11-12: Interim and final critique discussion based on critical analysis of peer and individual 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.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>Students will be able to: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art</p>	<p>Grade 9-10: Using symbolism. Students created original propaganda poster Grade 11-12: Students selected an object of interest using symbolism. Students created multiple original drawings to incorporate into their mixed media work.</p>	<p>Explore Max Gallo book The Posters in History Internet Paint Northern renaissance symbolic paintings Arnolfini Wedding Jan Van Eyck Mixed media Paint acrylic medium Bristol board</p>	<p>Self assessment via rubric measurable objectives</p>
<p>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</p>	<p>Grade 9-10: Using symbolism. Students created original propaganda poster Grade 11-12: Students selected an object of interest using symbolism. Students created multiple original drawings to incorporate into their mixed media work.</p>	<p>Explore Max Gallo book The Posters in History Internet Paint Northern renaissance symbolic paintings Arnolfini Wedding Jan Van Eyck Mixed media Paint acrylic medium Bristol board</p>	<p>Self assessment via rubric measurable objectives</p>
<p>Students will be able to: Identify and visit New Hampshire arts exhibitions and report their findings</p>	<p>Grade 9-10: Written summary of selected works Compare and contrast two different artist's work Grade 11-12:</p>	<p>Visit the Currier Museum in Manchester Via Internet and or class trip</p>	<p>HHS English Writing Rubric</p>

	Written summary of selected works Compare and contrast two different artist's work		
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.	Grade 9-10: Written summary of selected works Compare and contrast two different artist's work Grade 11-12: Written summary of selected works Compare and contrast two different artist's work	Visit a local museum for a class trip or use the Internet for a virtual museum trip.	HHS English Writing Rubric

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

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to: Research and analyze historic meaning and purpose in various works of art;	Grade 9-10: Create original stippling Pop art piece using current dramatic newspaper clippings Color choices Grade 11-12: Group Mural painting Homage to WPA painter Diego Rivera. Students will pick a current event as a theme	Introduce students to Oldenburg, Rosenquist, Warhol, and Litchenstein. Paint Bristol board erasure 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 art;	Grade 9-10:	Introduce students to Oldenburg, Rosenquist, Warhol, and Litchenstein	Self assessment via Rubric on measurable objectives emphasis on aesthetics changes

	<p>Explore the symbolism in their Pop Art making to springboard decisions</p> <p>Grade 11-12: Students will explore the symbolism in their art making springboard decisions</p>	<p>Paint Bristol board erasure</p> <p>General darkroom supplies original work to revise.</p>	
<p>Students will be able to: Apply critical and aesthetic criteria in order to improve their own works of art;</p>	<p>Grade 9-10: Students will explore the symbolism in their art making springboard decisions Psychological aspect of color explored</p> <p>Grade 11-12: Students will explore the symbolism in their art making springboard decisions Psychological aspect of color explored</p>	<p>Introduce students to Oldenburg, Rosenquist, Warhol, and Litchenstein</p> <p>Paint Bristol board erasure</p> <p>General darkroom supplies original work to revise.</p>	<p>Self assessment via Rubric on measurable objectives emphasis on aesthetics changes</p>
<p>Students will be able to: Reflect critically on various interpretations to better understand specific works of art.</p>	<p>Grade 9-10: Interim Critique and final critique of self and peer work.</p> <p>Grade 11-12: Interim Critique and final critique of self and peer work.</p>	<p>Billboard pushpins neutral background</p>	<p>Discussion Rubric</p>
<p>Students will be able to: Reflect critically on various interpretations to better understand specific works of art.</p>	<p>Grade 9-10: Interim Critique and final critique of self and peer work.</p> <p>Grade 11-12:</p>	<p>Billboard pushpins neutral background</p>	<p>Teacher assessment via a Discussion Rubric</p>

	Interim Critique and final critique of self and peer work.		
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STANDARD: 6. Students will make connections among the visual arts, other disciplines, and daily life.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to: Compare the materials, technologies, media, and processes of the visual arts with those of other disciplines;	<p>Grade 9-10: Create an original image that reflects a work of literature that they have read or are reading in school Can be narrative</p> <p>Grade 11-12: Create optical art using geometric forms and shapes chose complimentary color pallet</p>	<p>Current English/Language Arts textbook Colored pencils Bristol board Newsprint References via library and or Internet Drawing paper gesso paint brushes Rulers compass geometric reference book</p>	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 creative processes used in the other arts and non-arts disciplines;	<p>Grade 9-10: Students will make an image that reflects a work of literature that they are reading in school Can be narrative</p> <p>Grade 11-12: Create optical art using geometric forms and shapes chose complimentary color pallet</p>	<p>Current English/Language Arts textbook Colored pencils Bristol board Newsprint References via library and or Internet Drawing paper gesso paint brushes</p>	Self assessment via Rubric on measurable objectives, emphasis on visual language clear message

		Rulers compass geometric reference book	
Students will be able to: Create and solve interdisciplinary problems through multimedia solutions, using advancements in technology and principles of design when applicable.	Grade 9-10: Create self portrait using printed digital medium as reference adjust contrast levels to enhance contrast in pencil drawing Grade 11-12: Create an enlarged image 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 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;	Grade 9-10: Use a grid to enlarge an image employ a ratio of at least 2:1 Grade 11-12: 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 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.	Grade 9-10: Students will make an image that reflects a work of literature that they are reading in school Grade 11-12: Create optical art using geometric forms and shapes chose complimentary color pallet	Current English/Language Arts textbook Colored pencils Bristol board Newsprint References via library and or Internet Drawing paper gesso paint brushes	Self assessment via Rubric on measurable objectives, emphasis on visual language clear message

		Rulers compass geometric reference book	
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STANDARD: 7. Understand the range of careers in the field of visual arts and identify careers associated with this field.

Knowledge & Skill	Suggested Activities	Suggested Resources & Material	Assessment
<p>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;</p>	<p>Grade 9-10: Introduction Portfolio Observe successful exemplars. Begin to develop digital portfolio of artwork spanning student's academic career maintain and revise work. Grade 11-12: Introduction Portfolio Observe successful exemplars. Begin to develop digital portfolio of artwork spanning student's academic career maintain and revise work.</p>	<p>Student's original artwork Digital camera or scanner. Mac or PC</p>	<p>Rubric for Measurable objectives emphasis on organization size and format</p>
<p>Students will be able to: Prepare a portfolio for use in application to institutions of higher education or for the workplace;</p>	<p>Grade 9-10: Continue to develop digital portfolio of artwork spanning student's academic career maintain and revise work. Grade 11-12: Continue to develop digital portfolio of artwork spanning student's academic career maintain and revise work.</p>	<p>Student's original artwork Digital camera or scanner. Mac or PC</p>	<p>Rubric for Measurable objectives emphasis on organization size and format</p>

<p>Students will be able to: Prepare an exhibition, demonstrating an understanding of presentation</p>	<p>Grade 9-10: Visit from AIB in Boston Group discussion after presentation on College offerings Grade 11-12: Visit from AIB in Boston Group discussion after presentation on College offerings</p>	<p>AIB presenter white screen and or Smartboard</p>	<p>Teacher assessment via discussion rubric</p>
<p>Students will be able to: Investigate career opportunities and professional options related to one's own strengths.</p>	<p>Grade 9-10: Visit from AIB in Boston Group discussion after presentation on College offerings Grade 11-12: Visit from AIB in Boston Group discussion after presentation on College offerings</p>	<p>AIB presenter white screen and or Smartboard</p>	<p>Teacher assessment via discussion rubric</p>