

Ganado Unified School District

(Visual Arts/HS)

Pacing Guide SY 2016-2017

| Timeline & Resources | AZ Visual Arts Standards | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content Area) |
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| Art 1 (Semester 1 & 2) | <p>Q1/Q3: AZ Visual Arts Standards: Strand 1: Create;</p> <p>Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork.</p> <p>PO 101. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork.</p> <p>PO 101. Identify and experiment with materials, tools, and techniques in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 001. Identify and use elements in his or her own artwork.</p> <p>Concept 4: Meanings or Purpose: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Strand 1: Create</p> | <p>Essential Questions in Art</p> <ul style="list-style-type: none"> • What is art? • Who is an artist? • How does art expand and enhance our thinking? • How does art record and communicate the human experience? • How does art represent personal expression, exploration, and/or insight? • How does art help us learn about other people? • What can we learn about a culture through its art forms? • How does art reflect human culture? • Do the arts reflect or shape culture? • How does art influence what we can learn about ourselves and about our | <p>Q1/Q3: Engage in making works of art or design both spontaneously and deliberately (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art).</p> <p>Shading exercise, students will learn three shading techniques; stippling, cross-hatching, and hatching.</p> <p>Students will first draw three spheres that are in three-dimensional form utilizing the introduced shading techniques. Students will apply shading techniques to still life set up of bottles. Students will carefully observe the shape of the bottles and give it a three-dimensional appearance when drawn.</p> <p>Students will create a shattered value scale drawing on 9"x12" paper using arbitrary repeated patterns.</p> <p>Students will create a work of art addressing a social concern. My artwork will create or highlight an</p> | <p>Value, gradation, arbitrary, fragmentation, repetition</p> <p>Still-life, stippling, cross-hatching, hatching, composition</p> <p>Social concern or social issues, medium, complementary colors</p> <p>Color theory, primary colors, secondary colors, tertiary colors, spectrum, tint, tone, shade, analogous, neutrals, monochromatic, complementary colors, cool colors, warm colors</p> <p>Texture, implied texture, actual texture, composition, and montage</p> |

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| | <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Q2: Visual Arts: Strand 1: Create: Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Strand 2: Relate: Concept 1: Artworlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.</p> <p>PO 001. Contribute to a discussion about who artists are, what they do, and why they create art.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will identify/analyze the use of materials, tools, and techniques in artwork.</p> <p>PO 001. Identify the relationship between tools, materials, and/or techniques.</p> <p>Q2/Q4: Visual Arts: Strand 1: Create: Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 101. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Strand 2: Relate: Concept 1: Artworlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.</p> <p>PO 001. Contribute to a discussion about</p> | <p>society?</p> <ul style="list-style-type: none"> • How is art used everyday life? • In what ways are everyday sites and sounds rooted in the arts? • How do artists benefit society? • Why is art necessary? • How can I use my artistic talents to benefit my community, state, country, world? • How do people express themselves through art today? • How will technology change the way images are constructed and interpreted? • What role does graphic design play in consumers' choices? • What will art be like 10, 20, 30 years from now? • What inspires me? • What sparks the creative process? • How do we use materials to make an artistic statement? • How do artists choose tools, techniques, and material to express their ideas? • What skills and vocabulary do I need to | <p>issue of concern, setting or creating a visual statement.</p> <p>Students will perceive and identify color properties and harmonies.</p> <p>Students will mix pigments and utilize color harmonies in their own artworks.</p> <p>Students will perceive and comprehend how texture may be indicated and used in two-dimensional artworks. Students will create a texture montage with a combination of drawing and montage that displays a scenery of a variety of textures.</p> <p>Q2/Q4: Students will perceive and understand how artist use perspective in early and current art. Students will create a one-point perspective drawing based on an imaginary setting of buildings that lead to one vanishing point.</p> <p>Students will explore a variety of drawn patterns, visual textures and designs. Students will create a work of art displaying a variety of patterns using a variety of medium, pencil, colored pencil, ball point ink, and pastel on 12"x18" drawing paper.</p> <p>Students will comprehend the concept of Optical Art as an art movement and style of visual arts that makes use of optical illusions. Students will create their own optical illusion using markers on 18"x12" drawing paper.</p> <p>Students will use lines, shapes, and contrasting colors as design elements.</p> | <p>Perspective, horizon line, vanishing point, orthogonal lines, one-point perspective, linear perspective</p> <p>Pattern, half-drop design, planned pattern, radial pattern, row/grid pattern, branching patterns, border, Celtic, random patterns</p> <p>Op Art (Optical Art), contrasting colors, complementary colors</p> <p>Value, detail, enlarge, fragmented views</p> <p>Watercolor, watercolor wash, wet-on-wet, dry brush, dropping in color, intense, subdued</p> <p>Value, detail, enlarge, fragmented views, focus</p> |
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| | <p>who artists are, what they do, and why they create art.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will identify/analyze the use of materials, tools, and techniques in artwork.</p> <p>PO 001. Identify the relationship between tools, materials, and/or techniques.</p> | <p>appreciate visual art?</p> <ul style="list-style-type: none"> • How do I use my knowledge of art skills & vocabulary to create art? • What ethical issues are involved in the creative practices of the visual and performing arts, and how can they be understood in relation to universal concepts of human rights? | <p>Students will create a fragmented object drawing on 18"x12" paper using grid layout. Students will draw an object from multiple angles. Students will perceive the qualities of watercolor paints and demonstrate understanding of basic watercolor techniques. The basic watercolor techniques; watercolor wash, wet-on-wet, dry brush, and dropping in color. The basic techniques display value and intensity of watercolors. Students will create a fragmented object drawing on 18"x12" paper using grid layout.</p> | |
| Art 2 (Semester 1 & 2) | <p>Q1/Q3: Strand 1: Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork.</p> <p>PO 201. Contribute to a discussion about ideas for his or her own artwork.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork.</p> <p>PO 201. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 201. Identify, select, and use elements and principles to organize the composition in his or her own artwork.</p> <p>Concept 4: Meanings or Purposes: The</p> | <p>Essential Questions in Art</p> <ul style="list-style-type: none"> • What is art? • Who is an artist? • How does art expand and enhance our thinking? • How does art record and communicate the human experience? • How does art represent personal expression, exploration, and/or insight? • How does art help us learn about other people? • What can we learn about a culture through its art forms? • How does art reflect human culture? • Do the arts reflect or shape culture? | <p>Q1/Q3: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using various approaches (such as using the using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art).</p> <p>Students will apply a variety of patterns to their still life drawing, (dipping pen and ink nibs) (this is a review of patterns), include patterns of half-drop design, random patterns, grid/row patterns, branching, Celtic, border patterns, motifs, alternating, and radial patterns to a still life setting. Students will create a work of art displaying a variety of patterns introduced and apply colors with</p> | <p>Still-life, pattern review: half-drop design, random patterns, grid/row patterns, branching, Celtic, border patterns, motifs, alternating, and radial patterns</p> <p>Collage, perspective, depth, dimension, surrealism, Salvador Dali, unusual, scale, metamorphosis, disbelief</p> <p>Abstract expressionism, non-objective art, line, shape, color, color field, emotions, expressionism</p> <p>Pop art, Wayne Thiebaud, Roy</p> |

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| | <p>student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 101. Select and use subject matter and/or symbols in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 201. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Strand 2: Relate:</p> <p>Concept 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.</p> <p>PO 201. Contribute to a discussion about who artists are, what they do, and why they create art.</p> <p>Q2/Q4: Strand 1: Create:</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 201. Explain purposeful use of subject matter, symbols, and/or themes in his or her own artwork</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 301. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Strand 2: Relate:</p> <p>Concept 1: Art worlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.</p> | <ul style="list-style-type: none"> • How does art influence what we can learn about ourselves and about our society? • How is art used everyday life? • In what ways are everyday sites and sounds rooted in the arts? • How do artists benefit society? • Why is art necessary? • How can I use my artistic talents to benefit my community, state, country, world? • How do people express themselves through art today? • How will technology change the way images are constructed and interpreted? • What role does graphic design play in consumers' choices? • What will art be like 10, 20, 30 years from now? • What inspires me? • What sparks the creative process? • How do we use materials to make an artistic statement? • How do artists choose tools, techniques, and material to express their ideas? | <p>colored pencils and markers on 12"x18" drawing paper.</p> <p>Students will create a collage-combined watercolor that displays perspective or space. Your art is to be influenced by Surrealism art, previously introduced movement.</p> <p>Students will examine how artists have expressed emotion thru use of line, color, and shapes. Students will show awareness and understanding of Abstract Expressionism movement in America and non-objective art.</p> <p>Students will explore how lines, shapes and color can express emotions. Students will communicate a variety of emotions using line, shape, color and values to create a work of art using pencil, marker and colored pencils.</p> <p>Students will understand the pop art movement and observe the works of Wayne Thiebaud, Roy Lichtenstein and Andy Warhol. Students will create a work of art (oil pastel) inspired by one of the pop artist.</p> <p>Students will display color mixing techniques within their artwork.</p> <p>Q2/Q4: Students will learn how to use tools to bend and twist wire and create a contour line wire sculpture (suggestion of animals, insects, everyday objects and people).</p> <p>Students will use pen and ink to draw an insect of their choice. Students will apply shading techniques (stippling, cross-hatching, and hatching) and texture to the magnified insect.</p> | <p>Lichtenstein, Andy Warhol, complementary colors, pastel colors, blending, oil pastel, texture, applied texture, visual texture</p> <p>3D Sculptural design, line, shape, form, problem solving, brainstorming, composition, balance, Weight, volume, mass, space, gravity</p> <p>Pen, ink, stippling, cross-hatching, hatching, texture, tone, tonal effects, shading with ink</p> <p>Positive space, negative space, composition, contrast, unique, original</p> <p>Pacific Northwest Tribes, PNW Coast Design Elements, Ovoid, U-shape, S-shape, potlatch, PNW wealth, Totem poles, Long house, printmaking, relief printing, ink, brayer, u-gouge, knife, v-gouge, black line print, white line print, registration paper, edition, artist proof, linocut blocks</p> |
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| | <p>PO 401. Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.</p> <p>Strand 3: Evaluate</p> <p>Concept 1: Art Issues and Values: The student will justify general conclusions about the nature and value of art.</p> <p>PO 103. Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).</p> | <ul style="list-style-type: none"> • What skills and vocabulary do I need to appreciate visual art? • How do I use my knowledge of art skills & vocabulary to create art? • What ethical issues are involved in the creative practices of the visual and performing arts, and how can they be understood in relation to universal concepts of human rights? • Which appropriate information resources and technologies help us to understand the broad humanistic influences of the arts, and to facilitate integration of visual art, dance, theater and music with essential skills in other subject areas? | <p>Students will research and write a description about the insect; name, habitat, and any other details.</p> <p>Students will develop and promote an awareness of positive and negative space used in artworks. Students will create an original visual image using black and white construction paper. You will demonstrate all spaces within your work to have their own unique shapes.</p> <p>Student will create an animal/insect/reptile/amphibian relief print that reflects Pacific Northwest coast design elements. Create a technically successful relief composition, linocut, and numbered series of prints (edition) Utilize Pacific Northwest coast design elements and develop contrast.</p> <p>Students will create a work of art inspired by Australian Aboriginal Art. Students will learn about the culture and art of the Australian Aborigines. Students will experiment with different art mediums using dots and lines to express your own thoughts.</p> | <p>Australian Aborigines, dreamtime, walk-about, patterns: dots and lines, Aboriginal symbolism, meaning, repetition, pattern, rhythm, and balance, culture</p> |
| Art 3/4 (Semester 1& 2) | <p>Q1/Q3: Strand 1 Create:</p> <p>Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork.</p> <p>PO 303. Develop and <u>revise</u> plans, (e.g., sketches, models, and notes) for his or her own artwork <u>and select the best option.</u></p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own</p> | <p>Essential Questions in Art</p> <ul style="list-style-type: none"> • What is art? • Who is an artist? • How does art expand and enhance our thinking? • How does art record and communicate the human experience? • How does art represent personal expression, exploration, and/or insight? | <p>Q1/Q3: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>Demonstrate understanding the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p> | <p>Unity, composition, space, common design elements: patterns, colors, shapes</p> <p>Medium, media in art, art theme, influence, artistic style, artist statement, balance, copyright,</p> |

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| | <p>artwork.</p> <p>PO 301. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 301. Identify, select, and use elements and principles to organize the composition in his or her own artwork.</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 301. Demonstrate purposeful use of subject matter, symbols and/or themes in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 301. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Q2/Q4: Strand 1 Create:</p> <p>Concept 1: Creative Process: The student will develop, revise, and reflect on ideas for expression in his or her own artwork.</p> <p>PO 303. Develop and <u>revise</u> plans, (e.g., sketches, models, and notes) for his or her own artwork <u>and select the best option</u>.</p> <p>Concept 2: Materials, Tools, and Techniques: The student will use materials, tools, and techniques in his or her own artwork.</p> <p>PO 301. Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.</p> | <ul style="list-style-type: none"> • How does art help us learn about other people? • What can we learn about a culture through its art forms? • How does art reflect human culture? • Do the arts reflect or shape culture? • How does art influence what we can learn about ourselves and about our society? • How is art used everyday life? • In what ways are everyday sites and sounds rooted in the arts? • How do artists benefit society? • Why is art necessary? • How can I use my artistic talents to benefit my community, state, country, world? • How do people express themselves through art today? • How will technology change the way images are constructed and interpreted? • What role does graphic design play in consumers' choices? • What will art be like 10, 20, 30 years from now? • What inspires me? • What sparks the creative process? • How do we use materials to make an artistic statement? • How do artists choose tools, techniques, and material to express their ideas? | <p>Students will create unity using acrylic paint, paint and canvas.</p> <p>Students will identify design elements that create unity; such as common shapes, common patterns, common colors, common background, and use of space.</p> <p>Artist choice 1; student will select his or her own medium of choice and create a work of art influence by the self. Students will find a theme to guide their work of art, develop an artist statement and find their artistic style. Students will create two works of art with a medium of their choice: acrylic painting, watercolor, printmaking, drawing, and all works must be larger than 24"x18".</p> <p>Artist choice 2; student will select his or her own medium of choice and create a work of art influence by the self. The second artist choice must be an extension or influence by the first artist choice project. Students will create two works of art with a medium of their choice: acrylic painting, watercolor, printmaking, drawing, and all works must be larger than 24"x18".</p> <p>Q2/Q4: Student will create a three-dimensional texture box that displays a variety of textures. The texture box is required to have five different actual textures. Student will develop an understanding between actual texture and visual textures.</p> <p>Students will learn how to use tools to bend and twist wire and create a</p> | <p>imagery, studio work study</p> <p>Texture, visual texture, implied texture, actual texture, real texture</p> <p>Symbolic self-portrait, abstract, bricolage, readymade, recycled art, assemblage, sculptural design</p> <p>Stencil, pochoir, island cutting, acrylic, wait-time, edition, brand, logo</p> <p>Biomechanical, value, hatching, cross-hatching, stippling, machine like</p> <p>Readymade, recycled art, value, mobile, structure, balance, rhythm</p> <p>Value, detail, enlarge, fragmented views, focus, perspectives, angels</p> |
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| | <p>Concept 3: Elements and Principles: The student will use elements of art and principles of design in his or her own artwork.</p> <p>PO 301. Identify, select, and use elements and principles to organize the composition in his or her own artwork.</p> <p>Concept 4: Meanings or Purposes: The student will express ideas to communicate meanings or purposes in artwork.</p> <p>PO 301. Demonstrate purposeful use of subject matter, symbols and/or themes in his or her own artwork.</p> <p>Concept 5: Quality: The student will apply criteria to assess the quality of in-progress and finished artwork.</p> <p>PO 301. Identify successful aspects of his or her own artwork and possible revisions.</p> <p>Strand 2: Relate</p> <p>Concept 1: Artworlds: The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.</p> <p>PO 301. Contribute to a discussion about who artists are, what they do, and why they create art.</p> | <ul style="list-style-type: none"> • What skills and vocabulary do I need to appreciate visual art? • How do I use my knowledge of art skills & vocabulary to create art? • What ethical issues are involved in the creative practices of the visual and performing arts, and how can they be understood in relation to universal concepts of human rights? • Which appropriate information resources and technologies help us to understand the broad humanistic influences of the arts, and to facilitate integration of visual art, dance, theater and music with essential skills in other subject areas? • How are visual and performing art skills used to help us adapt to an ever-changing technological world, and to construct suitable creative expressions of this world in visual art, dance, theater and music? • How can central visual and performing arts concepts and skills, such as artistic rendering of cultural values, principles of organization, collaboration and design, sense awareness, intuitive understanding and creative thinking be applied to solve problems in local, national | <p>contour line wire sculpture (suggestion of animals, insects, everyday objects and people). Wire sculpture size must be larger than 8" in height and the width has no limit. Student will create a bricolage that represents the self, a symbolic self-portrait will be create from an array of found materials.</p> <p>Students will create a stencil and submit an edition of 5 prints on drawing paper. Students will learn how to create a stencil and learn about the functions of a stencil.</p> <p>Students will create a drawing of a biomechanical lifeform that displays value, hatching, cross-hatching, and stippling. Students will select a realistic lifeform: such as a person, animal, reptile, et cetera, and you will recreate your image into a biomechanical machine.</p> <p>Students will create a hanging mobile built out of found/readymade objects. Students will create a fragmented object drawing on 18"x12" paper using grid layout. Student will focus on detail from a variety of perspectives.</p> | |
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| | | <p>and global communities?</p> <ul style="list-style-type: none"> • What is the role of the visual and performing arts in developing interdisciplinary projects that investigate relevant issues in local, national and global communities? | |
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