

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
2 Dimensional Art Foundations 9-12

Name of Unit Weeks	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p>Introduction to Drawing & Perception</p> <p>1 week</p>	<p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>6. <u>Connections</u> Students will make connections between the visual arts, other disciplines and daily life.</p>	<ul style="list-style-type: none"> • Understand characteristics of right and left brain (in relation to perception) and techniques for shifting. • Apply contour drawing skills from direct observation to develop perception and eye/hand coordination. 	<p>Students will be involved with the teacher and peers in ongoing discussion of concepts and observation and critique of related skill development.</p>	<p><u>Drawing on the Right Side of the Brain</u> by: Betty Edwards</p> <p>Worksheets and visual references related to perception and drawing techniques.</p> <p>Demonstrations of techniques/processes</p>
<p>Line & Shape</p> <p>2 weeks</p>	<p>1. <u>Media</u> Students will understand, select and apply media, techniques and processes.</p> <p>2. <u>Elements and Principles</u> Students will understand and apply elements and organizational principles of art.</p>	<ul style="list-style-type: none"> • Develop contour drawing skills from direct observation to develop perception and eye/hand coordination. • Experiment with multiple forms and applications of graphite • Experiment with a variety of methods for changing the quality of an individual line. • Utilize sighting techniques to determine angles, proportions and spatial relationships. • Develop gesture line drawing skills utilizing the drawing and perceptual skills listed above. 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of skill development.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of completed contour and gesture drawings and process.</p>	<p><u>Keys to Drawing</u> by: Bert Dodson</p> <p>Drawing reference books, slides, prints and digital image examples</p> <p>Demonstrations of techniques/processes</p>

<p>Texture</p> <p>2.5 weeks</p>	<p>1. <u>Media</u> Students will understand, select and apply media, techniques and processes.</p> <p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p> <p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas</p>	<ul style="list-style-type: none"> • Experiment with multiple ink tools and application techniques. • Produce textural variation studies translating various concepts and physical texture patterns into visual representation (change the size , shape, spacing thickness, value, & direction of marks) • Produce Sumi/ink wash studies. 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of skill development.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of completed ink drawings.</p>	<p><u>Creative Play Series</u> by Rottger/Klante</p> <p><u>Art As a Way</u> by Frederick Franck</p> <p><u>Sumi Painting</u> by T.Mikami's</p> <p>Drawing reference books, slides, prints and digital image examples</p> <p>Demonstrations of techniques/processes</p>
<p>Value</p> <p>2 Weeks</p>	<p>1. <u>Media</u> Students will understand, select and apply media, techniques and processes.</p> <p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p>	<ul style="list-style-type: none"> • Experiment with a variety of methods for making marks in charcoal. • Create two value scales using hatching and cross-hatching. • Understand the effects of light on 3 Dimensional surfaces. • Create a drawing of a simple observed form that identifies the changes in value across its surface surrounding area caused by a light source. 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of skill development.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of completed value scales and studies.</p>	<p><u>Keys to Drawing</u> by: Bert Dodson</p> <p>M.C. Escher prints</p> <p>Drawing reference books, slides, prints and digital image examples</p> <p>Demonstrations of techniques/processes</p>

<p>Introduce Visual Composition</p> <p>1.5 Weeks</p>	<p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, and <u>Evaluation</u> interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Read text about visual composition. • Identify the different ways artists use the elements of art and principles of design to evoke response and communicate ideas. • Participate in group oral critique of artist prints. • Draw thumbnail sketch studies exploring possible visual compositions from direct observation. 	<p>Reading for content assessments – visual check and quiz.</p> <p>Assessment of oral composition critique presentations and thumbnail sketches.</p>	<p><u>Art Fundamentals Theory and Practice</u></p> <p>Artist prints, slides and digital images</p> <p>Composition worksheets</p>
<p>Still Life Compositions</p> <p>2 Weeks</p>	<p>1. <u>Media</u> Students will understand, select and apply media, techniques and processes.</p> <p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p> <p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas.</p>	<ul style="list-style-type: none"> • Select objects and arrange still life compositions in school and at home. • Draw still life thumbnail sketch studies exploring possible visual compositions from direct observation. • Produce finished still life drawing compositions incorporating students' knowledge of line, shape, texture and value utilizing the media graphite, ink and charcoal. 	<p>Assessment of completed still life thumbnail studies.</p> <p>Students will be involved with the teacher and peers in ongoing observation and critique of skill development.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of completed still life drawing compositions.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p>	<p>Artist prints, slides and digital images</p> <p>Assignment sheets</p> <p>Demonstrations of techniques/processes</p>

<p>Color Theory & Painting</p> <p>3.5 Weeks</p>	<p>1. <u>Media</u> Students will understand, select and apply media, techniques and processes.</p> <p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p> <p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, <u>and</u> <u>Evaluation</u> interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Read text about color to learn about the properties of color and color interaction. • Apply knowledge by mixing color to produce a color wheel, value and intensity scales. • Identify the different ways artists use color to evoke response and communicate ideas. • Draw thumbnail sketch studies exploring possible color schemes • Learn tempera paint application technique by completing studies. • Create a still life tempera painting incorporating newly learned skills and concepts. 	<p>Reading for content assessments – visual check and quiz.</p> <p>Assessment of completed color wheel, scales and thumbnail studies.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of completed still life painting.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p>	<p><u>Interaction of Color</u> by: Joseph Albers</p> <p><u>Art Fundamentals Theory and Practice</u></p> <p>Artist prints, slides and digital images</p> <p>Demonstrations of techniques/processes</p>
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<p>Creative Thinking</p> <p>1 Weeks</p>	<p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, <u>and</u> <u>Evaluation</u> interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Understand, explore and use a variety of creative problem solving skills to inspire and direct their creative process (brainstorming, webbing, visualizing, etc.) • Produce studies of creative imagery developed through active creative problem solving. • Identify and understand the creative approach other artists take in their work 	<p>Students assessed on:</p> <p>Demonstrated application of creative problem solving processes and techniques.</p> <p>Production of thumbnail sketches/studies based on their creative visual problem solving.</p> <p>Participate in oral and/or written critiques of the content and composition of a range of art work.</p>	<p><u>Art Synectics & Design Synectics</u> by: Nicholas Roukes</p> <p><u>From Ordinary to Extraordinary</u> by: Ken Vieth</p> <p>Worksheets</p> <p>Art slides, prints and digital images</p>
<p>Art Careers / Art Awareness</p> <p>2 Weeks</p>	<p>4. <u>History & Culture</u> Students will understand the visual arts in relation to history and culture.</p> <p>6. <u>Connections</u> Students will make connections between the visual arts, other disciplines and daily life.</p>	<ul style="list-style-type: none"> • Research an artist, period of art history or art career. • Identify and understand the creative approach that artists take in their work in relation to historical/cultural/career context. • Create and present a written, visual, oral presentation of an artist, period of art history or art career. 	<p>Students will complete a self-assessment/ teacher assessment rubric of art career/art history presentation.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p>	<p>Art History and Art Career reference books, web sites, posters, prints, digital images</p> <p>Assignment sheets</p>