

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
3 Dimensional Art Foundation Grade 9-12

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p>Name of Unit Weeks</p> <p>Creative Problem Solving</p> <p>Approximately 2 weeks</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, and <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 will demonstrate application of creative problem solving processes and techniques</p> <p>Students will compose thumbnail sketches based on their creative visual problem solving.</p> <p>Students will 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>Name of Unit Weeks</p> <p>Relief Printmaking Embossing & Monoprints</p> <p>Approximately 6 weeks</p>	<p>1. Media Students will understand, select and apply media, techniques and processes.</p> <p>2. Elements And Principles Students will understand and apply elements and organizational principles of art.</p> <p>3. Content Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>5. Analysis, Interpretation Students will reflect upon, describe, analyze, and Evaluation interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Understand and identify the visual and physical characteristics of relief prints • Draw an effective graphic composition appropriate for carving into a printing block • Learn the tools and techniques used to transfer an image onto the block and carve the block • Safely and effectively manipulate carving tools • Learn the tools and techniques used to print the relief block for single and multiple color prints. • Effectively print an edition of prints as well as a series of varied prints • Sign and number prints in their print portfolio • Explore using the relief block for embossing and monoprinting techniques. • Maintain tools, materials and studio environment in proper working order • Demonstrate respectful attitude toward their own and other's work 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of the design, carving and printing process.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of printing plate design and carving and print portfolio development.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p>	<p>Demonstrations of techniques/processes</p> <p>Worksheets</p> <p>Artist Prints, slides and digital images</p> <p>DVD and textbooks related to printing techniques</p>
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<p>Name of Unit Weeks</p> <p>Sculpture Figure</p> <p>Approximately 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>4. <u>History & Culture</u> Students will understand the visual arts in relation to history and culture.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, <u>and Evaluation</u> interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Observe the forms and calculate the proportions and spatial relationships of the figure. • Understand the significance of diverse representations of the figure in different cultures during different periods of history. • Understand and identify the visual and physical characteristics of clay sculptures. • Draw multiple views, effectively designed studies of a figure inspired sculpture. • Learn the role of armatures. • Identify and use tools and techniques to manipulate clay in a variety of ways to create sculptural figure forms. • Understand the drying and firing process of ceramic clay • Enhance sculptural forms with a variety of surface embellishment techniques. • Maintain tools, materials and studio environment in proper working order. • Demonstrate respectful attitude toward their own and other's work. 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of the design and sculpting process.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their completed sculpture.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p>	<p>Demonstrations of techniques/processes</p> <p>Worksheets pertaining to the figure and clay sculpture techniques and related concepts.</p> <p>Artist Prints, slides and digital images</p> <p>DVD and textbooks related to clay sculpting techniques and multi-cultural historical examples of figurative sculpture.</p>
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<p>Name of Unit Weeks</p> <p>Paper Mache & Collage Mask Expressive Self-Portrait</p> <p>Approximately 4 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>4. <u>History & Culture</u> Students will understand the visual arts in relation to history and culture.</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"> • Understand the significance of masks and the diverse representations of portraits through masks in different cultures during different periods of history. • Learn the construction and role of armatures. • Design a self-portrait mask, manipulating facial proportions, features and expression to affect the expressive content of the portrait mask. • Understand and identify the visual and physical characteristics and application process of paper mache and a variety of collage materials and drawing and painting media. • Use tools and techniques to manipulate materials in a variety of ways to create an expressive self-portrait mask. • Maintain tools, materials and studio environment in proper working order. • Demonstrate respectful attitude toward their own and other's work. 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of the design and production process.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their completed expressive self-portrait mask.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p>	<p>Demonstrations of techniques/processes</p> <p>Worksheets pertaining to the portrait, collage and mask making techniques and related concepts.</p> <p>Artist Prints, slides and digital images.</p> <p>DVD and textbooks related to portrait and collage techniques and multi-cultural historical examples of masks.</p>
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