

**Core Curriculum Scope and Sequence**  
**Art-Crafts Grade 9-12**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>Book Making</b>  <b>Calligraphy/ Typography</b>  <b>3 Weeks</b>	<b>Media</b> Students will understand, select, and apply media, techniques and processes.  <b>Content</b> Students will consider, select, and apply a range of subject matter, symbols and ideas.	<ul style="list-style-type: none"> <li>• Identify the parts of the book and the tools for creating a book.</li> <li>• Construct a book using appropriate technical bookbinding skills.</li> <li>• Utilize the elements of art and principles of design to aesthetically create a book that conveys a mood.</li> <li>• Understand the use of text in history/cultures</li> <li>• Identify and apply calligraphy skills using ink and pen.</li> <li>• -apply typography skills in a graphic design media.</li> </ul>	Rubric and reflection  Book Product  Calligraphy Art  Graphic Design Art	<u>Hand Bookbinding</u> , Aldren A. Watson  Teacher created rubric  Internet  Photoshop
<b>Ceramics</b>  <b>6 Weeks</b>	<b>Media</b> Students will understand, select, and apply media,	<ul style="list-style-type: none"> <li>• Identify and understand the uses of the different tools for clay.</li> </ul>	Graphic organizer for planning the process to create a bowl.	Teacher Handouts  You Tube

	<p>techniques and processes.</p> <p><b>History and Cultures</b> Students will understand the visual arts in relation to history and cultures.</p> <p><b>Analysis, Interpretation, and Evaluation</b> Students will reflect upon, describe, analyze, interpret and evaluate Their own and others' work.</p>	<ul style="list-style-type: none"> <li>• Understand the clay stages and the processes that are utilized. Such as: - wet – leather hard- dry – bisqued, - glazed</li> <li>• Understand the different construction techniques: pinch, additive, subtractive, coil, and slab.</li> <li>• Create a clay bowl using the following methods: - Slab - Wheel Thrown - Coil</li> </ul>	<p>Summative Evaluation and Final Bowl Product</p>	<p>Teacher Demonstration Local Artisan</p>
<p><b>Jewelry</b>  <b>5 Weeks</b></p>	<p><b>Media</b> Students will understand, select, and apply media, techniques and processes.</p> <p><b>Elements and Principles</b> Students will understand and apply elements and organizational principles of art.</p> <p><b>Analysis, Interpretation, and Evaluation</b> Students will reflect upon, describe, analyze, interpret and evaluate Their own and others' work.</p>	<ul style="list-style-type: none"> <li>• Understand the origins of weaving from different cultures.</li> <li>• Utilize freeform weaving skills</li> <li>• Understand the characteristics of PMC and how to use it.</li> <li>• Create a PMC (Precious Metal Clay) piece of jewelry.</li> <li>• Polish and anneal a piece of silver jewelry.</li> <li>• Solder to pieces of metal together.</li> </ul>	<p>Final Products Rubric and Self Evaluation Research and sketches</p>	<p>Teacher Demonstrations Internet Rubrics</p>

<b>Photography</b>  <b>2 Weeks</b>	<b>Elements and Principles</b> Students will understand and apply elements and organizational principles of art.  <b>Analysis, Interpretation, and Evaluation</b> Students will reflect upon, describe, analyze, interpret and evaluate Their own and others' work.	<ul style="list-style-type: none"> <li>• Research the history of photographic processes.</li> <li>• Experiment with alternative chemical processes such as cyanotype, van dyke brown and transfers.</li> <li>• Experiment with collage materials and photographs to create a unified work.</li> </ul>	Cyanotype  Transfers  Mixed media  Rubrics  Self-Reflection  Critiques	Teacher Demonstrations  Artists of study  Internet  Photoshop

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>Print Making</b>  <b>3 Weeks</b>	<b>Media</b> Students will understand, select, and apply media, techniques and processes.	<ul style="list-style-type: none"> <li>• Understand and demonstrate the different processes for creating a printed image.</li> </ul>	Preliminary drawings  Rubric and self-reflection	Teacher demonstrations  Internet

	<p><b>Analysis, Interpretation, and Evaluation</b> Students will reflect upon, describe, analyze, interpret and evaluate Their own and others' work.</p>	<ul style="list-style-type: none"> <li>• Draw a design, photocopy the image and transfer the image onto a screen using a thermo fax.</li> <li>• Upload a digital image in Photoshop and render it as a gif format that has separate layers, printed out with registration marks, and aligned properly on the paper to create a print that is clear.</li> </ul>	Final product	Photoshop
<p><b>Career Readiness</b>  <b>1 Weeks</b></p>	<p><b>Connections</b> Students will make connections between the visual arts, other disciplines and daily life.</p> <p><b>Analysis, Interpretation, and Evaluation</b> Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> <li>• Obtain information on college training and company/organization related to a craft career of their choice.</li> <li>• Present an art career using digital media.</li> </ul>	Graphic organizer  Presentation	Occupational Outlook Handbook  PowerPoint  Artist Reference