

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**FOUNDATIONS IN ART**

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**Curriculum writing committee:**

**Dr. Irene Lantz**

**Grade Level:**

**9-12**

**Date of Board Approval: July 14, 2022**

## Course Weighting:

<b>Projects (10-11 per course)</b>	<b>100 points</b>
<b>Classwork Assignments</b>	<b>25-50 points</b>
<b>Participation/Preparation (daily/weekly)</b>	<b>20 points</b>

## Curriculum Map

**Overview: 1 semester, ½ credit, Grades 9,10, 11, 12**

Knowledge of art is acquired through the study and practice of four disciplines: art production, art criticism, art history, and art philosophy.

Styles and periods of art reflect the events and experiences of the artist and his historical time period.

### Goals for Marking Period 1

#### Understanding of:

- Cooperative learning: Formal and Informal, Art, art history and its culture
- Strategies for analyzing artworks: apply Constructive Criticism
- Interpret, Define, Aesthetic and Formal analysis
- Examine and utilize the Seven Elements and Seven Principles of Design
- Basic drawing Techniques
- Alternative art forms
- Basic Architectural Vocabulary and techniques
- Egyptian Canons/ hieroglyphics
- Greek Architectural Designs
- Religious Art: Illuminated Manuscripts and Islamic Geometric Patterns

### Goals for Marking Period 2

#### Understanding of:

- Renaissance and Northern Renaissance
- Romantic Art and the Sublime
- Impressionism and Expressionism

- Emotionalism and Individualism
- Color and Light
- Abstract (Objective and Non-Objective), Cubism and Surrealism
- Recall and apply knowledge of art vocabulary: aesthetic, context, meaning, interpretation, analysis, criteria, description, function and form

**Big Ideas:** Artists use the elements of art and the principles of design to guide development and application of a variety of drawing, illustration and rendering techniques and approaches. Artists use tools and resources as well as their own experiences and skills to create art. There are formal and informal processes used to assess the quality of works in the arts.

**Textbook and Supplemental Resources:**

*Arttalk*, Chapter 2: Art Criticism: Learning from a Work of Art, pp.26-37(*Reading, non-fiction*)

# Curriculum Plan

**UNIT:** CRITICISM IN ART

**Time/Days:** 5 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)  
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** composition and design, theory, form, function, content, context to analyze an artwork.

## Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level-1,3,4)
- Employ strategies of cooperative learning while investigating art philosophies and art criticism techniques. (DOK Level 1)
- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level-1,3,4)
- Collaborative presentation and discussion of research and analysis.

## Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Analyze a work of art.
3. Small group/collaborative learning: tenets of art philosophies and criteria for critiquing art works. The students will be paired into groups of four and given a booklet to read on the methods of analyzing a work of art. (*Reading non-fiction*) (*Arttalk, 1995*)
4. Students will examine the artwork, apply the formal reasoning of the elements and principles of design, art criteria, and aesthetics (incorporating the specific art philosophies) that are applicable to their critique. Students will write informative/explanatory answers to question prompts. (*Writing*)
5. Students will present in their groups, discuss their findings to the entire class, individually, and collectively. Class participation and discussion.
6. Class critique, analyze artwork, student self-evaluation

**Materials:** Handouts, laptops, artwork, paper pencil

## Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Presentation and analysis of artwork graded using a rubric

## UNIT 2: ALTERED BOOK/COLLAGE

Time/Days: 10 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)  
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** color theory, layering technique, composition and design, form, function, sculpture, three-dimensional, mixed media altered, theme, others related to specific content areas that might be used as themes.

### Objectives:

- Define Altered Book and identify different methods of collage (DOK Level 1)
- Transform a discarded book into a creative art work of art that encompasses a theme and utilizes a variety of media and techniques. (DOK Level 2)
- Apply understanding of attributes to skill development. (DOK level 4)
- Explore media and color to develop art work (DOK Level-3)
- Plan, design, and create three pages of the book using various media in collage techniques (Self-Reflection, Self-Affirmation) (DOK Level 4)
- Analyze, revise and evaluate works. (DOK level 4)

### Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Students will research mixed media and collage artworks that utilize this method as their medium. (*Reading non-fiction*)
3. Students will design the first three pages of the book to include their personal aspirations and affirmations to create well-balanced compositions.
4. Students will use various reference materials (e.g., magazines, newspapers, fabric, paint, etc.) to gain inspiration to create their designs.
5. Students will review color theory, the elements and principles of design, and collage techniques to apply to their design.
6. Students will construct the book to allow for weighted collage materials.
7. Students will use various materials of color to overlay on the composition to create a well-balanced mixed media altered book.
8. Class critique, analyze collage, student self-evaluation

**Materials:** Old books, box cutters, assortment of newspapers, magazines, fabrics, paper, scissors, glue, pencils, erasers, rulers, paint, brushes, assorted buttons, ribbons, etc.

### Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Aspiration and Affirmation Pages graded using a rubric

**UNIT 3: ELEMENTS AND PRINCIPLES OF DESIGN**      **Time/Days:** 15 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)  
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** art criticism, color theory, elements and principles of design, art history,

**Objectives:**

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level-1,3,4)
- Create within the altered book seven pages or create an original art booklet comprised of the fundamentals in art: elements and principles of design. (DOK Level-1, 2,3,4)
- Create an original art piece applying the historical culture's canons in art. (DOK Level-1,2,4)
- Apply understanding of attributes to skill development. (DOK level 4)
- Explore media and color to develop art work (DOK Level-3)
- Plan, design, and create seven designs/pages of the book or booklet using various media: collage, paint, color pencils, etc. (DOK Level 4)
- Analyze, revise and evaluate works. (DOK level 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Definitions and drawn examples of the elements and principles of design presented. (*Reading non-fiction*)
3. Booklet creation that incorporates 7 elements and 7 principles of design, including an original cover page. Each page of the booklet will contain an original design incorporating one element and one principle that will not be repeated in any of the other pages of the booklet. Students will use measurement skills using rulers, protractors, and drawing tools to draw and create their designs. (*Math-Relationship between quantities, properties and geometric transformations*)
4. Group Presentation
5. Class critique, analyze artwork, student self-evaluation

**Materials:** Art images, paper, pencils, handouts

**Assessments:**

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of critique using a rubric

## UNIT 4: ART HISTORY: EGYPT, GREECE

Time/Days: 20 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)  
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** art criticism, color theory, elements and principles of design, art history, design, color theory, layering technique, composition and design, form, function, sculpture, three-dimensional, mixed media altered, theme, others related to specific content areas that might be used as themes.

### Objectives:

- Create an original art piece applying the historical culture's canons in art. (DOK Level-1,2,4)
- Apply understanding of attributes to skill development. (DOK level 4)
- Explore media and color to develop artwork (DOK Level-3)
- Plan, design, and create a metaphorical design using various media techniques (collage, paint, pencil, oil pastel, etc.) (DOK Level 4)
- Analyze, revise, and evaluate works. (DOK level 4)

### Core Activities and Corresponding Instructional Methods:

1. Direct Instruction and practice. Visualization using a PowerPoint via smart board, short videos of different cultures, builds background knowledge of art from an historical culture.
2. Integrate Cultural and Art historical background of various cultures in history.
3. **Egypt:** Students will create a design inspired by Egyptian canons. Prompted with a creative writing exercise, students will create original symbols from personal narratives, use Egyptian canons, and methods of symbolism to design an original creation. (*Writing*) (*Math-Relationship between quantities, properties and geometric transformations*)
4. **Greece:** Students will create an original artwork incorporating the tenets and elements of Greek art. The design can be an architectural drawing that will include at least one point perspective (but two-point perspectives may also be utilized), Greek details of one column order (Doric, Ionic, Corinthian) in an authentic architectural design, and a creative background setting, producing a well-balanced composition. Another example could be to emulate the Greek Gods in an artwork. Students will research the gods, choose one and create their own original godlike creation that has the characteristics of the Greek God to incorporate into their artwork. Another example could be to create a Greek vase in clay. (*Math-Relationship between quantities, properties and geometric transformations*)
5. Students will write informative/explanatory answers to theoretical question prompts. (*Writing*)
6. Class critique, analyze artwork, student self-evaluation

**Materials:** Handouts, Art supplies that are available in the art room, e.g. images, paint, brushes, paper, pencils, color pencils, oil pastels, clay, etc.

**Assessments:**

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of artwork using a rubric



**UNIT 5: ART HISTORY: MEDIEVAL, RENAISSANCE** Time/Days: 15 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)  
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** art criticism, color theory, elements and principles of design, art history, design, color theory, layering technique, composition and design, form, function, mixed media altered, theme, others related to specific content areas that might be used as themes.

**Objectives:**

- Create an original art piece applying the historical culture's canons in art. (DOK Level-1,2,4)
- Apply understanding of attributes to skill development. (DOK level 4)
- Explore media and color to develop artwork (DOK Level-3)
- Plan, design, and create a metaphorical design using various media techniques (collage, paint, pencil, oil pastel, etc.) (DOK Level 4)
- Analyze, revise, and evaluate works. (DOK level 4)

**Core Activities and Corresponding Instructional Methods**

1. Direct Instruction and practice. Visualization using a PowerPoint via smart board, short videos of different cultures, builds background knowledge of art from an historical culture.
2. Integrate Cultural and Art historical background of Medieval and Renaissance cultures in history.
3. **Medieval:** Students will research allegorical designs, and be able to create an illuminated manuscript on various papers (rice, drawing, tissue, etc.) using the tenets of medieval period in art. Students will model lettering, allegorical figures, and natural forms from illuminated manuscripts to create their own designs. (*Math-Relationship between quantities, properties and geometric transformations*)
4. **Northern Renaissance:** Symbolism in Art-Cooperative Learning. Students grouped together in three or four, will be able to collaborate, and work cooperatively to research, and critically analyze an artwork's content, formal, and contextual qualities. One work will be from the Northern Renaissance, one work from modern art, the other one or two works can be from any other time period in history. Groups will create and present their research in a power point presentation and discuss their findings/analysis to the entire class, both individually and collectively. Class participation and discussion. (*Reading-Non-fiction and Writing*).
5. Students will write informative/explanatory answers to theoretical question prompts. (*Writing*)
6. Class critique, analyze artwork, student self-evaluation

**Materials:** Handouts, Art supplies that are available in the art room, e.g. images, paint, brushes, paper, rice paper, pencils, ink, color pencils, oil pastels, clay, etc.

**Assessments:**

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of research and artwork using a rubric

**Time/Days:** 25 Days

**UNIT 6: ART HISTORY: IMPRESSIONISM, SURREALISM, CUBISM, ABSTRACT**

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)  
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** art criticism, color theory, elements and principles of design, art history, design, color theory, layering technique, composition and design, form, function, sculpture, three-dimensional, mixed media altered, theme, others related to specific content areas that might be used as themes.

**Objectives:**

- Create an original art piece applying the historical culture's canons in art. (DOK Level-1,2,4)
- Apply understanding of attributes to skill development. (DOK level 4)
- Explore media and color to develop artwork (DOK Level-3)
- Plan, design, and create a design using various media techniques (collage, paint, pencil, oil pastel, etc.) (DOK Level 4)
- Analyze, revise, and evaluate works. (DOK level 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct Instruction and practice. Visualization using a PowerPoint via smart board, short videos of different cultures, builds background knowledge of art from an historical culture.
2. Integrate Cultural and Art historical background of various cultures in history.
3. **Impressionism:** Students will research magazines or the internet for an image of a still life or landscape for inspiration. Students will be able to create an original piece of artwork in pastels incorporating the tenets of Impressionism: effects of light, color and atmosphere, flat patches of color and flat perspective, a composition of asymmetry, Asian perspective (reverse/divergence or flat perspective.) (*Math-Relationship between quantities, properties and geometric transformations*)
4. **Surrealism:** Using real objects in an unreal way, uniting the conscious and unconscious realms of experience, and dream, fantasy and the rational world. Students will be able to transpose a realistic image of their choice, to put it in an unreal situation. Students will research magazines/internet/personal photographs of different images to create an original artwork.
5. **Cubism:** a realistic image broken into geometric forms distorting realistic detail. Stressing the abstract form by intersecting cubes, cones, and cylinders. Students will be able to create a design that transforms a realistic image into the cubistic ideology and connects perspective with the element of movement and time in a drawing.
6. **Abstract:** The non-objective begins with the elements and principles of design, not a realistic form. Students will be able to break up forms by cropping, skewing,

overlapping, rotate, tearing layering, multiplying, etc. to create an abstract image, and use color to enhance the image.

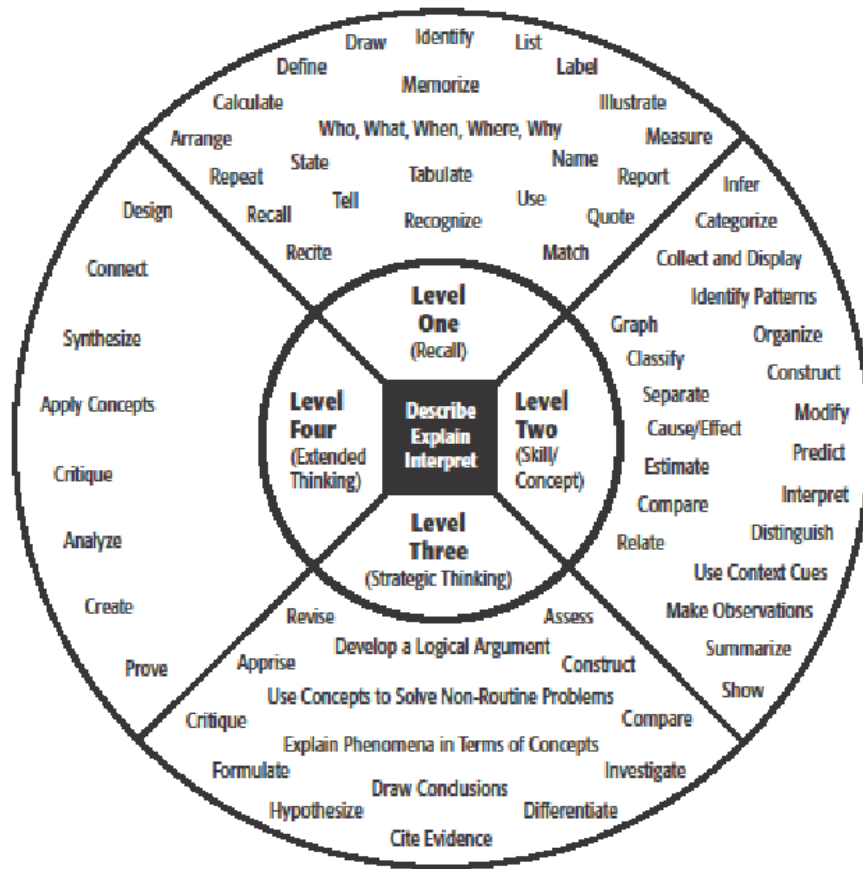
7. Class critique, analyze artwork, student self-evaluation

**Materials:** Handouts, Art supplies that are available in the art room, e.g., images, paint, brushes, paper, pencils, color pencils, oil pastels, clay, etc.

**Assessments:**

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of artwork using a rubric

# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 7 Feb. 2006. <<http://www.wisc.edu/WAP/index.aspx>>

## WEBB's Depth of Knowledge Definition (DOK) Levels 1-4

### *Level 1: Recall and Reproduction*

Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.

### *Level 2: Skills and Concepts*

At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.

### *Level 3: Strategic Thinking*

At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.

### *Level 4: Extended Thinking*

Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

<https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst>