

# Cliffside Park High School

## Art I Curriculum

August 2018

### Unit #1

#	STUDENT LEARNING OBJECTIVES
1	Compare and contrast innovative applications of line as an element of art (i.e., complexity of emotive line) associated with masterworks that cross the boundaries of traditional visual art making (e.g., site specific floor design installations of Daniel Buren, installations by Jim Lambie, Dan Flavin's florescent light installations, large scale tape line drawings by the Japanese artist-duo <i>Paramodel</i> etc.). Execute innovative approaches to line as a compositional tool to express movement in original two-or three-dimensional artwork, installation art and/or new media art using linear masterworks as a source of inspiration.
2	Compare and contrast innovative applications of shape in two-dimensional masterworks that cross the boundaries of traditional visual art making (e.g., the shape paintings of Frank Stella, Camille Utterback's interactive multi-media installations, Orley Gender's <i>Mr. Softy</i> , Kenny Scharf's murals etc.). Design a mixed media work focusing on shape that breaks traditional art making boundaries.
3	Analyze innovative uses of hue, value and intensity of color in contemporary visual art masterworks (e.g., James Turrell's color and light installations, Robert Wilson's video portraits, fiber artist Sheila Hicks's installation <i>Woven Color</i> comprised of oversized textiles etc.) and experiment with color and value to define space (e.g., Vija Celmins' <i>Untitled (Big Sea #1)</i> , <i>Gleaners</i> by Jean-François Millet etc.) in original two or three-dimensional or new media art.
4	Distinguish the characteristics of texture employed in innovative contemporary sculptures and art installations (e.g., sculptures by Tara Donovan, Dan Havel and Dean Rock's <i>Tunnel House</i> installations, Chakaia Booker's rubber tire sculptures etc.) and explore approaches to creating textual works of art utilizing common or repurposed materials.

5	<p>Study inventive derivations of form used by contemporary artists (e.g., large scale sculptures by Anish Kapoor such as the <i>Bean</i>, Ernesto Neto's monolithic foam sculptures, Patrick Dougherty's oversized outdoor forms created from branches and twigs, Deborah Butterfield's horses etc.).</p> <p>Create artwork that illustrates innovative uses of form.</p>
6	<p>Examine ground-breaking uses of space in traditional and new mediums (e.g., hyper-realistic paintings by Richard Estes, Rachel Whiteread's castings of negative spaces, the sound and mixed media installations by Janet Cardiff and George Bures Miller etc.) and experiment with new approaches to portraying positive and negative space in an art installations, sculptures, or new media artwork.</p>
7	<p>Differentiate innovative applications symmetrical, asymmetrical and radial balance by known master artists (e.g., Diane Arvus's photograph <i>Identical Twins</i> or Robert Mangold's paintings about formal balance, the public steel sculptures of Mark Di Suvero utilizing asymmetrical balance, Richard Long's <i>Midsummer Circles</i> or <i>Chysanthemum Exploded #1</i> by Qi Wie illustrating radial etc.). Extrapolate approaches to innovative applications symmetrical, asymmetrical or radial balance in the creation of original two or three-dimensional artwork.</p>
8	<p>Observe overlapping proportion exemplified in diverse examples of cutting edge two and three-dimensional art (e.g., -M.C. Escher's mathematically inspired woodcuts and lithographs, Chris Burden's <i>LAPD Uniforms</i> installation, Paul Strand's <i>Abstraction, Twin Lakes, Connecticut</i>, Salvador Dali's <i>The Persistence of Memory</i> or <i>The Three Sphinxes of Bikini</i> etc.) and use overlapping proportion in unusual ways in original artwork.</p>
9	<p>Survey innovative applications of rhythm &amp; repetition in artwork from culturally diverse contemporary artists (e.g., the installation art of Polly Apfelbaum, Brazilian artist Nele Azevedo's sitting figures of ice, Jean Shin textiles and mixed material artwork, Chris Burden's <i>The Reason for the Neutron Bomb</i>, etc.) and produce original two or three-dimensional artwork emphasizing rhythm.</p>
10	<p>Identify emphasis &amp; variety in in diverse visual arts masterworks (e.g., <i>The Lady of Shalot</i> by the Pre-Raphaelite painter John William Waterhouse using color and light for emphasis, Richard Anuszkiewicz's <i>Deep Magenta Square</i> illustrating emphasis using color, the predominance of variety in the mixed media installations of Judy Pfaff,</p>

	and variety in the Installation and video performance art of Janine Antonio etc.) and employ emphasis & variety in inventive ways in original artwork.
11	Evaluate unity & harmony in cutting edge two and three-dimensional masterworks of art (e.g., installations by Do Ho Suh, Maxfield Parrish's painting <i>Lantern Bearers</i> , George Tooker's painting <i>Feisty</i> etc.) and apply the principles of unity and harmony in design in inventive original artworks.
12	Use new media approaches to creating a visual narrative, installation and/or computer generated artwork that illustrates a literary work of art (e.g., reinterpretation of a nursery rhyme in the allegorical style of Kara Walker's visual storytelling, graphic artwork stylistically influenced by Barbara Kruger's black-and-white photographs overlaid with declarative captions, the visual narratives of Julian Schnabel, Trish Brown's movement generated drawings etc.).
13	Compare and contrast western and non-western art pertaining to culturally specific application of metaphor, symbolism, and allegory (e.g., Salvador Dali's use of symbolism, Damien Hirst's allegorical sculptures that question the logic of art and science, the woodblock prints of Katsushiki Hokusai, Willie Cole's African inspired prints and sculptures from repurposed objects, Betty Saar's mixed media boxes drawn from reflections on her African heritage etc.) and identify specific cross-cultural themes.

### **Assessment: Movable Paper Doll**

#### **Student Learning Objectives:**

- Students will create a movable paper doll/puppet
- Students will draw inspiration from a famous artist or particular art piece
- Students will be able to answer questions about their artist or art piece that inspired them
- Students will be able to talk about their art

#### **Assessment/Activity/Procedure:**

- The teacher will introduce students to movable paper dolls/2D puppets via pinterest and previous student examples
- The teacher will demonstrate the use of paper fasteners to create movement
- The students will research an artist or art piece they want to reference/draw inspiration from for their paper doll
- The students will draw and color with colored pencils their paper dolls ( and cut and fasten)

- The students will answer questions about their art
- The students will talk about their art
- Daily clean up and review

**Materials/Resources/Technology:**

- Pinterest board for paper dolls
- Previous student examples
- card stock
- paper fasteners
- scissors and/or exacto knives
- Chromebooks

**Modifications and Accommodations:**

- Creating the form of the paper dolls may be difficult for some students- pre cut forms will be available
- Puncturing for paper fastening can be done by teacher
- Emphasis on creative process rather than art history influence will be the focus/standard for some

**Rubric for Grading:**

Name:

Grade-Teacher:

Project:

	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>
<b>Following Project Directions</b>	All directions were followed.	You followed most directions.	You followed some directions.	None of the directions were followed.
<b>Use of Creativity</b>	You used your own ideas and imagination.	You used your own ideas most of the time.	You used some imagination.	You did not use your own ideas or imagination.
<b>Behavior in Class</b>	You were respectful and well-behaved.	You behaved well for most of the class.	You misbehaved during most of class.	You were not respectful and behaved poorly.
<b>Effort put into project</b>	You took your time and worked hard on the project.	You worked hard for most of the time.	You put a small effort into the project.	You rushed through and did not work hard.

Circle the box for each category that you believe describes your quality of work for this project.

Comments: \_\_\_\_\_

### **Assessment: Album Cover**

#### **Student Learning Objectives:**

- Students will design an album cover for their favorite musical album or track
- Students will use various mediums
- Students will understand the role of art in music production/advertising

#### **Assessment/Activity/Procedures:**

- The teacher will introduce the students to the assignment by looking at the album covers of various genres of music
- The students will listen to their favorite music in class
- The students will draw rough sketches of their album cover ideas
- The students will draw an album cover using pencil, colored pencil, marker and metallic tone paint pens
- The students will talk about their art
- Daily clean up and review

**Materials/Resources/Technology:**

- Various album covers/different genera
- Students may bring in MP3s for this (optional)
- Heavy duty non acid paper
- pencils
- erasers
- rulers
- colored pencils
- fine tip markers
- Le Pens
- metallic markers

**Modifications and Accommodations:**

- Some students may reference original artwork of the album they have chosen. It may be more derivative
- This project is interpretive so that should not be necessary. Abstract art would even suffice.
- Students wishing to take their projects further can design multiple covers, or scan their projects into Photoshop for a more finished and professional look

**Rubric for Grading:**

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Project:

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Circle the box for each category that you believe describes your quality of work for this project.

Comments: \_\_\_\_\_

## Unit #2

#	STUDENT LEARNING OBJECTIVES
1	Create a series of artworks using the elements of shape and value, and that employ the principle of balance. Explore the structural and stylistic formal approaches of artists such as Horace Pippin, <i>Cabin in the Cotton</i> , Mid-1930's, and Georgia O'Keeffe, <i>White Rose and Larkspur, No.2</i> , 1927) on which to base this body of work.
2	Create a series of thematic artworks using the elements of line and color as well as the principle of harmony that demonstrates fluency in a traditional and/or digital media (e.g., Lee Krasner, <i>The Springs</i> , 1964 and Joaquin Torres-Garcia, <i>New York City: Bird's Eye View</i> , 1920).

3	Create abstract or expressionist multimedia artworks that employ the principle variety and (e.g., Betye Saar, <i>The Liberation of Aunt Jemima</i> , 1972, Julian Schnabel, <i>St. S</i> , 1988, Karel Appel, <i>Angry Landscape</i> , 1967) for inclusion in a group exhibition.
4	Examine historically significant examples though culturally influenced masterworks (Gustav Klimt, <i>Baby Cradle</i> , 1917 and Kuba Group, <i>Western Kasal Province. Congo. Ceremonial Robe</i> , 1950-75). Create personal iconography to explore cultural heritage and cultural influence from personal perspectives in a series of artworks emphasizing the principles of unity and the art element of texture.
5	Synthesize the elements of art, color and space (positive & negative), and the principle of design <i>emphasis</i> in an original portfolio of two-dimensional artworks that reflects an expressive personal style with a high degree of technical proficiency (e.g., , 1884, <i>Arranging Her Still Life</i> , Eduard Charlemont; ( <i>undated</i> ) <i>The Lace Maker</i> , Eduard Charlemont;1969, Frank Stella, <i>Jarama II</i> , 1982, or Elizabeth Murray's <i>Painters Progress</i> , 1991).
6	Participate in the organization an exhibit of peer visual artwork along a cohesive them in one of a variety of roles (e.g., curator, publicist, installer, critique, artist, etc.).

### **Assessment: Still Life Observation--Shoe Drawings**

#### **Student Learning Objectives:**

- Students will draw from observation
- Students will create a still life
- Students will use shading techniques
- Students will talk about their art

#### **Assessment/Activity/Procedure:**

- The teacher will set up a still life in the middle of the room composed entirely of shoes
- The teacher will demonstrate shading techniques and explain the source of light
- The teacher will give the students handouts on shading techniques
- The students will find their point of view and begin drawing
- The art will be displayed
- Daily clean up and review

#### **Materials/Resources/Technology:**

- Various handout on shading
- White drawing paper



- Drawing pencils in various grades
- Kneaded erasers
- Clip boards
- Shoes

**Modifications and Accommodations:**

- Students having a difficult time can draw their own shoe at their table. The mass amount and the overlapping can be overwhelming.
- The teacher will walk around the room and provide assistance.

**Rubric for Grading:**

Name: \_\_\_\_\_

Grade-Teacher: \_\_\_\_\_

Project: \_\_\_\_\_

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<b>Following Project Directions</b>	All directions were followed.	You followed most directions.	You followed some directions.	None of the directions were followed.
<b>Use of Creativity</b>	You used your own ideas and imagination.	You used your own ideas most of the time.	You used some imagination.	You did not use your own ideas or imagination.
<b>Behavior in Class</b>	You were respectful and well-behaved.	You behaved well for most of the class.	You misbehaved during most of class.	You were not respectful and behaved poorly.
<b>Effort put into project</b>	You took your time and worked hard on the project.	You worked hard for most of the time.	You put a small effort into the project.	You rushed through and did not work hard.

Circle the box for each category that you believe describes your quality of work for this project.

Comments: \_\_\_\_\_

**Unit #3**

#	<b>STUDENT LEARNING OBJECTIVES</b>
1	Create artworks from observation that reflect personal style and expressive qualities of continuous line contour of the whole object (i.e., face, body, animal, landscape).

2	Synthesize the element of art, <i>form</i> , and the principle of <i>proportion</i> in an original portfolio of three-dimensional artwork that reflects personal style, technical proficiency and expressivity (e.g., Maya Lin's <i>Wave Field</i> , 1995; John Chamberlain's <i>Debonair Apache</i> , 1991; or Henry Moore's use of positive and negative space to suggest gesture, movement and rhythm in the human form).
3	Synthesize the element of art, <i>shape and value</i> , and the principle of <i>balance</i> in an original portfolio of three-dimensional artwork that reflects personal style, technical proficiency and expressivity (e.g., Chryssa's <i>Ampersand III</i> , 1968; or Nam June Paik's <i>Merce</i> , 1987).
4	Synthesize the element of art, <i>color</i> , and the principle of <i>rhythm/movement</i> in an original portfolio of three-dimensional artwork that reflects personal style, technical proficiency and expressivity (e.g., Claus Oldenburg's <i>Clothespin</i> , 1976; Michelangelo's <i>David</i> , 1501-04; or the <i>Parthenon</i> [for the golden mean], 447-32 BC).
5	Organize a group exhibit of individual works and concepts unified by a central theme.
6	Analyze the compositional and stylistic principles, themes and symbols suggested by 20 <sup>th</sup> century and contemporary artworks rendered in traditional and new media and reinterpret to create new works in available media (e.g., non-objective forms created with two and three-dimensional media).
7	Create artwork using personal iconography which explores personal perspective and the influences of culture and cultural heritage on art making such as in the work of installation art by Sandy Skogland or Louise Nevelson's use of found objects in <i>Dawn</i> , <i>1962 Messages About the World and Its Inhabitants</i> etc.

**Assessment: Greek Mythology**

**Student Learning Objectives:**

- Students will learn a majority of Greek Myths
- Students will draw their own illustration of a Greek Myth after listening to a story
- Students will draw their own mythological beast that they will set into an existing scene from Greek mythology
- Students will write about their myth on a gallery card for display
- Students will exhibit their art work at the school play (based on Greek Mythology)

**Assessment/Activities/Procedures:**

- Students will read and actively listen to the reader of Classic Starts Greek Myths from the first week of school (ongoing actively to prepare for this assignment.)
- Students will research and draw sketches in preparation of their ideas
- The teacher will demonstrate various applications allowed for this project (mainly collage techniques and embellishments)
- Students will create an illustration of a Greek myth/Mythological beast
- Students will write a gallery card of their project
- Daily Q/A
- Daily clean up
- Students artwork will be on display

**Materials/Resources/Technology:**

- Greek Myths by Classic Starts
- Black canvas
- Black Foam core
- Metallic mediums/paint pens
- Ghost pens
- Material
- Buttons/beads/various embellishments
- Hot Glue
- Material Glue
- Scissors
- Chromebooks
- Sketch Books
- Pencils

**Modifications and Accommodations:**

- For any student having difficulty there are illustrations available that they can copy and add embellishments to.
- Extended time.

**Rubric for Grading:**

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Grade-Teacher:

Project:

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Circle the box for each category that you believe describes your quality of work for this project.

Comments: \_\_\_\_\_

### **Assessment: Political Posters**

#### **Student Learning Objectives:**

- Students will make political posters
- Students will discuss the power of art and image and their relationship

#### **Assessments/Activities/Procedures:**

- Students will research political signs (Women's march and others)
- Students will pick a political issue that they feel strongly about
- Students will create a sign using words and graphics
- Students will attach their posters to sticks

#### **Materials/Resources/Technology:**

- poster board
- markers
- pencils
- stencils

- Chromebooks
- wooden sticks
- various other materials

**Modifications and Accommodations:**

- Modifications will be made for students having difficulty with political issue research - will offer suggestions or the allowance to copy/not have an original idea

**Rubric for Grading:**

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Comments: \_\_\_\_\_

**Unit #4**

#	STUDENT LEARNING OBJECTIVES
1	Create an original three-dimensional work of art in a culturally specific style, reflecting current cultural implications (e.g., <i>Warrior chief, Warriors and Attendants.</i> ” Plaque, Nigeria, Edo. Court of Berin. 16 <sup>th</sup> -17 <sup>th</sup> century, Michael Naranjo, and <i>Loon Song</i> , by John Hoover).

2	Curate a thematic exhibition of Master Works using historical significance, craftsmanship, cultural context, and originality as criteria for selecting the artwork.
3	Compare and contrast similarly themed visual art masterworks from a variety of cultures and historical eras (e.g. the use of animals in the artworks of Peter Paul Rubens, Henri Rousseau, Sandy Sklogland etc.) and describe, analyze, interpret, and evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. Use the analysis as inspiration for the creation of original artwork.
4	Develop and apply rubrics and holistic scoring guides to evaluate multiple dimensions of archetypal subject matter in self-generated original artwork, peer artwork, and multicultural visual art anchor works as a mechanism for positive critique.
5	Compare and contrast the artistic processes and contextual content of two and three-dimensional works of art from diverse cultures and historical eras (e.g., Hockney's photographic <i>Joiners</i> vs. Picassos cubist works; Red Grooms <i>Subway</i> vs. Claus Oldenburg's three-dimensional works; Julia Margaret Cameron's <i>A Holy Family</i> vs. Dorothea Lange's <i>Migrant Mother</i> etc.). Discuss how an artist's cultural background can influence the subject, media and technological processes

### **Assessment: Spirit Animals/Totem Poles**

#### **Student Learning Objectives:**

- Students will gain a very basic background of Native Americans
- Students will learn about Native American Spirit Animals/Their purpose and the ways they were obtained
- Students will learn about Native American totems
- Students will participate in a Spirit Animal Retrieval
- Students will personify with and identify one or more spirit animals
- Students will create an art piece based on their spirit animal that is A. An individual realistic pencil/pen and ink drawing. B. A marker drawing on foam core that will be hot glued together to build a modern day stylistic totem or C. A multi dimensional totem that will require some team collaboration.
- Students will be able to talk about their art
- Students will take part in a peer critique at the end of the project for assessment

#### **Assessments/Activities/Procedures:**

- Teacher Lecture

- Class Discussion
- Folder Review
- Meditation/Creative Visualization
- Folder Review again
- Project Overview and Decisions
- Chromebook research
- Sketchbook Idea Sketches
- Creation of Project
- Peer Review/Gallery Assessment
- Daily Clean up and Review

**Materials/Resources/Technology**

- Chromebooks
- Folders-Handouts on Spirit Animal
- Foam Board
- Black Sharpies
- Black pens
- Pencils
- Erasers
- White Paper
- Glue
- Hot Glue

**Modifications and Accommodations:**

- There are three choices for this project. One being just a drawing and the most basic, the second being the foam core variation (What I assume most students will choose) and the third being highly involved and intricate.
- There are some students that will need extra time on this project and as always, I will allow students to finish this project up to two weeks before the marking period is over.
- My only issue I see is if I have any Beginning English Language learners in class- the meditation will be difficult for them as translation cannot happen during the mediation. However, I have printed out alternative ways of finding spirit animals for these students.

**Rubric for Grading:**

Name: \_\_\_\_\_

Grade-Teacher: \_\_\_\_\_

Project: \_\_\_\_\_

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Circle the box for each category that you believe describes your quality of work for this project.

Comments: \_\_\_\_\_

## Unit #5

#	<b>STUDENT LEARNING OBJECTIVES</b>
1	Create a two or three dimensional work of art which embodies cultural and historical references to a specific event in history (e.g., Create a machete for a public sculpture or mural which reflects the issues which surround a specific historical event such as Maya Lin's Vietnam War Memorial, Diego Rivera's murals, the Lincoln Memorial etc.). Include a proposal for your town council members to get approval to create this work.
2	Based in the twentieth century, identify the innovations in conceptual art, according to stylistic criteria and research museum collections containing the same. Present your findings to an audience using a power point presentation (e.g., Compare the works of Dada artists, like Duchamp with



	Abstract Expressionist artists like Rauschenberg, for stylistic and conceptual differences.)
<b>3</b>	Analyze the innovative technological approaches for line in two and three dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures (e.g., <i>Tribute in Light</i> - the art installation of lights at the WTC, by The Municipal Art Society of NY, <i>Twittering Machine</i> , 1922, Paul Klee).
<b>4</b>	Differentiate the innovative technological approaches for shape and form in two and three dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures (e.g., Rachel Whiteread, <i>House</i> , completed October 23, 1993 and destroyed January 1994. poured concrete, Salvador Dali, <i>Autumn Cannibalism</i> , 1936, Alan Pipes, <i>Spline diagram</i> , 2003).
<b>5</b>	Compare and Contrast the innovative technological approaches and stylistic criteria for color and value in two and three dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures (e.g., Jeff Koons, <i>New Hoover Convertibles, Green, Blue, Neow Hoover Convertibles, Green, Blue, Double Decker</i> , 198, Mark Harrison, <i>Brighton Pavilion</i> , 2002, Antony Gormley, <i>Field of the British Isles</i> , 1993).
<b>6</b>	Distinguish the characteristics and innovative technological approaches for texture in two and three dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures (e.g., Margie Hughto, <i>Canyon</i> , 1991, Meret Oppenheim, <i>Object</i> , 1936, Frank Auerbach <i>Small Head of E. O.W</i> , 1957-8).
<b>7</b>	Analyze the innovative stylistic approaches for space in two and three dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures (e.g., Caravaggio, <i>Conversion of St. Paul</i> , 1601, Gustav Klimt, <i>The Three Ages of Woman</i> , 1905, Barbara Hepworth, <i>Squares with Two Circles</i> , 1966).

8	Determine how the use of symmetrical, asymmetrical and radial balance in visual art to communicate an idea has influenced world cultures (e.g., Diego Rivera, <i>Flower Day</i> , 1925 and Mexican, Zapotec (from Monte Alban) and <i>Figural Urn</i> , A.D. 500-700)–symmetrical- Horrace Pippin, <i>Cabin in the Cotton</i> , 1930's and David Alfaro Siqueiros, <i>Echo of a Scream</i> , 1937, - symmetrical- and Himachal Pradesh, <i>Chamba Rumal</i> , India, early 19 <sup>th</sup> century – radial).
9	Justify the impact of innovations in the arts and the use of rhythm in master works that have an effect on societal norms and habits of mind in various historical eras (e.g., Hale Woodruff, <i>Poor Man's Cotton</i> , 1944 and Joseph Stella, <i>Battle of Lights, Coney Island, Mardi Gras</i> , 1913-14).
10	Determine how the use of unity and harmony in visual arts communicate an idea and has an influenced world cultures (e.g., Lee Krasner, <i>The Springs</i> , 1944 and Sean Scully, <i>White Robe</i> , 1990).

### **Assessment: Life Drawing**

#### **Student Learning Objective:**

- Students will be able to draw from life/models
- Students will learn proportion and scale
- Students will learn shading techniques
- Students will learn sketching techniques such as scumbling, contour drawing and pointilism
- Students will use various materials such as willow chalk, sepias and graphite sticks

#### **Assessments/Activities/Procedures:**

- Teacher will demonstrate different drawing and shading techniques
- Teacher will provide various drawing materials and explain why some enable control and others help loosen up the artist
- Teacher will pick the first model and students will rotate modeling and drawing
- Students will draw 1, 3, 5 and 10 minute poses trying all the various techniques demonstrated
- Students will talk about their art
- Daily clean up and review (including moving of furniture to enable studio drawing)

#### **Materials/Resources/Technology**

- Various papers
- Various examples
- Various drawing tools- sepias, china markers, charcoal, willow charcoal, and graphite sticks

#### **Modifications and Accommodations:**

- Previous student examples to use as a guide

**Rubric for Grading:**

Name: \_\_\_\_\_

Grade-Teacher: \_\_\_\_\_

Project: \_\_\_\_\_

	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>
<b>Following Project Directions</b>	All directions were followed.	You followed most directions.	You followed some directions.	None of the directions were followed.
<b>Use of Creativity</b>	You used your own ideas and imagination.	You used your own ideas most of the time.	You used some imagination.	You did not use your own ideas or imagination.
<b>Behavior in Class</b>	You were respectful and well-behaved.	You behaved well for most of the class.	You misbehaved during most of class.	You were not respectful and behaved poorly.
<b>Effort put into project</b>	You took your time and worked hard on the project.	You worked hard for most of the time.	You put a small effort into the project.	You rushed through and did not work hard.

Circle the box for each category that you believe describes your quality of work for this project.

Comments: \_\_\_\_\_