

## Studio Arts Curriculum Overview

Subject: Studio Arts		Month: September		High School
Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
Anchor Standards 1-3: Creating  Anchor Standards: 4-6 Presenting  Anchor Standards: 7-9 Responding  Anchor Standards: 10-11 Connecting	Art as a Cultural and Individual means of expression	Students need to understand that art is a tool.  Students need to understand that civilization has developed art as a means to express personal and cultural identity and it is constantly evolving.	Youtube	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
Skills and Key concepts: <ul style="list-style-type: none"> <li>● Identify how art is used in personal life: Create a art piece that expresses identity</li> <li>● Identify what culture is and how cultures have layers in which art can be used to communicate.</li> <li>● Look at different art pieces that have key indicators that they are from a different culture- identify the cultures and discuss what the purpose of that artifact might be.</li> </ul>				

Subject: Studio Arts		Month: October		High School
Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
Anchor Standards 1-3: Creating  Anchor Standards: 4-6 Presenting  Anchor Standards: 7-9 Responding  Anchor Standards: 10-11 Connecting	Art in Culture	<p>Students will understand that there are many different kinds of cultures and that each student identifies with many layers of culture. These cultures start with home, family, school, online, community, religious, political. Students will need to understand that art is a means with which they can express their cultural identity with art.</p> <p>Students will be able to write a description of art.</p>	Youtube	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
Skills and Key concepts: <ul style="list-style-type: none"> <li>● Identify the layers of culture.</li> <li>● Look at world cultures and how people express their country or community through art</li> <li>● Look at and identify one specific culture and create a work of art based on that culture's history and practices.</li> <li>● Practice looking at famous art pieces and describe them.</li> </ul>				

Subject: Studio Arts		Month: November		High School
Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
Anchor Standards 1-3: Creating  Anchor Standards: 4-6 Presenting  Anchor Standards: 7-9 Responding  Anchor Standards: 10-11 Connecting	Basic Foundation Skills of Art  Art Critique	Students will need to demonstrate a basic understanding of Line and shape through observational studies.  Students will be able to distinguish the parts of a critique and what they do: Description, Analysis, interpretation and judgement.	Youtube	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
Skills and Key concepts: <ul style="list-style-type: none"> <li>● Identify what line is and how lines are used in art.</li> <li>● Identify how artists use/used lines in their art.</li> <li>● Practice still life drawing</li> <li>● Take a photo of a drawer at home and draw what is inside</li> <li>● Discuss the parts of a critique and practice doing critiques on artwork.</li> </ul>				

Subject: Studio Arts		Month: December		High School
Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
Anchor Standards 1-3: Creating  Anchor Standards: 4-6 Presenting  Anchor Standards: 7-9 Responding  Anchor Standards: 10-11 Connecting	Value	Students need to understand the purpose of value in art.  Students will use a variety of mediums to create value in art.	Youtube	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
Skills and Key concepts: <ul style="list-style-type: none"> <li>● Identify that the purpose of Value in art is to create depth and/form in art.</li> <li>● Practice creating value scales using: Pencil, charcoal, oil pastels, watercolor, acrylic, colored pencils, crayons and lines</li> <li>● Make an art piece that incorporates 4 of these mediums.</li> </ul>				

Subject: Studio Arts		Month: January		High School
Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
<p>Anchor Standards 1-3: Creating</p> <p>Anchor Standards: 4-6 Presenting</p> <p>Anchor Standards: 7-9 Responding</p> <p>Anchor Standards: 10-11 Connecting</p>	Composition and Space	<p>Students need to understand the concept of Composition and balance in art.</p> <p>Students need to understand the different kinds of balance in art</p> <p>Identify what a focal point is and how artists create a focal point.</p> <p>Students need to be able to identify the ways that artists can manipulate the space in a composition by creating movement and identifying a focal point.</p> <p>Three ways to create movement is created using Lines (directionally), implied movement, placement of objects.</p>	Youtube	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written critique</li> <li>• Class discussion</li> <li>• Ticket in/out</li> <li>• Google form survey</li> </ul>
<p>Skills and Key concepts:</p> <ul style="list-style-type: none"> <li>• Look at different art pieces and identify symmetrical/asymmetrical. Use basic shapes and create different kinds of balance.</li> <li>• Look at different art pieces and discuss how the artists created movement within the piece.</li> <li>• Create a work of art with a clearly identifiable focal point.</li> </ul>				

Subject: Studio Arts		Month: February		High School
Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
Anchor Standards 1-3: Creating  Anchor Standards: 4-6 Presenting  Anchor Standards: 7-9 Responding  Anchor Standards: 10-11 Connecting	Symbolism in art  Conceptual art	Students need to understand that artists use symbolism in art to convey complex messages.  Students will understand the philosophy of conceptual art.  Students will use symbolism to create a conceptual art piece.	Youtube	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
Skills and Key concepts: <ul style="list-style-type: none"> <li>● Identify what is symbolism and how symbolism is used in art. Symbols evolve with culture.</li> <li>● Study how symbolism has been used throughout history: Egyptian-Asian-Celtic-</li> <li>● Look at Yin and Yang</li> <li>● Look at Jim Dime and The Comedian.</li> <li>● Create a Conceptual piece.</li> </ul>				

Subject: Studio Arts		Month: March		High School
Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
<p>Anchor Standards 1-3: Creating</p> <p>Anchor Standards: 4-6 Presenting</p> <p>Anchor Standards: 7-9 Responding</p> <p>Anchor Standards: 10-11 Connecting</p>	<p>Ethics of art: Plagiarism and Parody</p>	<p>Students need to understand that student artists study other artists to learn skills and techniques to foster their own skills.</p> <p>Students need to understand what plagiarism is.</p> <p>Students need to understand how Ethical concerns can impact a professional artist.</p> <p>Students need to know when and/or where different kinds of art are appropriate.</p> <p>Students will understand the meaning of a parody.</p>	<p>Youtube</p>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
<p>Skills and Key concepts:</p> <ul style="list-style-type: none"> <li>● Identify the meaning of plagiarism.</li> <li>● Look at Jeff Koons work.</li> <li>● Talk about graffiti artists and the legal issues that they face.</li> <li>● Look at how artists can be sued for expressing personal beliefs of thoughts in a means which is illegal.</li> <li>● Students will create a parody.</li> </ul>				

Subject: Studio Arts		Month: April		High School
Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
Anchor Standards 1-3: Creating  Anchor Standards: 4-6 Presenting  Anchor Standards: 7-9 Responding  Anchor Standards: 10-11 Connecting	Art Movements:  Impressionism  Painting/  Landscape	Students need to grasp the idea that artists follow different movements in art.  Students will be able to recognize Impressionistic art and the main artists known for the moment.  Learn the foundation of painting using Impressionism.	Youtube	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
Skills and Key concepts: <ul style="list-style-type: none"> <li>● Identify what an art movement is and how these movements are based on a philosophical foundation.</li> <li>● Study the history of the movement and the social/cultural changes that initiated the movement.</li> <li>● Look at artists recognized for that movement.</li> <li>● Learn about paint stroke and work on creating movement with brushes.</li> <li>● Create an Impressionist landscape using paint.</li> </ul>				



Subject: Studio Arts		Month: May		High School
Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
Anchor Standards 1-3: Creating  Anchor Standards: 4-6 Presenting  Anchor Standards: 7-9 Responding  Anchor Standards: 10-11 Connecting	Art Movement: Abstract art  Sculpture  Surreal art	Students will be able to recognize Abstract art and be able to explain the philosophy behind the art movement.  Students will be able to identify abstract art: Curvilinear (Celtic), Geometric abstract (cubism) and Gestural (Action painting).  Students will be able to identify Surreal art and the basic history of it's evolution.	Youtube	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
Skills and Key concepts: <ul style="list-style-type: none"> <li>● Define the concept of Abstract art and look at the history of the movement.</li> <li>● Look at the subdivisions of abstract art and artists who use this style.</li> <li>● Use a mixture of media to practice creating these styles of art.</li> </ul>				

<b>Subject: Studio Arts</b>		<b>Month: June</b>		<b>High School</b>
<b>Standard(s)</b>	<b>Unit/Topic</b>	<b>Essential Skills: What do students absolutely need for the next level?</b>	<b>Resources Used</b>	<b>Assessment</b>
Anchor Standards 1-3: Creating  Anchor Standards: 4-6 Presenting  Anchor Standards: 7-9 Responding  Anchor Standards: 10-11 Connecting	Technology in art	Students will be able to use technology to create art.  Students will create a Stop-Motion Video  Students will use a variety of programs on their computer to create art.	Youtube	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
Skills and Key concepts: <ul style="list-style-type: none"> <li>● Practice using a variety of software to create art.</li> <li>● Look at Yung Jake's art and create an emoji art piece.</li> <li>● Work in teams to create a stop motion video.</li> </ul>				

<b>Subject: Studio Arts</b>		<b>Month:</b>		<b>High School</b>
<b>Standard(s)</b>	<b>Unit/Topic</b>	<b>Essential Skills: What do students absolutely need for the next level?</b>	<b>Resources Used</b>	<b>Assessment</b>
Anchor Standards 1-3: Creating  Anchor Standards: 4-6 Presenting  Anchor Standards: 7-9 Responding  Anchor Standards: 10-11 Connecting			Youtube	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written critique</li> <li>● Class discussion</li> <li>● Ticket in/out</li> <li>● Google form survey</li> </ul>
Skills and Key concepts: <ul style="list-style-type: none"> <li>● Identify</li> </ul>				