

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NEXT GENERATION/ CORE CONTENT STANDARDS
<p>During all units - Visual Thinking Strategies based class discussions on artworks with a relevant social and art historical role.</p> <p>Essential Questions:</p> <p>What's going on in this picture?</p> <p>What do you see what makes you say that?</p> <p>What more can we find?</p>	<p>all throughout the year</p>	<p>Reading and Writing About Art</p> <p>Looking At and Discussing Art</p> <p>Art production, art criticism, art history, and aesthetics</p> <p>Problem Solving: Interpreting and Analyzing Art</p> <p>Seeing how various art techniques are successfully executed in a work of art.</p>	<p>While students will observe a work of art projected on the screen, they will write and talk about their observations through questioning.</p> <p>VTS images will be connected to the current lesson and medium.</p> <p>The focus will be on P.O.C. and female artists.</p> <ul style="list-style-type: none"> ☐ 30 artists ☐ Still Life VTS ☐ Black artists... ☐ Grayson Pe... 	<p>FORMATIVE:</p> <p>Students will evaluate a work of art in class.</p> <p>Written reflections</p> <p>SUMMATIVE:</p> <p>Group Critiques - By practicing looking, writing, and speaking about well-known works of art, students will learn how to speak about their own each other's work.</p> <p>Presentations - Students will present a short slide show on their favorite artist.</p>	<p>In this unit, students will...</p> <p>Discuss art production, art criticism, art history, and aesthetics.</p> <p>Students will practice all of the above in this class</p>	<p>Blueprint Benchmarks:</p> <p>Strand 1: Artmaking</p> <p>Strand 2: Developing Visual Literacy</p> <p>Strand 3: Making cultural connections</p> <p>Pr5.1.HSI Analyze and evaluate how decisions are made in the preparation and presentation of an artwork affect a viewer's perception of meaning.</p> <p>Re7.2.HSI Analyze the reciprocal relationship between understanding the world and</p>

						experiencing imagery.
<p>Unit 1 - VALUE</p> <p>Essential Question:</p> <p>How do I use a variety of shading and blending techniques to make an object, person or animal appear 3 dimensional?</p>	2 weeks	<p>Artmaking with pencil, smudging tool, eraser</p> <p>Developing Visual Arts Vocabulary of Techniques</p> <p>Shading - gives your drawing depth, 2-D drawing looks like 3-D</p> <p>Value - defines how light or dark a given color or hue can be.</p> <p>Blending - is the technique of intermingling colors to create a gradual transition or to soften lines.</p> <p>Gradation - a visual technique of gradually transitioning from one colour hue to another, or from one shade to another, or one texture to another.</p>	<p>Value Lesson...</p> <p>pencils, smudge tools, erasers.</p> <p>Charles White Käthe Kollwitz</p>	<p>FORMATIVE:</p> <p>Learners will walk around the room and leave post-it notes on fellow student work with a glow & grow.</p> <p>SUMMATIVE:</p> <p>Students will be evaluated by a rubric with a checklist of the artwork requirements.</p>	<p>In this unit, students will...</p> <p>complete value scale, gradation, and sphere.</p> <p>complete value study: sphere, cylinder, cube</p> <p>Practice mark-making with a pencil.</p> <p>learn that Value creates illusion, depth, and space, and defines a light source.</p>	<p>Blueprint Benchmarks:</p> <p>Strand 1: Artmaking</p> <p>Strand 2: Developing Visual Literacy</p> <p>HS Proficient VA:Cr1.1.HSI a. Use multiple artmaking approaches to begin creative endeavors.</p>

<p>Unit 2 - LINE</p> <p>Essential Question:</p> <p>What is the purpose of the variety of art mark-making?</p> <p>What are the various types of marks in art you can make, how do they show emotion?</p>	<p>1 week</p>	<p>Artmaking with pencil, smudging tool, eraser</p> <p>Developing Visual Arts Vocabulary of Techniques</p>	<p>Line & Mark...</p> <p>pencils, smudge tool, erasers.</p> <p>Matthew Richie</p>	<p>FORMATIVE:</p> <p>Thumbs up and thumbs down to convey understanding.</p> <p>SUMMATIVE:</p> <p>Exit ticket</p>	<p>In this unit, students will...</p> <p>Be introduced and familiarized with the Elements and Principles of art and Design Practice mark making with pencil.</p> <p>Use the emotional qualities of line worksheet to practice line making and create their own marks.</p> <p>Practice making 16 various types of lines on a worksheet.</p>	<p>Blueprint Benchmarks:</p> <p>Strand 1: Artmaking</p> <p>Strand 2: Developing Visual Literacy</p> <p>HS Proficient VA:Cr1.1.HSI a. Use multiple artmaking approaches to begin creative endeavors.</p>
<p>Unit 3 - Pet Portraits in pencil</p> <p>Essential Question:</p> <p>Are the proportions correct in relation to your reference photo?</p> <p>Do all the parts in your drawing correspond to your reference photo?</p>	<p>1 month</p>	<p>Learn how to use art vocabulary when discussing students' own work and the artwork of others.</p> <p>Proportion Value Line</p> <p>students apply their own personal lives to inspiration for their artwork</p>	<p>pet portraits</p> <p>pencils, smudge tools, and erasers.</p> <p>Kiki Smith Cassius Marcellus Coolidge Lucien Freud Edvard Munch Ludwig Emil Grimm Federico Tosi</p>	<p>FORMATIVE:</p> <p>At the end of class students have a chance to walk around and self-evaluate each other's work.</p> <p>Students will upload work a few days before it is due for peer feedback.</p>	<p>In this unit, students will...</p> <p>Practice mark making, value, and proportion with pencil.</p> <p>Be introduced and familiarized with the Elements and Principles of art and Design</p>	<p>synthesis of observation, imagination</p> <p>a cohesive body of work</p> <p>a personal style the use of gesture and proportion to create dynamic figures</p> <p>the use of the figure or a non-figurative</p>

<p>Is there anything missing? Are you using various types of line-making marks? Are you using value? Does your drawing show a specific light source? Are you drawing the details? Are you drawing the textures of the fur?</p>				<p>SUMMATIVE: Students will be evaluated by a rubric with a checklist of the artwork requirements.</p>		<p>subject to represent an idea, concept, or a personal view</p> <p>comprehensive use of pencil</p> <p>a variety of techniques and genres</p>
<p>Unit 5 Watercolor martial exploration</p> <p>Essential Question: What are the various ways you can create line, volume, marks, and gradation with watercolors?</p>	<p>1 week</p>	<p>Students will explore the following processes: Wet paint on wet paper wet paint on dry paper mixing colors gradation wax resist</p> <p>how the paint reacts to a wet surface how the paint reacts to a dry surface bleeding colors into wet surface bleeding colors removing paint with a q-tip or paper towel</p>	<p>watercolors</p> <p>watercolor l...</p>	<p>FORMATIVE: Thumbs up and thumbs down to convey understanding.</p> <p>SUMMATIVE: Exit ticket</p>	<p>In this unit, students will...</p> <p>practice skills and techniques with watercolors on paper</p> <p>learn that the medium can drastically change by the amount of water used and students can create various textures and effects</p> <p>understand that artists use different watercolor skills and techniques to create a variety of</p>	<p>Blueprint Benchmarks:</p> <p>Strand 1: Artmaking</p> <p>Strand 2: Developing Visual Literacy</p> <p>HS Proficient VA:Cr1.1.HSI a. Use multiple artmaking approaches to begin creative endeavors.</p>

					tones, surfaces and values.	
<p>Unit 4 - Pet Portraits in Color</p> <p>Essential Question:</p> <p>How will you translate your pencil drawing into a color version?</p>	3 weeks	<p>value - shading blending</p> <p>line</p>	<p>watercolors pencil</p> <p>Kiki Smith Cassius Marcellus Coolidge Lucien Freud Edvard Munch Ludwig Emil Grimm Federico Tosi</p>	<p>FORMATIVE: Digital Jamboard for peer lead glow and grow.</p> <p>Learners will walk around the room and leave post it notes on fellow student work with a glow & grow.</p> <p>SUMMATIVE: Students will be evaluated by a rubric with a checklist of the artwork requirements.</p>	<p>In this unit, students will...</p> <p>Use a reference photo and drawing as the source materia for a second version in watercolor.</p>	<p>Blueprint Benchmarks:</p> <p>Strand 1: Artmaking</p> <p>Strand 2: Developing Visual Literacy</p> <p>Strand 3: Making cultural connections</p> <p>HS Proficient VA:Cr1.1.HSI a. Use multiple artmaking approaches to begin creative endeavors.</p>
<p>Unit 6 Aquarium visit inspired watercolor sea and fish paintings</p> <p>Essential Question:</p> <p>How do you create and select the best reference photo to produce a dynamic artwork?</p>	3 weeks	<p>Learn how to use art vocabulary when discussing students' own work and artwork of others.</p> <p>Students apply their own personal lives into inspiration for their artwork</p>	<p>iphone camera watercolors</p> <p>Helen Frankenthaler</p>	<p>FORMATIVE: talk and turn</p> <p>SUMMATIVE: Students will be evaluated by a rubric with a checklist of the artwork requirements.</p>	<p>In this unit, students will...</p> <p>visit the aquarium and take photos to use as reference material for their watercolor paintings.</p>	<p>Blueprint Benchmarks:</p> <p>Strand 1: Artmaking</p> <p>Strand 2: Developing Visual Literacy</p> <p>Strand 3: Making cultural connections</p> <p>NYS Strands: Cr2.1.HSII Through experimentation, practice, and</p>

						persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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Unit 7 - Pastel Material Exploration Essential Question: What are the variety of ways one can use oil pastels to create line, value, and form?	1 week	shading blending sgraffito mixing colors layering colors	Oil pastels	FORMATIVE: Thumbs up and thumbs down to convey understanding. SUMMATIVE: Exit ticket	In this unit, students will... explore various mark-making techniques with oil pastels. practice value, gradation, and sgraffito with oil pastels.	Blueprint Benchmarks: Strand 1: Artmaking Strand 2: Developing Visual Literacy
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<p>Unit 8: Oil Pastel Landscape with an Endangered or Extinct Animal</p> <p>Essential Question: What is foreground, middleground, and background in a landscape?</p> <p>How do you differentiate the background from your subject?</p>	<p>3 weeks</p>	<p>shading blending sgraffito mixing colors layering colors</p>	<p>Various landscape reference photos for inspiration.</p> <p>J.M.W. TURNER CLAUDE MONET</p>	<p>FORMATIVE: Group critiques Written reflections</p> <p>SUMMATIVE: Students will be evaluated by a rubric with a checklist of the artwork requirements.</p>	<p>In this unit, students will...</p> <p>research, to find an endangered animal that they feel an emotional and cultural connection.</p> <p>create a landscape drawing of the original terrain an extinct or endangered animal in oil pastel.</p>	<p>Blueprint Benchmarks:</p> <p>Strand 1: Artmaking</p> <p>Strand 2: Developing Visual Literacy</p> <p>Strand 3: Making cultural connections</p> <p>HS Proficient VA:Cr1.1.HSI a. Use multiple artmaking approaches to begin creative endeavors.</p>
<p>Unit 9 - Ceramics</p> <p>Material Exploration</p> <p>What are the various ways you can make marks and shapes with clay?</p>	<p>1 week</p>	<p>Vocabulary: 3 dimensional, form, volume, space, negative space, positive space, balance, formal balance, informal balance</p>	<p>clay</p> <p>ceramic tools</p> <p>Beate Kuhn Robert Arneson Stan Bitters John Glick Isaiah Zagar Victor Spinski Patti Warashina Ellen Schön</p>	<p>FORMATIVE: Thumbs up and thumbs down to convey understanding.</p> <p>SUMMATIVE: Exit ticket</p>	<p>In this unit, students will...</p> <p>practice making various forms and shapes with clay.</p>	<p>Blueprint Benchmarks:</p> <p>Strand 1: Artmaking Strand 2: Developing Visual Literacy</p>

<p>Unit10: Endangered or extinct species ceramic tiles</p> <p>Essential Question: How will you represent your animal of choice with this delicate and also sturdy medium?</p> <p>What is the environmental impact of the extinction of this animal?</p>	<p>2 weeks</p>	<p>Vocabulary: 3 dimensional, form, volume, space, negative space, positive space, balance, formal balance, informal balance</p> <p>Relief sculpture</p>	<p>clay ceramic tools Beate Kuhn Robert Arneson Stan Bitters John Glick Isaiah Zagar Victor Spinski Patti Warashina Ellen Schön</p>	<p>FORMATIVE: Group critiques Written reflections</p> <p>SUMMATIVE: Students will be evaluated by a rubric with a checklist of the artwork requirements.</p>	<p>In this unit, students will... research and read, to find an endangered animal that they feel an emotional, environmental, and cultural connection in clay.</p>	<p>Blueprint Benchmarks: Strand 1: Artmaking Strand 2: Developing Visual Literacy Strand 3: Making cultural Connections NYS Standards: Cr2.1.HSIII Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>
<p>Unit 11: Magical Mythical Animal Selfie</p> <p>Essential Question: How will you represent yourself as a mythical animal of choice?</p>	<p>1 month</p>	<p>Art making with tempera paint Value, line, form Mixing colors Tints, tones, shades</p>	<p>tempera paint Kerry James Marshall Jordan Casteel Mickalene Thomas</p>	<p>FORMATIVE: Group critiques Written reflections</p> <p>SUMMATIVE: Students will be evaluated by a rubric with a checklist of the artwork requirements.</p>		<p>Blueprint Benchmarks: Strand 1: Artmaking Strand 2: Developing Visual Literacy Strand 3: Making cultural Connections NYS Standards: Cr1.1.HSI Use multiple artmaking approaches to begin creative endeavors.</p>

						<p>Re7.2.HSII Identify commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture.</p> <p>Re7.2.HSI Analyze the reciprocal relationship between understanding the world and experiencing imagery</p>
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