

Scope + Sequence Curriculum Metamorphosis

	Unit 1 Emergence	Unit 2 Movement	Unit 3 Disruption	Unit 4 Variation
Grade 6	<p>Big Idea: Individuality Art Activity: DIY sketchbooks: students will create their own personalized sketchbooks for the year by learning paper-making and bookbinding techniques to make a sketchbook that suits their individualized needs. Materials: Scrap paper, blender, papermaking screen/mold, bookbinding/sewing needle, craft knife, scissors, ruler, glue, linen thread, varying types of paper, including paper (or cardboard) thick enough to create a durable cover. Adapted from 2022 OAEA conference activity & lessons by Claire Farrow, Reilly Powers, and Camille Wick. Exemplary Artists: Karen Hanmer, Stopan, Ivo Daskalov, Gergana Daskalova State Standards: <u>6.1PE</u> Compare and contrast various levels of artisanship. <u>6.2RE</u> Identify self-assessment criteria to inform goals within the artmaking process. National Standards: <u>VA:Cr1.2.6a</u> Formulate an artistic investigation of personally relevant content for creating art. <u>VA:Cr2.3.6a</u> Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p>	<p>Big Idea: Identity Art Activity: Paper dolls: an identity mixed media collage activity in which students will create literal representations of themselves as paper dolls and juxtapose (“move”) these onto a metaphorical representation of how they see their current environment, e.g. home, school, or another community significant to their lives. Materials: Colored pencils, oil pastels, alcohol markers, paint markers, glue, scissors, mixed media paper Exemplary Artists: Chas Hyman, Jocelyne Palmerini State Standards: <u>6.3PE</u> Purposefully incorporate the elements of art and principles of design to construct works of art. <u>6.3CQ</u> Link observations, life experiences and imagination for personal and creative expression. National Standards: <u>VA:Cr2.1.6a</u> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. <u>VA:Cr3.1.6a</u> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p>	<p>Big Idea: Perception Art Activity: Notebook paper optical illusions: students will create an illusion incorporating the commonplace aesthetic of notebook paper, e.g. the illusion of a hole, a character peeking through, or a hand, etc., maybe with the lines wrapping around the figure, or seemingly being destroyed or disrupted. Materials: White drawing paper, red fineliner pen, blue fineliner pen, black fineliner pen, graphite pencils, white acrylic paint pen Exemplary Artists: Dain Yoon, Bridget Riley, João A. Carvalho, Jim Warren State Standards: <u>6.1CR</u> Reference multiple sources for visual expression. <u>6.2CR</u> Brainstorm and experiment independently with ideas. National Standards: <u>VA:Re.7.2.6a</u> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. <u>VA:Cr2.1.6a</u> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p>	<p>Big Idea: Perception Art Activity: Editing photos in different styles: exploring how editing an image in different styles can affect the viewer’s perception of its mood, narrative, and overall presentation. Students will edit the same photo five separate times to convey five different moods. Materials: DSLR camera (cell phone camera will suffice if camera is not available), laptop, SD card reader, Photoshop, Lightroom, or Photopea (free PS alternative) Exemplary Artists: Ulla Nyeman, Kreshonna Keane, Anton Geurt Ferreira, Justin J. Wee State Standards: <u>6.2PE</u> Identify technical skills that impact artmaking. <u>6.3PE</u> Purposefully incorporate the elements of art and principles of design to construct works of art. National Standards: <u>VA:Cr2.1.6a</u> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. <u>VA:Cr3.1.6a</u> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p>

<p>Grade 7</p>	<p>Big Idea: Identity Art Activity: Painting another portrait: students will print out a photo of themselves (can be from childhood or taken in class) that they will transform in a way that changes its original perception. They will use acrylic paint and acrylic paint markers to add to the image, from which their original creation will emerge. Materials: laptop, printer, watercolor paper, rubber cement, acrylic paint (varying colors), paint brushes (varying shapes and sizes), non-toxic acrylic paint markers Exemplary Artists: Dex Fernandez, Archan Nair, Victoria Villasana State Standards: <u>7.2PE</u> Explore materials to design and create works of art. <u>7.3CQ</u> Explore how personal experiences influence style and choice of subject matter. National Standards: <u>VA:Cr2.3.7a</u> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. <u>VA:Re8.1.7a</u> Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p>	<p>Big Idea: Mark-making Art Activity: Plexiglas monotypes: students will apply ink to a sheet of Plexiglas and use additive and subtractive techniques to create their compositions. An edition of four will be hung up (2 by 2) for a class-wide critique, emphasizing the ways that different choices lead to different solutions to the same creative problem. Materials: Rectangular sheets of Plexiglas, safe-wash relief printing ink (various colors), mark-making tools (cotton swabs, sponges, chips of mat board, paper towels, stencils, stamps, leaves, etc.) Exemplary Artists: Marc Chagall, Sarah Jameson, Julie Turner State Standards: <u>7.4PE</u> Provide and receive feedback as part of exhibition practices. <u>7.1PE</u> Demonstrate persistence and artisanship during the artmaking process. National Standards: <u>VA:Cr2.1.7a</u> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. <u>VA:Re8.1.7a</u> Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p>	<p>Big Idea: Improvement Art Activity: Fixer-upper: students will photograph an art piece they made before 7th grade. They will then import that image into Photoshop (or a free alternative, like Photopea), and digitally enhance it in a way that changes the original meaning or perception of the piece entirely. This can mean adding images, distorting things, removing elements, and more. Materials: Digital cameras (if students do not have a phone), laptops, Photoshop (or a free alternative, like Photopea) Exemplary Artists: Sara Shakeel, Klarens Malluta State Standards: <u>7.3CQ</u> Explore how personal experiences influence style and choice of subject matter. <u>7.4CQ</u> Explore personal aesthetic beliefs. National Standards: <u>VA:Cr1.2.7a</u> Develop criteria to guide making a work of art or design to meet an identified goal. <u>VA:Pr4.1.7a</u> Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p>	<p>Big Idea: Consistency/variation Art Activity: Soft-block linocut relief prints: students will create a varied edition of a minimum of four prints. On, under, or around each print, they will add drawn elements to complement the composition- each one must be vastly different from the previous one. Students will put their projects up on the board to participate in a class-wide critique, where analysis of the compositions will be key. Materials: Soft linoleum blocks, Speedball linoleum carving tools, safe-wash relief printing ink (varying colors), mixed media paper (varying colors), black fineliner pens, colored fineliner pens, alcohol markers (varying colors) Exemplary Artists: Clare Morgan, Max Švabinský State Standards: <u>7.2PE</u> Explore materials to design and create works of art. <u>7.3CR</u> Practice visual fluency through the application of elements of art and principles of design. National Standards: <u>VA:Cr2.1.7a</u> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. <u>VA:Cr2.3.7a</u> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p>
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<p>Grade 8</p>	<p>Big Idea: Public art; arts advocacy; community and collaboration Art Activity: Site-specific outdoor sculpture: The winning design from last year's seventh grade art students will finally be brought to life! Students will develop a plan to create the site-specific sculpture, keeping in mind limitations such as fire code, accessibility requirements, safety regulations, etc. They will also draft a timeline for the completion of the project. This project can continue throughout the year as needed between other assignments. Materials: Materials are unique to each year's winning design. Students may propose a reasonable budget, crowdfund resources, and utilize existing resources. Exemplary Artists: Ashley V. Blalock, Crystal Wagner, Alejandro Durán State Standards: <u>8.3CR</u> Demonstrate visual literacy through application of the elements of art and principles of design to communicate an idea. <u>8.4CO</u> Identify aesthetic choices within works of art. National Standards: <u>VA:Cr1.2.8a</u> Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. <u>VA:Pr5.1.8a</u> Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p>	<p>Big Idea: Storytelling Art Activity: Double exposure & long exposure: using a digital camera (NOT a cell phone camera!), students will create one double exposure image and one long exposure image that convey the same narrative through different compositions. Materials: Digital camera, laptop, image editing software (like Photoshop or Photopea) Exemplary Artists: Nick Fancher, Muhammed Faread, Andrés Gallardo Albajar, Andreas Lie State Standards: <u>8.3CR</u> Demonstrate visual literacy through application of the elements of art and principles of design to communicate an idea. <u>8.3RE</u> Distinguish visual characteristics related to the meaning of works of art. National Standards: <u>VA:Cr2.1.8a</u> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. <u>VA:Re9.1.8a</u> Create a convincing and logical argument to support an evaluation of art.</p>	<p>Big Idea: Imagination Art Activity: Gouache imagined landscapes: students will ideate their dream room- it could be a bedroom, a classroom, a castle... the possibilities are limitless! They will sketch a couple different compositions before transferring their sketch to their final paper (cold-press watercolor paper). Using gouache, they will learn to control its opacity, mix colors, and layer while painting their dream landscape. Materials: Gouache paints, paintbrushes, cold-press watercolor paper Exemplary Artists: Tara Jane, Karen Cheok, hearts10b, 5aemio_ State Standards: <u>8.3PE</u> Make aesthetic decisions using the elements of art and principles of design. <u>8.3CR</u> Demonstrate visual literacy through application of the elements of art and principles of design to communicate an idea. National Standards: <u>VA:Cr1.1.8a</u> Document early stages of the creative process visually and/or verbally in traditional or new media. <u>VA:Cr2.1.8a</u> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p>	<p>Big Idea: Color theory Art Activity: Monoprinting: students will create 4 monoprints that experiment with opacity, transparent color layering, composition, and color theory concept applications. Materials: Plexiglas sheets, safe-wash relief printmaking ink in the primary colors, brayers, chips of mat board, found objects (to create texture), cloth scraps, mixed media paper Exemplary Artists: Favianna Rodriguez, Hsiao Chin, Mildred Beltré State Standards: <u>8.3PE</u> Make aesthetic decisions using the elements of art and principles of design. <u>8.4CO</u> Identify aesthetic choices within works of art. National Standards: <u>VA:Cr2.1.8a</u> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. <u>VA:Cr1.1.8a</u> Document early stages of the creative process visually and/or verbally in traditional or new media.</p>
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	Unit 5 Adaptation	Unit 6 Transformation	Unit 7 Continuation
Grade 6	<p>Big Idea: Interdependence Art Activity: Watercolor mark-making exploration: watercolor is a very unpredictable, free-flowing medium that forces students to confront perfectionist tendencies. Students will create an abstract watercolor piece, and then will trade with a classmate to add to their composition, effectively eliminating the ability to over-plan the outcome. Materials: Watercolor paint, water, palette, brushes of varying shapes & sizes, watercolor paper Exemplary Artists: Gabriel Moreno, Agnes Cecile, Maja Wronska, Laovaan, Kelogsloops, Elena Rossato State Standards: <u>6.3CO</u> Link observations, life experiences and imagination for personal and creative expression. <u>6.1PE</u> Compare and contrast various levels of artisanship. National Standards: <u>VA:Cr1.1.6a</u> Combine concepts collaboratively to generate innovative ideas for creating art. <u>VA:Cr2.1.6a</u> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p>	<p>Big Idea: Identity Art Activity: Clay mask sculpture: using air dry clay, students will build off of a plain cardboard mask base to create a customized mask of themselves as a “grotesque monster.” They will be asked to explain why the things they added to the mask make it monster-like in their artist statement, i.e. “Why is that a monster trait?” Materials: Cardboard mask base, air dry clay, clay tools, acrylic paint Exemplary Artists: Dempsey Bob, Patrick Cabral, Lexi Ho-Tai State Standards: <u>6.1CR</u> Reference multiple sources for visual expression. <u>6.2CR</u> Brainstorm and experiment independently with ideas. National Standards: <u>VA:Cr1.2.6a</u> Formulate an artistic investigation of personally relevant content for creating art. <u>VA:Cr3.1.6a</u> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p>	<p>Big Idea: Improvement Art Activity: Textile addendum: students will design and create a patch or another add-on (pocket, bow, etc.) with the intention that it would specifically suit a pre-existing garment. The add-on <i>does not</i> actually have to be affixed to the garment, but sketches will show Materials: Monks cloth, punch needle, punch needle hoop, varying colors of yarn Exemplary Artists: Abbie (@_sunshine_child_ on IG), Arounna Khounnoraj, Caro Bello State Standards: <u>6.3CR</u> Synthesize the elements of art and principles of design to plan works of art. <u>6.3CO</u> Link observations, life experiences and imagination for personal and creative expression. National Standards: <u>VA:Cn10.1.6a</u> Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking. <u>VA:Re.7.1.6a</u> Identify and interpret works of art or design that reveal how people live around the world and what they value.</p>

<p>Grade 7</p>	<p>Big Idea: Comfort Art Activity: 1-point perspective “safe space” bedroom: using 1-point perspective concepts and applications (orthogonal lines, using rulers, vanishing point, horizon line, etc.), students will make a drawing of a room filled with furniture and other objects that make them feel comforted. These can be literal objects like blankets and pillows, or more personal, metaphorical items, such as a favorite book or vinyl. The bedrooms do not have to mimic the layout of their real-life bedroom; this is a project where students can dream big and put whatever they’d like in their “safe space”! Materials: Pencil, ruler, fineliner ink pens, markers, colored pencils Exemplary Artists: Albrecht Dürer, Carlos Diniz, Tali Amitai-Tabib State Standards: <u>7.3CR</u> Practice visual fluency through the application of elements of art and principles of design. <u>7.3CO</u> Explore how personal experiences influence style and choice of subject matter. National Standards: <u>VA:Cr2.3.7a</u> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. <u>VA:Cr2.1.7a</u> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>	<p>Big Idea: Nature Art Activity: Pen & ink hybrid animals: students will combine two unlike animals of their choosing into one wild creature! After drafting 2-3 sketches to finalize their compositions, they will transfer the sketch of their beast onto a sheet of bristol smooth paper, and after finalizing details, will lighten this sketch with a kneaded eraser. They will then use fineliner ink pens of varying sizes to create a scientific illustration of their creature with emphasis on line weight. Materials: Drawing paper, bristol smooth paper, fineliner ink pens in varying nib widths (Pigma Micron pens or Staedtler fineliners), kneaded erasers, pencils Exemplary Artists: Kerby Rosanes, Visoth Kakvei, Ben Kwok (BIOWORKZ) State Standards: <u>7.1CR</u> Explore influences on style and choice of subject matter. <u>7.2RE</u> Design self-assessment techniques to inform goals within the artmaking process. National Standards: <u>VA:Cr2.1.7a</u> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. <u>VA:Cr2.3.7a</u> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p>	<p>Big Idea: Public art; arts advocacy Art Activity: Site-specific outdoor sculpture: It’s the end of the year, so the weather is warming up- let’s go explore the great outdoors (in close proximity to the school building)! In groups of 3-5, students will choose an outdoor location to design a site-specific sculpture for. Each group will come up with a final design, and the designs will be voted on by the student body. The winning design will be approved by administrators before implementation, and must follow all safety and accessibility regulations. The winning design will be brought to life at the beginning of the following academic year by the eighth grade art students. Materials: Pencil, paper, camera (or a cell phone with a camera). Materials for the actual site-specific sculpture are not yet needed! Exemplary Artists: Ashley V. Blalock, Crystal Wagner, Alejandro Durán State Standards: <u>7.4PE</u> Provide and receive feedback as part of exhibition practices. <u>7.2CO</u> Investigate cultural institutions that support lifelong engagement with visual arts. National Standards: <u>VA:Re.7.1.7a</u> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. <u>VA:Cn11.1.7a</u> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>
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Grade 8

Big Idea: Nature

Art Activity: Positive & negative space white charcoal drawing: students will draw only the brightest points of their favorite animal using white charcoal on black paper, carving the form out with highlights. The darker shadows will recede naturally as students progress in their drawings. Students will learn the importance of value while improving their technical skill.

Materials: Black charcoal/pastel paper (paper must have enough tooth/texture to hold the pigment), white charcoal pencil or white pastel pencil, kneaded eraser

Exemplary Artists: Ann Ranlett, Liz Y. Ahmet

State Standards:

8.1PE Apply artisanship when preparing and presenting works of art.

8.3PE Make aesthetic decisions using the elements of art and principles of design.

National Standards:

VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

Big Idea: Identity

Art Activity: #ToonMe: inspired by the viral #ToonMe art challenge on social media, students will take a selfie, upload it into photo editing/digital art software (Photoshop is ideal, but free software such as Krita works well, too!), and draw an organic squiggly line from one end of the image to the other. This line should curve, loop, and bend, and it must traverse the face! On one side of the line, students will draw on top of their selfie to turn themselves into a cartoon. The other side will remain untouched (purely a photograph).

Materials: Camera (cell phone camera is great for this), laptop, Photoshop (free alternatives such as Krita are great)

Exemplary Artists: Ana Barbosa ([link to IG post](#)), Gabriela Niko ([link to IG post](#)), Astri Asteria ([link to IG post](#))

State Standards:

8.4CR Analyze and apply what it means to ethically create and share works of art.

8.1PE Apply artisanship when preparing and presenting works of art.

National Standards:

VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

Big Idea: Dreams

Art Activity: Portrait of a graduate framed collage: eighth grade graduation is coming up! Students will create a collage representing their achievements, interests, dreams, goals, and aspirations around a photo of themselves.

Materials: Laptop, printer, mat board/frame, cardstock, construction paper, glue, scissors, craft knife, rubber cement

Exemplary Artists: Fred Tomaselli, Chas Hyman, Kit Mizeres

State Standards:

8.1CR Determine how the choice of media relates to the ideas and images in works of art.

8.1CO Interpret how community context, beliefs and resources influence works of art.

National Standards:

VA:Re.7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

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	Unit 1 Emergence	Unit 2 Movement	Unit 3 Disruption	Unit 4 Variation
HS Foundations	<p>Big Idea: Identity Art Activity: Deconstructed self portrait: students will create a realistic drawing of themselves in a ¾ profile pose, then cut it in an organic shape (following the example of Marcelo Monreal). They will then adhere it to a dark-colored construction paper sheet, and draw doodles coming out of the gap that relate to their personal interests. Materials: Camera (cell phone is fine), colored pencils, white gel pen, white paint pen, heavy mixed media paper or bristol vellum paper, dark-colored construction paper (black, navy blue, maroon, forest green, etc.), craft knife, scissors, rubber cement Exemplary Artists: Kaitlyn Page, Marcelo Monreal State Standards: <u>HSP.2PE</u> Demonstrate increasing skill with materials and techniques. <u>HSP.3CO</u> Examine personal and social contexts related to works of art. National Standards: <u>VA:Re.7.2.1a</u> Analyze how one's understanding of the world is affected by experiencing visual imagery. <u>VA:Cn11.1.1a</u> Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>Big Idea: Storytelling Art Activity: Crazy clay cartoon characters claymation: after making their own cartoon character out of clay, students will create a narrative around their character, and as a group, will write a script to create a 2-3 minute stop motion/claymation short film. Adapted from <i>ART 195</i> (Introduction to Art Education). Materials: Sculpey oven-bake clay, oven or toaster oven, clay tools, cardboard, construction paper, hot glue, markers, pencils, iPad, free stop motion app, laptop with iMovie or CapCut. Exemplary Artists: Art Clokey (creator of Gumby), Nicholas Wulstan Park CBE RDI (creator of Wallace and Gromit) State Standards: <u>HSP.2CR</u> Explore multiple solutions to artistic problems. <u>HSP.1CO</u> Understand how works of art reflect diverse communities, viewpoints and perspectives. National Standards: <u>VA:Cn10.1.1a</u> Document the process of developing ideas from early stages to fully elaborated ideas. <u>VA:Cr1.1.1a</u> Use multiple approaches to begin creative endeavors.</p>	<p>Big Idea: Media & visual culture appropriation Art Activity: Contemporary culture collages: students will use magazines/newspapers/miscellaneous print media and traditional dry media to create collages critiquing or describing a narrative around a centric issue personal to them. This lesson was developed in collaboration with Ellen Long. Materials: Colored paper, white paper, old pop culture/news magazines, newspapers, printer, markers, colored pencils, oil pastels, paint markers Exemplary Artists: Barbara Kruger, Kawayan de Guia, Ghada Al Rabea State Standards: <u>HSP.1CR</u> Evaluate various sources for visual reference. <u>HSP.4RE</u> Identify the relationships between community or cultural values and trends in visual art. National Standards: <u>VA:Cr2.1.1a</u> Engage in making a work of art or design without having a preconceived plan. <u>VA:Cn11.1.1a</u> Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>Big Idea: Tactile & sensory experiences Art Activity: Realistic finger painting: using the primary colors (red, yellow, and blue), as well as black and white, students will create a realistic painting of a subject of their choice using only their fingers to apply paint to the canvas. Disposable plastic gloves may be worn as desired. Students will practice color mixing, implement color theory principles and texture into their paintings, and enjoy getting to “play like a child” again. Materials: Non-toxic acrylic or tempera paints in red, yellow, blue, black, and white; disposable gloves, watercolor paper and gesso OR canvas boards, paper plates, disinfecting wipes Exemplary Artists: Iris Scott, Nancy Gregg State Standards: <u>HSP.1PE</u> Determine appropriate levels of artisanship through persistence. <u>HSP.3RE</u> Utilize art criticism methods when responding to works of art. National Standards: <u>VA:Cr2.1.1a</u> Engage in making a work of art or design without having a preconceived plan. <u>VA:Cr2.2.1a</u> Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>

<p>HS Proficient</p>	<p>Big Idea: Interdisciplinarity Art Activity: Black-out poetry: students will be given one random page torn out from a dictionary. They will create black-out poetry emerging from the words on that page, then transpose those words in the same composition onto another sheet of paper. Students will then draw a scene, narrative, or collection of motifs that represent their poem, ensuring that the composition flows with the word placement. Materials: Torn dictionary pages, black permanent markers, scissors, glue/rubber cement, mixed media paper, pencils, fineliner pens, markers, colored pencils Exemplary Artists: Austin Kleon, Tom Phillips State Standards: <u>HSI.1CR</u> Develop a practice of engaging with sources for idea generation. <u>HSAC.2PE</u> Broaden the selection of materials and techniques while demonstrating technical skill. National Standards: <u>VA:Cr3.1.IIa</u> Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. <u>VA:Re.7.2.IIa</u> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p>	<p>Big Idea: Animation Art Activity: .gif rotoscoping: students will capture a 3-5 second video on their cell phone camera, then break it down frame-by-frame to trace the key components of each frame in a photo editing software (like Photoshop or Photopea). They will then stitch each frame together in order, creating a fluid 3-5 second animation. Materials: Cell phone with a camera, Photoshop (or similar free editing software, like Photopea), iMovie (or similar free editing software) Exemplary Artists: Max Fleischer, Michael Patterson & Candace Reckinger (A-ha's <i>Take On Me</i> music video) State Standards: <u>HSI.3PE</u> Organize the elements of art and principles of design to intentionally construct works of art. <u>HSAC.1PE</u> Demonstrate skilled artisanship through persistence. National Standards: <u>VA:Cr2.1.IIa</u> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. <u>VA:Cn10.1.IIa</u> Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p>	<p>Big Idea: Elements & principles of design Art Activity: Still life: students will form a composition from the objects in front of them with their viewfinders, and will then use sighting and measuring techniques to create an accurate sketch. From the objects in this composition, they will choose one singular object to render in colored pencil, rather than graphite. This object will act as a focal point, and students should choose this object intentionally, making it work within the composition to elevate it. Materials: Graphite pencils, charcoal pencils, colored pencils, drawing or mixed media paper, still life objects, index cards (to create viewfinders) Exemplary Artists: Michelangelo Merisi da Caravaggio, Lily-Rose Burgess, Alai Ganuza, Daniel Gordon State Standards: <u>HSAC.2CR</u> Develop aesthetic and stylistic solutions to artistic problems through preparatory work. <u>HSI.3PE</u> Organize the elements of art and principles of design to intentionally construct works of art. National Standards: <u>VA:Cr3.1.IIa</u> Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. <u>VA:Re.7.1.IIa</u> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>	<p>Big Idea: Consistency/variation Art Activity: Rorschach-inspired (a)symmetrical blobs: students will fold a piece of paper in half "hamburger style." They will then place droplets of the ink/watercolor onto one side of the paper, then fold it in half. After they unfold it, abstract yet symmetrical designs will appear on both sides. Students will draw the outlines of what they see in the blobs, but each side must have a different overall composition when the piece is finished. Materials: Watercolor or ink, paintbrushes, watercolor paper, fineliner pens Exemplary Artists: CJ Hendry, Hermann Rorschach (psychiatrist, but necessary for context) State Standards: <u>HSI.3PE</u> Organize the elements of art and principles of design to intentionally construct works of art. <u>HSI.3CO</u> Investigate emotional experiences through personal and collaborative artistic processes. National Standards: <u>VA:Pr6.1.IIa</u> Make, explain, and justify connections between artists or artwork and social, cultural, and political history. <u>VA:Re.7.1.IIa</u> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>
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<p>HS Advanced</p>	<p>Big Idea: Identity; memory; perception Art Activity: Memory self portraits: students will draw a series of self portraits, each in an hour: one from memory, one from a mirror, and one from a still image. When done, they will line them up as a set for a pseudo-“critique” to discuss themes and patterns that emerged as the exercise went on. Materials: Drawing paper, pencil, kneaded eraser, individual mirrors for each student, laptop/cell phone/printed image for reference Exemplary Artists: Camila Salinas, Lares Torcates, Vincent van Gogh, Élisabeth Sophie Chéron State Standards: <u>HSAD.3CO</u> Predict potential impact and responses to works of art based on contextual considerations. <u>HSAD.4CO</u> Defend a personal philosophy of art based on aesthetic theory and visual culture. National Standards: <u>VA:Cr1.2.IIIa</u> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. <u>VA:Cr2.2.IIIa</u> Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>	<p>Big Idea: Human anatomy Art Activity: Gesture drawings: students will volunteer to take turns holding a pose for 30 seconds while the rest of their classmates draw them. The drawings will be very loose and gestural, and aim to capture the energy of the subject, rather than every single detail. Materials: Charcoal pencils, vine charcoal, newsprint Exemplary Artists: Domenico Gargiulo, Rembrandt Harmenszoon van Rijn, Don Gale State Standards: <u>HSAD.2CR</u> Determine potential solutions for artistic problems with independence and purpose. <u>HSAD.4PE</u> Justify the selection of individual pieces for a portfolio of cohesive work. National Standards: <u>VA:Cr3.1.IIIa</u> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. <u>VA:Cr2.2.IIIa</u> Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>	<p>Big Idea: Identity Art Activity: Anti-self portrait: each student will create an anti-self portrait out of a material that they would never reach for. The anti-self portrait can be a literal representation of who they are not, or a metaphorical representation of this via still life or another chosen composition. Their anti-self portrait will be accompanied by an artist’s statement explaining their choices. Materials: Student choice Exemplary Artists: Camila Salinas, Lares Torcates, Olesya Umantsiva, Sarah Mason, Kaitlyn Page State Standards: <u>HSAD.1RE</u> Utilize relevant vocabulary to interpret, evaluate, and defend works of art. <u>HSAD.2PE</u> Justify the intentional selection of materials and techniques while exhibiting advanced technical skills. National Standards: <u>VA:Cr1.2.IIIa</u> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. <u>VA:Cr3.1.IIIa</u> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<p>Big Idea: Decontextualization; recontextualization Art Activity: Fish out of water: students will create a ceramic sculpture of an everyday object, then photograph it in five different settings that change its meaning or the way it is perceived. Materials: Clay, glaze, clay tools, camera (cell phone camera will suffice) Exemplary Artists: Nancy Fouts, Marcel Duchamp State Standards: <u>HSAD.3CO</u> Predict potential impact and responses to works of art based on contextual considerations. <u>HSAD.3CR</u> Synthesize visual literacy strategies to fluently communicate meaning. National Standards: <u>VA:Cr2.3.IIIa</u> Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people’s lives. <u>VA:Cr3.1.IIIa</u> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>
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Scope + Sequence Curriculum
Metamorphosis

	Unit 5 Adaptation	Unit 6 Transformation	Unit 7 Continuation
HS Foundations	<p>Big Idea: Peace</p> <p>Art Activity: Zentangle hands: after tracing the outline of their hand and drawing some organic, fluid squiggles from edge to edge of the outline, students will fill it with Zentangle patterns. They can incorporate jewelry designs onto the composition, or simply enjoy the meditative effects from practicing Zentangle art.</p> <p>Materials: Pencil, eraser, black fineliner pens in varying sizes, bristol smooth paper</p> <p>Exemplary Artists: Rick Roberts, Maria Thomas, Eni Oken, Ben Kwok (BIOWORKZ), Visoth Kakvei, Kerby Rosanes, Peter Deligdisch</p> <p>State Standards: <u>HSP.1CR</u> Evaluate various sources for visual reference. <u>HSP.2CO</u> Recognize contributions of the visual arts in everyday life.</p> <p>National Standards: <u>VA:Cr2.1.1a</u> Engage in making a work of art or design without having a preconceived plan. <u>VA:Re.7.1.1a</u> Hypothesize ways in which art influences perception and understanding of human experiences.</p>	<p>Big Idea: Media & visual culture appropriation</p> <p>Art Activity: Food sculpture: students will create a realistic, three-dimensional, larger-than-life replica of their favorite snack food with sculpture materials, and will discuss ethical appropriation of visual culture in their artist statements in relation to branding and intellectual property.</p> <p>Materials: Cardboard, papier-mâché, hot glue, Elmer's glue, rubber cement, wire, wire cutters, pliers, acrylic paint</p> <p>Exemplary Artists: Peter Anton, Barbara Kruger, Mechelle Bounpraseuth, Marcello Barenghi</p> <p>State Standards: <u>HSP.4CR</u> Determine and apply what it means to create and share works of art ethically. <u>HSP.4RE</u> Identify the relationships between community or cultural values and trends in visual art.</p> <p>National Standards: <u>VA:Cr1.2.1a</u> Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. <u>VA:Re.7.2.1a</u> Analyze how one's understanding of the world is affected by experiencing visual imagery.</p>	<p>Big Idea: Improvement</p> <p>Art Activity: Practice makes progress: students will recreate one of their pieces from middle school (or even before, if they still have one!) to improve upon it. Materials and subject matter will vary from student to student, so this end-of-year project emphasizes self-motivation and independence in students' artmaking practices.</p> <p>Materials: Variable from student to student</p> <p>Exemplary Artists: Themselves! Each student will have different sources of inspiration for their pieces, and they can also draw inspiration from their pre-existing piece.</p> <p>State Standards: <u>HSP.2CR</u> Explore multiple solutions to artistic problems. <u>HSP.2PE</u> Demonstrate increasing skill with materials and techniques.</p> <p>National Standards: <u>VA:Cr1.1.1a</u> Use multiple approaches to begin creative endeavors. <u>VA:Cr3.1.1a</u> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>

<p>HS Proficient</p>	<p>Big Idea: Nature Art Activity: Themed flower pots: students will learn to hand-build cylindrical vessels and throw on the wheel to create custom flower pots, with emphasis on artisanship and technical skill. These can be donated to the classroom as paint water cups, or can be taken home to actually be used as flower pots or bowls. Materials: Clay, clay tools, pottery wheels, plastic trays or placemats, disinfecting wipes, sponges, paper towels Exemplary Artists: Gülümova, Lana Traum, Ling Chun, Diego Romero State Standards: <u>HSAC.2CR</u> Develop aesthetic and stylistic solutions to artistic problems through preparatory work. <u>HSAC.4RE</u> Analyze the work of individual artists and explain how they are influenced by cultural factors. National Standards: <u>VA:Cr2.1.11a</u> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. <u>VA:Re.7.1.11a</u> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>	<p>Big Idea: Nature Art Activity: Cyanotype tote bags: using leaves, flowers, and other natural objects, students will create a composition on their tote bags to make into a cyanotype. Materials: Beige canvas tote bag, Plexiglas sheet, foam sponge brush, rubber gloves, paper towels, cyanotyping chemicals Exemplary Artists: Susan Weil, Gohar Dashti, Anna Atkins, Joy Gregory State Standards: <u>HSAC.2PE</u> Broaden the selection of materials and techniques while demonstrating technical skill. <u>HSI.3PE</u> Organize the elements of art and principles of design to intentionally construct works of art. National Standards: <u>VA:Cr1.2.11a</u> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. <u>VA:Cr3.1.11a</u> Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	<p>Big Idea: Arts administration Art Activity: Assisting with the preparation of the end-of-year art show: students will learn to mat and frame two-dimensional works, handle fragile three-dimensional works, create a dynamic layout for the exhibition, and assist with the creation and distribution of promotional materials for the show. This will facilitate collaboration in running the event, and teach about the behind-the-scenes aspects of art education, arts administration, and event planning. Materials: Various, depending on work submitted to show (mats, frames, pedestals, etc.), student artwork submissions, computers with design/image editing software, color printer Exemplary Artists: N/A State Standards: <u>HSAC.2CO</u> Assess the impact of advocacy in the visual arts personally and professionally. <u>HSAC.4PE</u> Determine criteria used in the personal selection of works of art for an accomplished portfolio. National Standards: <u>VA:Cr2.2.11a</u> Demonstrate awareness of ethical implications of making and distributing creative work. <u>VA:Pr5.1.11a</u> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>
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<p>HS Advanced</p>	<p>Big Idea: Mass production & consumerism</p> <p>Art Activity: Relief print card: students will create a set of cards with designs printed by linocut blocks. They will explore the nature of printmaking and its uses in mass production, activism, and popular culture.</p> <p>Materials: Soft linoleum blocks, Speedball linoleum carving tools, safe-wash relief printing ink (varying colors), mixed media paper (varying colors), black fineliner pens, colored fineliner pens, colored pencils</p> <p>Exemplary Artists: Wangechi Mutu, Andy Warhol, Xu Bing, Albrecht Dürer</p> <p>State Standards: <u>HSAD.3CO</u> Predict potential impact and responses to works of art based on contextual considerations. <u>HSAD.4RE</u> Justify how individual artists impact cultural developments.</p> <p>National Standards: <u>VA:Cn10.1.IIIa</u> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. <u>VA:Re.7.2.IIIa</u> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	<p>Big Idea: College & career preparedness</p> <p>Art Activity: Portfolio development: students will produce high-quality images of their work, build a resume/CV, and create a mock portfolio (slideshow in PDF format or website) of professional quality.</p> <p>Materials: DSLR cameras, laptops, completed student artwork</p> <p>Exemplary Artists: Michelle Carlos (https://www.michellecarlos.com/), Victoria Junmei (https://www.victoriajunmei.com/)</p> <p>State Standards: <u>HSAD.4PE</u> Justify the selection of individual pieces for a portfolio of cohesive work. <u>HSAD.4CO</u> Defend a personal philosophy of art based on aesthetic theory and visual culture.</p> <p>National Standards: <u>VA:Pr4.1.IIIa</u> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. <u>VA:Re.7.2.IIIa</u> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	<p>Big Idea: Memories</p> <p>Art Activity: Painting a ceiling tile: graduating seniors will have the opportunity to customize a ceiling tile from the art room! This ongoing collaborative piece will continue to grow with every graduating class of art students. When students come back to visit, they will see their tile, their former classmates' tiles, and a fresh set of additions!</p> <p>Materials: Ceiling tiles, gesso, acrylic paint, paint brushes, sponges, acrylic paint markers</p> <p>Exemplary Artists: Andrew Tedesco, Michelangelo, students from years past</p> <p>State Standards: <u>HSAD.4CR</u> Defend the ethical incorporation of visual resources in personal works of art. <u>HSAD.3CO</u> Predict potential impact and responses to works of art based on contextual considerations.</p> <p>National Standards: <u>VA:Cr2.2.IIIa</u> Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. <u>VA:Cn10.1.IIIa</u> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>
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