

KANE AREA SCHOOL DISTRICT



K-12 Art Curriculum 2025

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Grades K-2 Visual Arts

Statement of Organization:

This course is designed as an introductory art experience for students in the Kane Area School District. The topics covered include the Elements of Art and Principles of Design with an emphasis on creating original works of art and becoming familiar with the works of various artists.

Expected Levels of Achievement:

Students are expected to cooperate, participate and communicate using basic vocabulary within each of the art forms. They will demonstrate the process of art using a variety of materials and give opinions on their work and the work of others.

Methods of Evaluation:

Student competence will be assessed by one or more of the following methods, observation, questioning, performance assessment, student-teacher conversations, peer feedback through group discussion, anecdotal records, checklist, and rubrics.

Estimated Instructional Time:

When scheduled, students will receive one day of art instruction during each six-day cycle. The classes last approximately 45 minutes for a total of approximately 22 hours of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology by:

- Video demonstrations created in the classroom or available from online sources
- PowerPoint or Google Slides to supplement instruction in the processes being used or to provide historical context for the work being done

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Materials & Techniques	Painting	Demonstrate proper painting behavior and holding the brush	Paint Brushes	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.G 9.1.3.H	At least three class periods
		Use different types of brush strokes to create lines of varying shapes, thickness and density			
	Paper Manipulation	Tear, cut, and glue paper to achieve desired results	Paper Scissors Glue	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.G 9.1.3.H	Throughout the course
		Follow a series of simple directions for folding or cutting			
	Drawing	Draw different types of lines – straight, broken, dotted, zigzag, wavy, curly, etc.	Types of Lines Crayons Pastels Markers Colored pencils	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.G 9.1.3.H	Throughout the course
		Create expressive lines by varying the style and density or by drawing with light/heavy pressure			
		Experiment with a variety of drawing media – pencils, crayons, markers, etc.			
	Three-Dimensional Exploration	Modeling techniques using clay, playdough, etc.	Pinch Coil Model	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.G 9.1.3.H	Three class periods
	Safety & Maintenance of Materials	Use common tools such as scissors and brushes safely.		9.1.3.C 9.1.3.G 9.1.3.H	Throughout the Course
		Follow rules and show respect for equipment in the art room.			
Create	Students will create a variety of artworks either independently or working collaboratively	Create art for a variety of reasons and recognize that there are many kinds of visual arts	Drawing Painting Sculpture	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.E	Throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
				9.1.3.G 9.1.3.H 9.2.3.C	
	Recognize and distinguish between the art elements – color, line, shape, form, space, and texture.	Recognize the primary and secondary colors, basic shapes, types of lines, and terms for describing textures.	Primary Colors Secondary Colors Geometric Shapes Organic Shapes Types of Lines Textures	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.G	Throughout the course
	Use the elements of art to demonstrate principles of design with an emphasis on pattern and repetition.	Arrange lines and shapes into patterns.	Pattern	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.G 9.1.3.H	Throughout the course
	Explore skills, processes, and materials.	Use a range of materials to explore basic art skills and techniques.		9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.D 9.1.3.G 9.1.3.H 9.1.3.J	Throughout the course
		Use correct vocabulary for the tools, processes, and techniques used in the creative process.			
Connection	Students will create art works based on experiences, ideas, imagination and/or as a response to music or literature.	Use a variety of materials to visually communicate stories, ideas, and experiences. Discuss visual ideas created by themselves and others		9.1.3.E 9.1.3.G 9.1.3.H 9.1.3.I 9.1.3.J 9.1.3.K 9.2.3.E 9.2.3.F 9.3.3.A 9.3.3.B 9.3.3.D	Throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Communication & Response	Students will reflect on and respond to their own and others' art works.	Look at and respond to art in a variety of ways	Describe Analyze Interpret Decide	9.1.3.C 9.2.3.F 9.2.3.K 9.3.3.A 9.3.3.B 9.3.3.D 9.3.3.F 9.4.3.B 9.4.3.D	Throughout the course
		Provide reasons for preferences in art works			
		Describe works of art by identifying types of lines, colors, shapes, content/subject matter, or possible meaning.		Other Standards addressed in Art: English: C.C.1.1.K.E C.C.1.1.1.E C.C.1.1.2.E Math: CC.2.1.K.A.1 ,2 &3 CC.2.1.1.B.1, 2 &3 CC.2.1.2.B.1 History: 8.1.K.B 8.1.1.C 8.1.2.A 8.2.K.B 8.2.1.C 8.2.2.B 8.3.1.A	Throughout the course

Grades 3-5 Visual Arts

Statement of Organization:

This course is an introductory art experience for students in the Kane Area School District. The topics covered include the Elements of Art and Principles of Design with an emphasis on creating original works of art using a variety of materials and techniques and becoming familiar with the works of various artists.

Expected Levels of Achievement:

Students are expected to know and use the elements of art and principles of design, use fundamental vocabulary within each of the art forms, demonstrate the process of art using a variety of materials, understand the relationship between art and all aspects of life, be able to give evaluations and opinions of art, understand the impact of history and culture on art, and appreciate creative expression.

Methods of Evaluation:

Student competence will be assessed by one or more of the following methods, observation, questioning, performance assessment, student-teacher conversations, peer feedback through group discussion, anecdotal records, checklist, and rubrics.

Estimated Instructional Time:

When scheduled, students will receive one day of art instruction during each six-day cycle. The classes last approximately 45 minutes for a total of approximately 22 hours of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology by:

- Photography – Photographing their artwork or source materials
- Video demonstrations created in the classroom or available from online sources
- PowerPoint or Google Slides to supplement instruction in the processes being used or to provide historical context for the work being done

Big Idea/Reporting Category	Concepts Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Materials & Techniques	Painting	Explore different painting techniques	Dry brush wet in wet overpainting Sketch Composition Medium	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G 9.1.5.H	At least six class periods
		Plan and complete a painting independently			Throughout painting projects
	Paper Manipulation	Select horizontal or vertical orientation for work	Orientation Vertical Portrait Horizontal landscape Folding Curling Weaving Collage Tying Stapling Taping Slotting Gluing	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G 9.1.5.H	Throughout the course
		Use a variety of manipulation techniques			
		Demonstrate attachment techniques			
	Drawing	Use overlapping, diminishing size, and vertical positioning to create depth in a drawing	Overlapping Diminishing size Vertical positioning Value Shading Graphite Charcoal	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G 9.1.5.H	Throughout the course
		Use light and heavy pressure or build layers to create variations in value			
	Printmaking	Recognize and explain how the image is reversed in printmaking	Printmaking Print block Relief print Collagraph print Ink Brayer Barren	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G 9.1.5.H	At least four class periods
		Differentiate between different types of printmaking techniques			
		Create several different types of prints using a variety of materials and techniques			

Big Idea/Reporting Category	Concepts Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
	Three-Dimensional Exploration	Compare and contrast 2-D and 3-D artwork	Two-Dimensional Three-Dimensional Pinch Coil Slab	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G 9.1.5.H	At least six class periods
		Use additive and subtractive techniques with clay to create sculptural forms			Throughout 3-D projects
	Safety & Maintenance of Materials	Use common tools safely and independently		9.1.5.C 9.1.5.G 9.1.5.H	Throughout the course
		Follow rules and show respect for equipment in the art room.			
Create	Students will explore, develop, and express ideas, using the skills, language, techniques and processes of the arts.	Explore line, shape, and form, space, color, value and texture and the principles of pattern and repetition		9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.E 9.1.5.G 9.1.5.H 9.1.5.J 9.2.5.C 9.2.5.A	Throughout the course
		Create works from experiences or imagination that evoke a mood and/or feeling and convey personal meaning.			
		Explore art skills and techniques and use appropriate art vocabulary for the process			
	Create and present art for a variety of purposes either individually or collaboratively	Create art for a variety of reasons and recognize different kinds of visual arts	Drawing Painting Sculpture Printmaking, Graphic Design Architecture	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.D 9.1.5.G 9.1.5.H 9.1.5.J 9.2.5.A 9.2.5.B 9.2.5.D 9.2.5.H 9.1.5.E 9.1.5.I	Throughout the course
		Choose, display, and describe their work			
		Develop interactive, cooperative, and collaborative skills by working with others in making visual images			

Big Idea/Reporting Category	Concepts Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
	Demonstrate how the elements of art and principles of design can be used in creating artwork	Manipulate color, line, texture, and shape to create unity and variety	Unity Variety	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.D 9.1.5.E 9.1.5.F 9.1.5.G 9.1.5.H 9.1.5.J 9.2.5.C 9.2.5.G	Throughout the course
		Identify the use of line in the work of artists and apply different types of line in their own work			
		Recognize size relationships and different planes and use them to create depth in artwork	Near/Far Over/Under Background Mid-ground Foreground	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.D 9.1.5.G 9.1.5.H	Throughout the course
		Identify categories of shapes and use them to create designs	Organic Inorganic Geometric	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.D 9.1.5.E 9.1.5.G 9.1.5.H 9.1.5.J	Throughout the course
		Create works which illustrate simple compositional elements	Focal point Symmetrical balance Repetition Rhythm	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.D 9.1.5.G 9.1.5.H	Throughout the course
Connection	Create artwork based on memory,	Generate and select ideas for artwork		9.1.5.E 9.1.5.H	Throughout the course

Big Idea/Reporting Category	Concepts Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
	observation, imagination, emotion, and/or expressive art forms like music or dance	Use a variety of sources and subjects in creating artwork Develop observational skills and identify art elements in their environment		9.1.5.J 9.1.5.K 9.3.5.D 9.1.5.A 9.1.5.B 9.1.5.C 9.2.5.A 9.3.5.B	
Communication & Response	Students will be expected to reflect on and respond to their own and others’ art works using appropriate vocabulary	Look at and respond to art by identifying, describing, and analyzing art work in terms of medium, subject, composition, etc.	Describe Analyze Interpret Decide	9.2.5.F 9.2.5.K 9.3.5.A 9.3.5.B 9.3.5.C 9.3.5.D 9.3.5.F 9.4.5.B 9.4.5.C 9.4.5.D	At the end of each project
		Describe and acknowledge how people may have different responses to art			
		Recognize how classmates and artists have different styles of artwork			
					Other Standards addressed in Art: English: CC.1.1.3, 4 &5.E Math: CC.2.2.4.A.4 CC.2.3.3.A.1 CC.2.3.4.A.3 CC.2.4.3.A.1 History: 8.1.3.A 8.2.3, 4 &5.C 8.3.3,4 &5.C

Grades 6-8 Visual Arts

Statement of Organization:

This course is designed as an intermediate art experience for students in the Kane Area School District. The topics covered include the Elements of Art and Principles of Design with an emphasis on creating original works of art using a variety of materials and techniques and becoming familiar with the works of various artists.

Expected Levels of Achievement:

Students are expected to know and use the elements of art and principles of design, use fundamental vocabulary within each of the art forms, demonstrate the process of art using a variety of materials, understand the relationship between art and all aspects of life, be able to give evaluations and opinions of art, understand the impact of history and culture on art, and appreciate creative expression.

Methods of Evaluation:

Student competence will be assessed by one or more of the following methods, observation, questioning, performance assessment, student-teacher conversations, peer feedback through group discussion, anecdotal records, checklist, and rubrics.

Estimated Instructional Time:

Students will be scheduled in an art class every other day during one marking period for one hour during each class totaling approximately twenty-two hours of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology by:

- Digital photography – Photographing their artwork or source materials
- Video demonstrations created in the classroom or available from online sources
- PowerPoint or Google Slides to supplement instruction in the processes being used or to provide historical context for the work being done

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Materials & Techniques	Painting	Choose brush sizes and shapes to obtain the desired results.	Flat Round watercolor Dry brush wet in wet wash	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.G 9.1.8.H	At least six class periods
		Demonstrate a variety of brush strokes and painting techniques			
		Demonstrate a knowledge of color theory and color mixing	Primary Secondary Tertiary Analogous, Complementary		Throughout painting projects
	Drawing	Use gesture and contour lines to create drawings	Gesture Contour Still life Portrait Landscape Overlapping decreased detail diminishing size vertical positioning linear and atmospheric perspective	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.G 9.1.8.H	Throughout the course
		Demonstrate observation in drawing a variety of subjects including still life, portraits, and landscapes.			
		Recognize and demonstrate techniques for creating an illusion of depth in a work of art			
	Printmaking	Identify and use appropriate printmaking tools	Print block Brayer Barren Relief printing Collagraph Printing Screen Printing Advertising	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.H 9.2.8.A 9.2.8.C 9.2.8.D 9.2.8.H	At least four class periods
		Demonstrate a variety of printmaking techniques			
		Recognize and identify examples of printmaking in everyday life and culture			Throughout printmaking projects

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
	Three-Dimensional Work	Differentiate between sculpture and industrial/functional design	Sculpture Industrial Design Craft Relief Sculpture Sculpture in the Round Additive Subtractive	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.H	At least six class periods
		Recognize and describe the differences between relief and sculpture in the round			Throughout 3-D projects
		Use additive and subtractive construction			Throughout 3-D project
		Demonstrate proper design and construction using different media (paper, cardboard, wood, clay, wire, etc.)			Throughout 3-D projects
	Safety & Maintenance of Materials	Use tools, materials, and equipment safely and appropriately		9.1.8.C 9.1.8.G 9.1.8.H	Throughout the course
		Recognize the different uses and applications of various materials and tools			
		Follow rules and show respect for equipment in the art room.			
Create	Demonstrate skill in organizing the elements of art and principles of design to create images that convey a personal viewpoint	Apply color theory in the creation of art works	Hue Value Saturation Temperature Color Schemes Balance Emphasis Repetition Movement Hatching	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.G 9.1.8.H 9.1.8.I 9.2.8.A 9.2.8.D	Throughout the course
		Recognize balance, emphasis, repetition, and movement in the world and apply the concepts to their work			
	Explain the difference between shape and form and illustrate an illusion of form	Demonstrate, hatching, cross-hatching, stippling, shading, etc.			

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
	with various drawing techniques		Cross-Hatching Stippling Shading Value Scale Proportion Culture Societal Viewpoint Personal Viewpoint		
	Create work which shows evidence of observational skill	Demonstrate scale and proportion in creating observational drawings			
	Create artworks that are based on the students' experiences, cultural, societal or personal viewpoint.	Create art for a variety of reasons and/or that express ideas using the processes of art.			
Connection	Create artwork based on a variety of styles or periods of art	Explain and demonstrate characteristics of different art styles	Impressionism Pop Art Surrealism Contemporary Art Realism	9.1.8.E 9.1.8.H 9.1.8.I 9.2.8.A 9.2.8.C 9.2.8.D 9.2.8.E 9.2.8.I 9.3.8.A 9.3.8.B 9.3.8.D 9.3.8.E 9.3.8.F 9.4.8.A 9.4.8.B 9.4.8.C 9.4.8.D	Throughout the course
		Explain style preferences in their own artwork			
		Explain and demonstrate how a subject can be treated differently			
	Create artwork based on memory, observation, imagination, or emotion	Generate and select ideas for artwork Use a variety of sources and subjects in creating artwork			
Communication & Response	Students will be expected to reflect on and respond to their own and others' art works using appropriate vocabulary	Look at and respond to art by identifying, describing, analyzing, and interpreting artwork in a variety of ways including medium, subject matter, composition, etc.	Describe, Analyze, Interpret, and Decide	9.2.8.B 9.2.8.D 9.3.8.A 9.3.8.B 9.3.8.D 9.4.8.B 9.4.8.D	At the end of each project

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
	Recognize and explain the importance of art for both individuals and society	Describe and acknowledge how people may have different responses to art		9.3.8.A 9.3.8.B 9.3.8.C 9.3.8.D 9.3.8.E 9.3.8.F 9.3.8.G 9.4.8.B 9.4.8.C 9.4.8.D	At the end of each project
		Recognize how classmates and artists have different styles of artwork			
				Other Standards addressed in Art: English Standards: CC.1.2.6-8.J Health Standards: 10.1.6.B 10.3.6.A 10.3.6.C Math Standards: CC.2.1.6-8.D.1 CC.2.3.6-8.A.1	

Introduction to Art

Statement of Organization:

This course is designed to introduce students to the media, processes, and techniques of drawing and use of mixed media.

Expected Levels of Achievement:

Students are expected to achieve mastery of the skills and concepts taught by obtaining at least 70% on all graded materials

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Individual conference
- In class assignments
- Teacher designed projects
- Rubrics
- Self-evaluation

Estimated Instructional Time:

This is a half credit elective course available to students in grades nine through twelve and will meet for a minimum of sixty clock hours of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, online resources will be used to supplement instruction in the processes being used or to provide historical context for the work being done. This may include video demonstrations created in the classroom or from online sources, Google Slides or PowerPoint presentations, Google Forms, etc. These resources will be used to introduce or reinforce content and process or to respond to content or self-evaluate.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Elements of Art and Principles of Design	Know and use the elements and principals of art especially form/shape, line, space, texture, value, balance, contrast, and proportion/scale.	Demonstrate their knowledge of the elements and principles by creating several pieces of art. Use the vocabulary in discussing their work and the work of others.	Elements of Art: color, form, line, shape, space, and texture. The Principles of Design: scale, proportion, unity, variety, rhythm, mass, shape, space, balance, volume, perspective, and depth.	9.1.12A 9.1.12B 9.1.12C 9.3.12B	Throughout the course
Drawing Mediums	There are a variety of mediums that can be used to draw.	Identify media that can be used for drawing.	Graphite Charcoal Chalk/Pastel Colored Pencils Markers	9.1.12J	Throughout the course
	Each medium has its own characteristics, appearance, and process.	Practice drawing skills using each medium. Complete a series of projects in each assigned medium. Select a medium to use for a final drawing based on their knowledge of and competence with the medium.		9.1.12G 9.1.12J 9.3.12C	At least thirty class periods
	Artists throughout history have used various mediums when creating art.	Identify artists who used a particular medium. Describe how a medium has been used throughout history.		9.1.12D 9.2.12A 9.2.12J 9.3.12C	Throughout the course
Drawing Process	There is a historically established process for drawing.	Explain the concept of general to specific as it relates to the drawing process.		9.1.12C 9.1.12G 9.1.12H 9.1.12J	Throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Use gesture as the first step in creating a drawing. Use measuring, sighting, and angling to improve the accuracy of proportional relationships within and between objects. Use value and shading to create an illusion of dimension. Add details to the drawing at the end.		9.2.12A	
	There are techniques which create an illusion of three-dimensional space on a two-dimensional surface.	Identify how overlapping, vertical positioning, diminishing size, perspective and value are used in art to create an illusion of three-dimensional space.	Overlapping Vertical positioning Diminishing size Linear perspective Atmospheric perspective Value/Shading	9.1.12A 9.1.12B 9.1.12C	Throughout the course
	Value and shading create an illusion of three-dimensional space.	Use charcoal, pencil, and/or ink wash to demonstrate value. Evaluate the local value of an object and reproduce it in a drawing. Use transitional values to blend from dark to light. Complete a final drawing with a full value scale that demonstrates practiced skills in shading.	Transitional value Local value	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12H	Throughout the course
	Drawing can be combined with other media including painting, collage, stamping, etc.	Combine drawing with other media to create a piece of artwork which expresses an emotion, point of view or individual content.	Mixed Media	9.1.12E 9.1.12G 9.2.12C	Throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Critique	Analyze works of art in terms of technique and process.	Evaluate the use of materials, techniques, and processes in their own work. Discuss and evaluate the use of materials, techniques, and processes with other students in the class. Compare and contrast how different artists use the medium in their work.		9.3.12A 9.3.12B 9.3.12C 9.3.12D 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D	At the end of each project and/or the course

Introduction to Crafts

Statement of Organization:

This course is designed to introduce students to ceramics, printmaking, and sculpture/3-D design.

Expected Levels of Achievement:

Students are expected to achieve mastery of the skills and concepts taught by obtaining at least 70% on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Individual conference
- In class assignments
- Teacher designed projects
- Rubrics
- Self-evaluation

Estimated Instructional Time:

This is a half credit elective course available to students in grades nine through twelve and will meet for a minimum of sixty clock hours of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, online resources will be used to supplement instruction in the processes being used or to provide historical context for the work being done. This may include video demonstrations created in the classroom or from online sources, Google Slides or PowerPoint presentations, Google Forms, etc. These resources will be used to introduce or reinforce content and process or to respond to content or self-evaluate.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Ceramics	Tools and Equipment	Identify the tools used in working with clay by name and function. Use the correct tool for each process when working with clay. Adapt tools and materials to achieve the desired effect. Maintain tools and materials by keeping them clean and organized. Use the correct name for and describe the function of pottery wheels and kilns.	Wire Tool Needle Tool Rib Fettling Knife Modeling Tool Loops Slip Bamboo Brush Kiln	9.1.12C 9.1.12H	Throughout the ceramics units
	Clay	Keep clay wrapped and/or stored in a way that maintains the correct moisture for its use. Keep projects wrapped and/or stored in a way that maintains the correct moisture level for the project.	Low Fire Clay	9.1.12H 9.1.12J	Throughout the ceramics units
	Safety	Identify health risks associated with clay (silicosis). Maintain a clean workspace to minimize clay dust. Clean up dry clay using a wet paper towel or sponge to minimize clay dust in the air. When using glazes wipe excess from hands, surfaces, and the bottom of projects.	Silicosis	9.1.12H	Throughout the ceramics units

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Vent cavities in clay projects to avoid explosions during bisque firing. Avoid exceeding kiln tolerance in the thickness of clay to allow drying.			
	Vocabulary	Use specific vocabulary for tools, materials, and processes when discussing projects.	Leather hard Greenware Bisque Glaze	9.1.12C	Throughout the ceramics units
	Pinch Pot (Sculpture)	Define pinch pot as one of four basic ways of shaping clay and explain its historical development. Create a sculptural project which uses pinch pot technique as its starting point. Use various tools to create surface texture or pattern, repetition, movement/rhythm. Glaze the project after bisque firing.	Hand Building Pinch Pot Technique	9.1.12A 9.1.12B 9.1.12D 9.1.12G 9.2.12B 9.2.12C 9.2.12J 9.2.12K	At least ten class periods
	Coil Technique	Define coil technique as one of four basic ways of shaping clay and explain its historical development. Create a three-dimensional project which uses pinch pot technique as its starting point. (Example: freeform coil bowl) Glaze the project after bisque firing.	Hand Building Coil Coil Technique	9.1.12G 9.2.12B 9.2.12C 9.2.12J 9.2.12K	At least six class periods
	Slab Technique	Define slab building as one of four techniques for shaping clay. Create a sculptural project which uses	Canvas Rolling Pins Boards Templates	9.1.12A 9.1.12B 9.1.12D 9.1.12G	At least ten class periods

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		slab technique as its building method. (Example: Slab built house) Select an overall theme to be executed in the design or decoration of the project. Create scale drawings of the structure and designs. Create paper templates for each section of slab needed. Roll an adequate number of uniformly thick slabs to accommodate all sections of the structure. Create relief sculptures on the surface using both additive and subtractive sculptural techniques.	Scale drawing Relief sculpture Additive sculpture Subtractive sculpture	9.2.12B 9.2.12C 9.2.12J 9.2.12K	
	Pottery Wheel	Center clay on the pottery wheel. Throw several bowls or cylinders. Trim pots so that the bottom is level and have smooth rims. Glaze pots which have been bisque fired.	Wedge Centering Trimming Glazing	9.1.12C 9.1.12G 9.1.12H 9.1.12J 9.2.12B 9.2.12E	At least two class periods
Printmaking	Tools and Materials	Identify the tools and materials used in printmaking. Use the correct tool for each process. Maintain tools and materials by keeping	Print Block Carving tools Brayer Barren Plexiglas Ink	9.1.12C 9.1.12H	Throughout the printmaking unit

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		them clean and organized.			
	Safety	When using carving tools, hold tools in an appropriate manner and carve in a direction that will not result in cuts or punctures with the tool.		9.1.12H	Throughout the printmaking unit
	Vocabulary	Use specific vocabulary for tools, materials, and processes when discussing projects.	Relief printing Intaglio Lithograph Collagraph Screen printing	9.1.12C	Throughout the printmaking unit
	Process	Describe the printmaking process and its importance in history. Recognize different types of printmaking and describe how they differ. Identify Andy Warhol as a printmaker and recognize his work. Make sketches of ideas for print designs based on specific criteria. Make a final drawing of selected print design. Transfer design to print block and carve away the designated areas. Roll out ink on Plexiglas using a brayer and apply to block. Create a draft print to evaluate if there is adequate positive and negative space and re-carve as necessary.		9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12H 9.1.12J 9.2.12B 9.2.12E 9.2.12H	Throughout the printmaking unit

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
	Projects	Using black ink, create an edition of three prints and sign and number them in pencil. Using black ink, create two square prints in which the block is placed side by side and end to end and/or diagonally. Create a large print by using the block multiple times. After the initial ink has dried, print over it using colored ink(s). Correctly sign, number and title prints.	Edition	9.1.12C 9.1.12G 9.1.12H 9.1.12J 9.3.12B 9.3.12C 9.3.12D	At least eight class periods
Critique	Analyze works of art in terms of technique and process.	Evaluate the use of materials, techniques, and processes in their own work. Discuss and evaluate the use of materials, techniques, and processes with other students in the class. Compare and contrast how different artists use the medium in their work.		9.3.12A 9.3.12B 9.3.12C 9.3.12D 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D	At the end of each project and/or the course

Introduction to Painting

Statement of Organization:

This course is designed to introduce students to the fundamentals of color theory, painting mediums, techniques, and processes.

Expected Levels of Achievement:

Students are expected to achieve mastery of the skills and concepts taught by obtaining at least 80% on all graded materials and projects.

Methods of Evaluation

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Individual conference
- In class assignments
- Teacher designed projects
- Rubrics
- Self-evaluation

Estimated Instructional Time:

This is a half credit elective course available to students in grades nine through twelve and will meet for a minimum of sixty clock hours of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, online resources will be used to supplement instruction in the processes being used or to provide historical context for the work being done. This may include video demonstrations created in the classroom or from online sources, Google Slides or PowerPoint presentations, Google Forms, etc. These resources will be used to introduce or reinforce content and process or to respond to content or self-evaluate.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Color Theory	Hue	Define hue as one of the four characteristics of color. List primary, secondary and tertiary colors. Locate colors on a color wheel Paint a color wheel using primary colors and mixing secondary and tertiary colors. Define simultaneous contrast of color and explain how it functions.	Hue Primary Secondary Tertiary	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first three classes and throughout the course
	Value	Define value as one of the four characteristics of color. Create an achromatic value strip with eight steps from dark to light. Create chromatic value strips for each of the primary colors with eight steps from dark to light. Define simultaneous contrast of value and explain how it functions.	Value Achromatic	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first three classes and throughout the course
	Saturation	Define saturation as one of the four characteristics of color. Identify colors which are high or low saturation	Saturation Intensity	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first three classes and throughout the course
	Temperature	Define temperature as one of the four characteristics of color.	Temperature Bias	9.1.12A 9.1.12B 9.1.12C	During the first three classes and throughout

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		List examples of warm and cool colors. Select colors which have warm or cool bias.		9.1.12G 9.1.12J	the course
	Color Schemes	Define various color schemes: achromatic, monochromatic, analogous, complementary, split complementary, etc. Select images which contain colors which satisfy the definition of each color scheme.	Monochromatic Analogous Complementary Split Complimentary Triadic	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first three classes and throughout the course
Materials - Paint	Paint is composed of pigment in a medium.	Define pigment and identify sources for pigments.	Acrylic Medium Gum Arabic Linseed Oil	9.1.12C 9.1.12H 9.1.12I 9.1.12K	During the first three classes and throughout the course
	Types of Paint	Identify different types of paints and the mediums in which pigments are blended. (Watercolor/gum Arabic, Oil paint/linseed oil, etc.) Identify which mediums are used and cleaned up with water and which require other solvents. Compare and contrast how the medium effects qualities of the paint, and the painting process. Explain how the medium changes how clean up and storage must be handled. Identify safety issues associated with different pigments, mediums, and	Watercolor Acrylic Oil Paint	9.1.12C 9.1.12H 9.1.12I 9.1.12K	During the first three classes and throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		cleaning solvents. Use and store paints appropriately.			
Materials - Brushes	Brush Types and Sizes	Identify different shapes of brushes including flat, round, and filbert. Identify how the materials a brush is made from changes based on the type of paint being used or the content of the painting. Select brushes which are appropriate in type, size and shape for each project.	Round Flat Watercolor	9.1.12C 9.1.12H 9.1.12I 9.1.12K	
Brush Techniques	Hard Edge Painting	Students will use technique in a painting in which shapes have smooth hard edges and saturated color. Paint adjoining shapes so that colors meet at clean precise edges.	Color Wheel Tint	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12G 9.1.12H 9.1.12J 9.2.12A 9.2.12I 9.3.12A 9.3.12B 9.3.12C	
	Wet in Wet Painting	Describe how graduated values and blending can be done using wet in wet technique. Identify areas of a painting in which wet on wet technique could be used. Use wet in wet techniques in paintings where appropriate.		9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12G 9.1.12H	

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
	Dry Brush Technique	Describe how dry brush technique is used. Identify areas of a painting in which dry brush technique was used. Use dry brush technique in paintings where appropriate.		9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12G 9.1.12H	
Projects	Color Scheme Painting	Create a design on paper based on the work of an artist whose work features shapes with defined edges and saturated colors: Examples: Frank Stella, Miro, etc. Mix and paint a neutral ground. Mix colors of various hues, values, saturations, and tones. Paint designs so that colors meet at clean precise edges and are fully saturated.	Ground Neutral color Tone	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12G 9.1.12H 9.1.12J 9.2.12A 9.2.12I 9.3.12A 9.3.12B 9.3.12C	At least ten class periods
	Achromatic Painting	Select a black and white photograph which contains a full range of values and expressive marks. (Example: a striped cat, a Highland cow, etc.) Identify methods used by artists to transfer images to picture plane/canvas. Transfer image using graphite paper. Create a value strip with at least eight distinct values. Complete painting by matching values and adjusting them based on the	Simultaneous contrast of value Wet in Wet technique Dry brush technique	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12G 9.1.12H 9.1.12J 9.2.12A 9.2.12I 9.3.12A 9.3.12B 9.3.12C	At least twelve class periods

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		concept of simultaneous contrast of value. Select brushes based on the content of the painting and the shape of the marks required. Use brush techniques appropriate for the content of the painting. Mat finished painting.			
	Final Painting	Identify a variety of artists who painted landscapes or still life subjects in color. Discuss their contributions to art. Select a color image that has a variety of colors and values. Transfer image using graphite paper. Paint by matching colors and values and adjusting them based on the concept of simultaneous contrast of value and color. Select brushes based on the content of the painting. Use brush techniques appropriate for the content of the painting. Mat finished painting.	Still Life Landscape Simultaneous contrast of color Scumbling	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12G 9.1.12H 9.1.12J 9.2.12A 9.2.12I 9.3.12A 9.3.12B 9.3.12C 9.3.12F 9.3.12G 9.4.12A 9.4.12B 9.4.12C 9.4.12D	
Critique	Analyze works of art in terms of technique and process.	Evaluate the use of materials, techniques, and processes in their own work.		9.3.12A 9.3.12B 9.3.12C	At the end of each project and/or the

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Discuss and evaluate the use of materials, techniques, and processes with other students in the class. Compare and contrast how different artists use the medium in their work.		9.3.12D 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D	course

Introduction to Stained Glass

Statement of Organization:

This course is designed to introduce students to the media, techniques, and process of stained glass while completing a series of projects.

Expected Levels of Achievement:

Students are expected to achieve mastery of the skills and concepts taught by obtaining at least 70% on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Individual conference
- In class assignments
- Teacher designed projects
- Rubrics
- Self-evaluation

Estimated Instructional Time:

This is a half credit elective course available to students in grades eleven and twelve and will meet for a minimum of sixty clock hours of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, online resources will be used to supplement instruction in the processes being used or to provide historical context for the work being done. This may include video demonstrations created in the classroom or from online sources, Google Slides or PowerPoint presentations, Google Forms, etc. These resources will be used to introduce or reinforce content and process or to respond to content or self-evaluate.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Tools and Equipment	Tools and equipment are specific to their use and function.	Identify each tool or piece of equipment and describe its function. Select the correct tool for each step in the process. Properly use tools for each step in the process.	Running pliers Grinder Soldering iron Glass cutters Fid	9.1.12 C 9.1.12 H 9.1.12 J 9.1.12 K	Throughout the course
	Tools and equipment require maintenance to function properly.	Clean grinders weekly. Maintain tape on pliers. Make sure glass cutters have oil in them.		9.1.12 H 9.1.12 J	Throughout the course
Materials	The stained-glass process requires specific materials.	Identify materials and their function. Select and use materials appropriately for each step in the process	Glass Foil Solder Flux	9.1.12 C 9.1.12 H 9.1.12 J 9.1.12 K	Throughout the course
Safety	Tools and materials must be used safely	Cover tables with paper while cutting glass and clean up table surface to remove shards. Wear safety glasses when cutting and grinding glass. Wear suitable clothing and shoes and maintain hair so it is pulled back. Keep hot soldering irons in holders. Carefully handle soldering irons and hot projects during the soldering process.		9.1.12 C 9.1.12 H 9.1.12 J 9.1.12 K	Throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Vent fumes during soldering. Wear rubber gloves when applying chemical finishing compounds. Respond promptly and appropriately when injury occurs Use universal precautions if there is blood			
Technical Skills	There are technical skills specific to stained glass that must be refined and practiced.	Demonstrate competency in each of the following in practice and projects: Cutting – score and break glass adapting to types of glass and shapes being cut. Grinding – Grind the edges of glass to accurately shape pieces and prepare for foiling. Foiling – Select the correct thickness or foil based on the thickness of the glass and apply it to the edges of each piece. Soldering – Flux pieces and solder them together. Finishing – Clean pieces and apply finishing compounds.	Scoring Cutting Grinding Foiling Soldering Burnishing	9.1.12 C 9.1.12 H 9.1.12 J 9.1.12 K	During the first three weeks and then throughout the course
Elements of Art & Principles of Design	Apply the elements of art and principles of design when selecting glass for projects.	Choose glass based on its style, color, texture, and opacity. Select glass appropriate to the overall design.	Elements of Art: color, form, line, shape, space, and texture.	9.1.12 A 9.1.12B 9.1.12 C	Throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
			The Principles of Design: scale, proportion, unity, variety, rhythm, mass, shape, space, balance, volume, perspective, and depth.		
Projects	Use skill, processes, and materials to complete stained glass projects.	Students will complete cutting exercises to learn the process of scoring and breaking glass. Students will cut curved pieces of glass to learn the process. Students will complete a simple project to learn how to complete the steps of the stained glass process including scoring and breaking glass, grinding pieces to shape, foiling, soldering, and burnishing. Students will complete several increasingly more challenging projects (more pieces, pieces that are more irregular shapes, or designs that are more intricate) to build their knowledge and skills.	Patterns	9.1.12 A 9.1.12B 9.1.12 C 9.1.12 H 9.1.12 J 9.1.12 K	Throughout the course
Historical Context	The history and development of stained glass.	Identify the uses of stained glass in different periods in history. Describe the evolution of the use of stained glass.	Glass production Cathedral Tiffany Steuben	9.2.12D 9.2.12E 9.2.12J	At the beginning of the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Critique	Analyze works of art in terms of technique and process.	Evaluate the use of materials, techniques, and processes in their own work. Discuss and evaluate the use of materials, techniques, and processes with other students in the class. Compare and contrast how different artists use the medium in their work.		9.3.12A 9.3.12B 9.3.12C 9.3.12D 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D	At the end of each project and/or the course

Advanced Crafts

Statement of Organization:

This course is designed to offer students who have taken Introduction to Crafts instruction in more advanced information concerning the materials, techniques, processes, and skills in ceramics, printmaking, and sculpture and 3-D design while completing more advanced projects in a studio setting.

Expected Levels of Achievement:

Students are expected to achieve mastery of the skills and concepts taught by obtaining at least 70% on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Individual conference
- In class assignments
- Teacher designed projects
- Rubrics
- Self-evaluation

Estimated Instructional Time:

This is a half credit elective course available to students in grades nine through twelve and will meet for a minimum of sixty clock hours of instruction.

Technology Integration:

In addition to print resources, online resources will be used to supplement instruction in the processes being used or to provide historical context for the work being done. This may include video demonstrations created in the classroom or from online sources, Google Slides or PowerPoint presentations, Google Forms, etc. These resources will be used to introduce or reinforce content and process or to respond to content or self-evaluate.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Ceramics	Tools and Equipment	Identify the tools used in working with clay by name and function. Use the correct tool for each process when working with clay. Adapt tools and materials to achieve the desired effect. Maintain tools and materials by keeping them clean and organized. Use the correct name for and describe the function of pottery wheels and kilns.	Wire Tool Needle Tool Rib Fettling Knife Modeling Tool Loops Slip Bamboo Brush Kiln	9.1.12C 9.1.12H	Throughout the ceramics units
	Clay	Keep clay wrapped and/or stored in a way that maintains the correct moisture for its use. Keep projects wrapped and/or stored in a way that maintains the correct moisture level for the project.	Low Fire Clay	9.1.12H 9.1.12J	Throughout the ceramics units
	Safety	Identify health risks associated with clay (silicosis). Maintain a clean workspace to minimize clay dust. Clean up dry clay using a wet paper towel or sponge to minimize clay dust in the air. When using glazes wipe excess from hands, surfaces, and the bottom of projects.	Silicosis	9.1.12H	Throughout the ceramics units

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Vent cavities in clay projects to avoid explosions during bisque firing. Avoid exceeding kiln tolerance in the thickness of clay to allow drying.			
	Vocabulary	Use specific vocabulary for tools, materials, and processes when discussing projects.	Stages of Drying Greenware Bisque Glaze	9.1.12C	Throughout the ceramics units
Ceramics	Pinch Pot (Sculpture)	Define pinch pot as one of four basic ways of shaping clay and explain its historical development. Create sculptural projects which use pinch pot technique as their starting Examples: an organic plant form, bird/animal, etc. Use various tools to create surface texture or pattern, repetition, movement/rhythm. Glaze the projects after bisque firing using reference images or artistic interpretation.	Hand Building Pinch Pot Building	9.1.12A 9.1.12B 9.1.12D 9.1.12G 9.2.12B 9.2.12C 9.2.12J 9.2.12K	At least eight class periods
	Coil Technique	Define coil technique as one of four basic ways of shaping clay and explain its historical development. Create a sculptural form which uses coils to create the structure Glaze the project after bisque firing.	Hand Building Coil Technique	9.1.12G 9.2.12B 9.2.12C 9.2.12J 9.2.12K	At least six classes
	Slab Technique	Define slab building as one of four techniques for hand building using clay.	Molding Slumping	9.1.12A 9.1.12B	At least eight classes

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Complete slab projects which demonstrate folding, molding, and/or slumping. Create a sculptural form which uses slab construction as the primary building technique	Templates	9.1.12D 9.1.12G 9.2.12B 9.2.12C 9.2.12J 9.2.12K	
Ceramics	Pottery Wheel	Center clay on the pottery wheel. Trim thrown pottery on the pottery wheel. Glaze pots which have been bisque fired.	Wedging Centering Throwing Glazing	9.1.12C 9.1.12G 9.1.12H 9.1.12J 9.2.12B 9.2.12E	At least five classes
Printmaking	Tools and Materials	Identify the tools and materials used in printmaking. Use the correct tool for each process. Maintain tools and materials by keeping them clean and organized.	Carving tools Stylus Brayer Barren Printing Press	9.1.12C 9.1.12H	Throughout the printmaking unit.
	Safety	When using carving tools, hold tools in an appropriate manner and carve in a direction that will not result in cuts or punctures with the tool.		9.1.12H	Throughout the printmaking unit
	Vocabulary	Use specific vocabulary for tools, materials, and processes when discussing projects.	Relief Printing Block Intaglio Intaglio Ink Tarlatan	9.1.12C	Throughout the printmaking unit
	Process	Describe the printmaking process and its importance in history.	Relief Intaglio Lithograph	9.1.12A 9.1.12B 9.1.12C	Throughout the printmaking unit

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Recognize different types of printmaking and describe how they differ. Identify ways in which printmaking is used in society and/or culture	Collagraph Screen	9.1.12G 9.1.12H 9.1.12J 9.2.12B 9.2.12E 9.2.12H	
	Projects	Recognize different types of printmaking and describe how they differ. Create prints using at least two of the following printmaking processes: Intaglio (Tetrapak), Relief, Collagraph, Dry Point, or Screen printing Print using hand rubbing or printing press.	Intaglio Relief Print Collagraph Dry Point Screen Printing	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12H 9.1.12J 9.2.12B 9.2.12E 9.2.12H	At least eight classes.
		Using black ink, create an edition of prints. Experiment with printing in color or adding color to prints either before or after printing. Sign and number prints.	Projects Sign Number	9.1.12C 9.1.12G 9.1.12H 9.1.12J 9.3.12B 9.3.12C 9.3.12D	Throughout the printmaking unit
Critique	Analyze works of art in terms of technique and process.	Evaluate the use of materials, techniques, and processes in their own work. Discuss and evaluate the use of materials, techniques, and processes with other students in the class. Compare and contrast how different artists use the medium in their work.		9.3.12A 9.3.12B 9.3.12C 9.3.12D 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D	At the end of each project and/or the course

Advanced Painting

Statement of Organization:

This course is designed to offer students who have taken Introduction to Painting instruction in more advanced information concerning the materials, techniques, processes, and skills in painting while completing more advanced projects in a studio setting.

Expected Levels of Achievement:

Students are expected to achieve mastery of the skills and concepts taught by obtaining at least 70% on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Individual conference
- In class assignments
- Teacher designed projects
- Rubrics
- Self-evaluation

Estimated Instructional Time:

This is a half credit elective course available to students in grades nine through twelve and will meet for a minimum of sixty clock hours of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, online resources will be used to supplement instruction in the processes being used or to provide historical context for the work being done. This may include video demonstrations created in the classroom or from online sources, Google Slides or PowerPoint presentations, Google Forms, etc. These resources will be used to introduce or reinforce content and process or to respond to content or self-evaluate.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Color Theory	Hue	Define hue as one of the four characteristics of color. List primary, secondary and tertiary colors. Locate colors on a color wheel Paint a double color wheel using both a warm and cool set of primary colors and mixing secondary and tertiary colors. Define simultaneous contrast of color and explain how it functions.	Primary Secondary Tertiary Simultaneous contrast of color	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first two weeks and throughout the course
	Value	Define value as one of the four characteristics of color. Define simultaneous contrast of value and explain how it functions.	Value Simultaneous contrast of value	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first two weeks and throughout the course
	Saturation	Define saturation as one of the four characteristics of color. Identify colors which are high or low saturation		9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first two weeks and throughout the course
	Temperature	Define temperature as one of the four characteristics of color. List examples of warm and cool colors. Select colors which have warm or cool bias.	Color Bias	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first two weeks and throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Paint	Types of Paint - Paint is composed of pigment in a medium.	Define pigment and identify sources for pigments. List pigments and opacity listed on each of the six primaries. Identify different types of paints and the mediums in which pigments are blended. (Watercolor/gum Arabic, Oil paint/linseed oil, etc.) Identify which mediums are used and cleaned up with water and which require other solvents. Compare and contrast how the medium effects qualities of the paint, and the painting process. Compare and contrast the characteristics of acrylic and oil paints. Compare and contrast the processes, tools, materials, and solvents used when working with acrylic and oil paint. Explain how the medium changes how clean up and storage must be handled. Identify safety issues associated with different pigments, mediums, and cleaning solvents. Use and store paints appropriately.	Pigment Acrylic Medium Gum Arabic Linseed Oil	9.1.12C 9.1.12H 9.1.12I 9.1.12J 9.1.12K	During the first two weeks and throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Color Mixing	Color Bias	Identify the color bias of each of the six primary colors being used. Paint a color chart which shows how each primary color mixes with each of the others. Compare and contrast how the result of mixing two colors with the same bias differs from mixing two colors of different bias.	Color Bias	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first two weeks and throughout the course
	Opacity	Compare and contrast how mixing two opaque paints differs from mixing two transparent or an opaque and transparent. Describe situations in mixing paint and in the painting process in which varying opacity could be used.	Opacity	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first two weeks of the course
	Pigment Strength	Identify which paints have the highest pigment strength. Describe how pigment strength changes the mixing process.		9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first two weeks of the course
Painting Tools	Brushes	Identify different shapes of brushes including flat, round, and filbert. Identify how the materials a brush is made from changes based on the type of paint being used or the content of the painting. Compare and contrast the types of brushes used for acrylic painting vs oil	Round Flat Bright Filbert	9.1.12C 9.1.12H 9.1.12I 9.1.12K	During the first two weeks and throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		painting. Select brushes which are appropriate in type, size and shape for each project. Clean and maintain brushes.			
	Painting Knives	Identify different shapes of painting (palette) knives Describe how the shape of the knife changes the mark it makes and its use. Explain how using a palette knife changes the overall look of a painting. Compare and contrast how a painting done with brushes differs from one done with palette knives. Select knives which are appropriate in type, size and shape for each project. Clean and maintain palette knives.	Palette Knives	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During at least four class periods
	Palettes	Define palette and describe its function. Compare and contrast how different palettes are used for different types of paint. Describe the process for arranging colors on a palette for painting. Clean and maintain palettes.		9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12J	During the first two weeks and throughout the course
Projects	Brush vs Palette Knife (Acrylic)	Complete two paintings of a similar landscape subject. Use brushes for one		9.1.12A 9.1.12B	During at least four class

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		and palette knives for the other. Colors should be mixed using double primary system. Compare and contrast the process of painting with a brushes or palette knife. Compare and contrast the differences in appearance and outcome in each painting. Identify situations in which it would be beneficial to use each type of painting tool.		9.1.12C 9.1.12G 9.1.12H 9.1.12J 9.2.12A 9.2.12B 9.2.12C 9.2.12D 9.4.12B	periods
	Acrylic Painting	Select a color image(s). Prepare canvas by applying a colored ground in a medium value. Transfer the image by sketching or using graphite paper. Paint using acrylic paints which are mixed to match the general colors and values in the original image. Select brushes or palette knives based on personal preference and/or the content of the painting. Block in general colors and values. Use painting techniques appropriate for the content of the painting to refine the image and add details.		9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12H 9.1.12I 9.1.12K 9.1.12J 9.2.12A 9.2.12B 9.2.12C 9.2.12D 9.3.12A 9.3.12B 9.3.12D 9.4.12B	At least eight class periods

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Participate in individual and group critiques of work in progress. Evaluate the final product by writing a critiquing of the use of color, value, painting techniques and tools and overall effect.			
	Oil Painting	Select a color image. Under paint the gessoed surface a medium value color. Transfer the image by sketching or using graphite paper. Set up a palette with colors and mix colors in necessary quantities. Select brushes based on personal preference and/or the content of the painting. Block in general colors and values. Use painting techniques appropriate for the content of the painting to refine the image and add details. Participate in individual and group critiques of work in progress. Evaluate the final product by writing a critiquing of the use of color, value,	Gesso	9.1.12A 9.1.12B 9.1.12C 9.1.12E 9.1.12G 9.1.12H 9.1.12I 9.1.12K 9.1.12J 9.2.12A 9.2.12B 9.2.12C 9.2.12D 9.3.12A 9.3.12B 9.3.12D 9.4.12B	At least ten class periods

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		painting techniques and tools and overall effect.			
Safety	The materials used in painting may pose health risks and must be handled appropriately.	Identify why some pigments in paint are toxic. Describe how to create and maintain a clean workspace including covering tables, cleaning up paint and solvents, and disposing of paint or materials. Handle paint carefully to keep it off of hands and/surfaces. Wash hands frequently or use Gloves in a Bottle to minimize exposure.		9.1.12H	Throughout the course
	Paint and solvents are flammable and must be handled and disposed of properly to avoid fire.	Wash surfaces that have been exposed to solvents with soap and water. Put solvents away in the fire safe cabinet. Throw away paper towels which have oil paint or solvents on them in the sealed metal garbage can.		9.1.12H	Throughout the course
Art History	Painting and Painters	Identify how materials and content have evolved throughout history. Identify painters from different periods and compare their content, style and techniques. Select several works of art and identify characteristics and techniques that can		9.1.12C 9.1.12F 9.1.12I 9.2.12A 9.2.12B 9.2.12C 9.2.12D 9.2.12E 9.2.12G	Throughout the course

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		be applied to the student's work. Discuss the historical context of a painting and its effect on the content and style. Describe why and how works of art are created. Critique various paintings.		9.2.12H 9.2.12I 9.2.12J 9.2.12K 9.2.12L 9.3.12A 9.3.12C 9.3.12D 9.3.12E 9.3.12F 9.3.12G 9.4.12A 9.4.12C 9.4.12D	
Critique	Analyze works of art in terms of technique and process.	Evaluate the use of materials, techniques, and processes in their own work. Discuss and evaluate the use of materials, techniques, and processes with other students in the class. Compare and contrast how different artists use the medium in their work.		9.3.12A 9.3.12B 9.3.12C 9.3.12D 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D	At the end of each project and/or the course