

Unit 1	Unit 2	Unit 3
Drawing	Mixed Media	Painting
September	October	November-December
Central Focus of the Unit	Central Focus of the Unit	Central Focus of the Unit
<p>-Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>-Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields.</p> <p>-Analyze how responses to art develop over time, based on knowledge of and experience with art and life</p>	<p>-Use multiple artmaking approaches to begin creative endeavors.</p> <p>-Identify commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture.</p> <p>-Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.</p>	<p>-Use multiple artmaking approaches to begin creative endeavors.</p> <p>-Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>-Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields.</p>
Essential Questions	Essential Questions	Essential Questions
<ol style="list-style-type: none"> How is impressionism different from other painting styles? How does artists express their feelings and capture in their own styles? What are some characteristics that defines impressionist. 	<ol style="list-style-type: none"> What is a negative space? What is pop art? How did artists create pop art with different materials? 	<ol style="list-style-type: none"> What is value? How can we divide tones? What are primary, secondary, and tertiary colors?
Students Outcome	Students Outcome	Students Outcome
<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> -Identify impressionism art works. -Characterize styles of different impressionists. -Create their own version of inspired impressionism artworks. 	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> -Descibe what pop art is. -Characterize syles of different pop aritits' artworks. -Create their own version of inspired pop art artworks. 	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> -Divide tones and shades of colors. -Divide values in black and white photos. -Define primary, secondary, and tertiary colors.
Lessons	Lessons	Lessons
<ol style="list-style-type: none"> Impressionim: How did it begin? Materials: Note Interesting Compositions. Materials: Handouts (Idea Sketch), Choice of students' landscape photos, pencils, erasers. Who inspires you? Materials: Oil pastels, markers, scrapers for the oil pastels, blender for the oil pastels, pencils, erasers. 	<ol style="list-style-type: none"> Keith Haring Materials: Sharpies, papers, markers Andy Warhol Materials: Styrofoams, printmaking ink, plates, brayers, newspapers, magazines, printmaking paper David Hockney Materials: Oil pastels, markers, watercolors, paint, pencils, erasers, brushes, palettes, sponges, smocks, papers, paper towels. 	<ol style="list-style-type: none"> Giant Color wheel. Materials: Primary colored paints, brushes, palettes, sponges, smocks, paper towels, painting papers. Breakdown values. Materials: Students' choice of photo in black and white. Collage with Values and Tones Materials: Painted paper in lesson 1, scissors, glues, base pages, students' choice of photo used in lesson 2.
Art References	Art References	Art References

Monet, Sezanne, Seurat, Gaugin, Gogh, and among others.	David Hockney, Andy Warhol, Keith Haring, Roy Lichtenstein, Yaoi Kusama, and among others.	Picasso, and among others.
Vocabulary	Vocabulary	Vocabulary
Impressionism, Impressionist, Compostions, Foreground, Midground, Background, pointilism, brushstrokes, primitive	Pop art, emphasize, mass culture, negative space, patterns, primary colors	Value, tone, monochromatic, mood, collage.
Assessments	Assessments	Assessments
<p>* <u>Formative</u>: Students will take notes on the lesson, feedbacks on all assignments.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and have a group critique and discussions. Overall class participations will be looked into.</p>	<p>* <u>Formative</u>: Students will be given demonstrations as a group. Students will receive one on one feedbacks on all assignments.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and have a group critique and discussions. Overall class participations will be looked into.</p>	<p>* <u>Formative</u>: Students will be asked to create 6 different values of assigned color. Students will be working as a group to create a giant color wheel. Students will be observed during worktime.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and write rubrics.</p>
Differentiation Plans:		
<p>*Visual aids, videos, and demonstrations.</p> <p>*Handouts to enhance understandings on lessons.</p> <p>*Tiered Lessons.</p> <p>*One-on-One feedbacks and rubrics.</p>		
NYSL		
<p>Standard 1: Creating (all anchor standards)</p> <p>Standard 2: Producing (all anchor standards)</p> <p>Standard 3: Responding (all anchor standards)</p> <p>Standard 4: Connecting (all anchor standards)</p>		

Unit 4	Unit 5	Unit 6
Abstract Sculptures	Cubism Portraits	Shadowbox
January-February	March-April	May-June
Central Focus of the Unit	Central Focus of the Unit	Central Focus of the Unit
<p>-Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>-Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>-Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<p>-Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or Generate and develop artistic work in a self-directed manner.</p> <p>-Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.</p> <p>-Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields.</p>	<p>-Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>-Document the process of developing ideas; from early stages to full elaboration.</p> <p>-Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.</p>
Essential Questions	Essential Questions	Essential Questions
<ol style="list-style-type: none"> How is abstract sculptures different from other sculptures? How did artists express the essence of the subject in their artworks? What are some techniques in sculpting? What is a kinetic sculpture? What is a blind contour? 	<ol style="list-style-type: none"> What is cubism? How did cubism started? Which artists were inspired by cubism? 	<ol style="list-style-type: none"> What is surrealism? How did artist create the idea of surrealism in their paintings? What is the interconnection between 'dream' and 'surrealism'?
Students Outcome	Students Outcome	Students Outcome
<p>Students Will Be Able To:</p> <p>-Identify the difference between the abstract and realistic sculptures.</p> <p>-Perform different techniques of paper folding to create paper sculptures.</p> <p>-Manipulate wires to create their artworks.</p>	<p>Students Will Be Able To:</p> <p>-Identify what cubism is.</p> <p>-Create cubism inspired drawings or paintings.</p> <p>-Divide and distribute color schemes in their artworks.</p>	<p>Students Will Be Able To:</p> <p>-Identify what surrealism is.</p> <p>-Create surrealism inspired paintings.</p> <p>-Create a shadow box using foreground, midground, and background.</p> <p>-Display their artworks in a manner of group exhibitions.</p>
Lessons	Lessons	Lessons
<ol style="list-style-type: none"> What is Abstract Sculpture? Materials: Note <hr/> Word Sculpture. Materials: different types of papers in white, backdrops, lightings, glue, tape, scissors, smartphones <hr/> Wire self portraits. Materials: Wire, scissors, papers, pencils, mirrors 	<ol style="list-style-type: none"> What is Cubism? Materials: Note <hr/> Artists who were inspired by Cubism. Materials: Oil pastels, drawing papers, rulers, pencils, erasers. <hr/> Watercolor Cubism Portraits. Materials: Two portrait photos (facing front & Side), pencils, erasers, lightbox, rulers, carbon paper, water colors, brushes, palettes, water cups, paper towels. 	<ol style="list-style-type: none"> What is Surrealism? Materials: Note <hr/> Surrealist Painting Inspired By... Materials: Pencils, erasers, papers, scrap paper for idea sketches. <hr/> Paint on acetate Materials: Acetates, acrylic paint, palettes, sponges, smocks, water cups, brushes, paper towels. <hr/> Shadowbox Materials: Empty shoe boxes, tape, black papers, fabrics, tacky glues.
Art References	Art References	Art References

Brancusi, Calder, Rodin, Bernini, Jeff Koons, and among others.	Picasso, Braque, Elizabeth Murray, David Hockney, and among others.	Dali, Rene Magritte, Max Ernst, Frida Kahlo, and among others.
Vocabulary	Vocabulary	Vocabulary
Essence, direct carving, patina, emphasize, primitive, cast, kinetic, balance, simplicity, abstract, contour.	Cubism, abstract, message, simplicity, papier colle, tertiary colors.	Shadowbox, surrealism, surrealist, avant-garde, juxtapose, dada movement, emphasize.
Assessments	Assessments	Assessments
<p>* <u>Formative</u>: Students will be asked to take notes during Lesson 1. Students will be given group demonstrations to go over some techniques to create their artworks.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and write rubrics.</p>	<p>* <u>Formative</u>: Students will be asked to take notes on the lesson 1 about cubism. Students will be given group demonstrations. Students will be checked in one on one throughout the unit.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and write rubrics.</p>	<p>* <u>Formative</u>: Students will be asked to take notes on the lesson 1 about surrealism. Students will be given group demonstrations. Students will be checked in one on one throughout the unit.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and write rubrics.</p>
Differentiation Plans:		
<p>*Visual aids, videos, and demonstrations. *Handouts to enhance understandings on lessons. *Tiered Lessons. *One-on-One feedbacks and rubrics.</p>		
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<p>Standard 1: Creating (all anchor standards) Standard 2: Producing (all anchor standards) Standard 3: Responding (all anchor standards) Standard 4: Connecting (all anchor standards)</p>		