Fine Art 1 Lab

Grade 10: Visual Arts Curriculum
Course Description

The students will begin developing a portfolio applying the skills and concepts explored.
(Taken in conjunction with Fine Art 1.)

This course has been designed based on a spiral curriculum—all areas of study are interrelated and continually overlap throughout the year. It is upon the instructor’s discretion to pace according to the needs and areas to strengthen student’s skills, concepts and or technical development, and follow at a pace unique to each individual learner to increase complexity and reinforce previous learning.
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<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>NJCCSS</th>
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Timeline:
This course has been designed based on a Spiral Curriculum— all areas of study are practiced at the same time and at each student’s individual pace, yielding the skills needed to be a successful fine artist.
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<tbody>
<tr>
<td>4</td>
<td>Art Criticism/Portfolio</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
<table>
<thead>
<tr>
<th>Career Ready Practices Standards</th>
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</thead>
<tbody>
<tr>
<td>CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</td>
</tr>
<tr>
<td>• <strong>CRP1. Act as a responsible and contributing citizen and employee</strong></td>
</tr>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<tr>
<td>• <strong>CRP2. Apply appropriate academic and technical skills.</strong></td>
</tr>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</td>
</tr>
<tr>
<td>• <strong>CRP3. Attend to personal health and financial well-being.</strong></td>
</tr>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
<tr>
<td>• <strong>CRP4. Communicate clearly and effectively and with reason.</strong></td>
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<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
</tr>
</tbody>
</table>
CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of
integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.**
  Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

- **CRP11. Use technology to enhance productivity.**
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**
  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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</tbody>
</table>

- **Tests/Quizzes/Grading**: Extended time, Study guides, Shortened tests, Read directions aloud
- **Behavior/Attention**: Consistent daily structured routine, Simple and clear classroom rules, Frequent feedback
## Enrichment

### Accommodate Based on Students' Individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individually or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
- Artists statements
- Rubrics
New Jersey Core Curriculum Content Standards (NJCCCS):

❖ 1.1.12.D.1

**Content Statement:** Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

**Cumulative Progress Indicator:** Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

❖ 1.1.12.D.2

**Content Statement:** Stimuli for the creation of artworks can come from many places, including other arts disciplines.

**Cumulative Progress Indicator:** Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

❖ 1.2.12.A.1

**Content Statement:** Cultural and historical events impact art-making as well as how audiences respond to works of art.

**Cumulative Progress Indicator:** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

❖ 1.2.12.A.2

**Content Statement:** Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.

**Cumulative Progress Indicator:** Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

❖ 1.2.8.A.3

**Content Statement:** The arts reflect cultural mores and personal aesthetics throughout the ages.
Cumulative Progress Indicator: The arts reflect cultural mores and personal aesthetics throughout the ages.

❖ 1.3.8.D.1

Content Statement: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

Cumulative Progress Indicator: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

❖ 1.3.8.D.2

Content Statement: Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.

Cumulative Progress Indicator: Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

❖ 1.3.12.D.3

Content Statement: The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

Cumulative Progress Indicator: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

❖ 1.3.8.D.4

Content Statement: The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
Cumulative Progress Indicator: The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

❖ 1.3.12.D.5

Content Statement: Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.

Cumulative Progress Indicator: Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

❖ 1.4.12.A.1

Content Statement: Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Cumulative Progress Indicator: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

❖ 1.4.12.A.2

Content Statement: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.

Cumulative Progress Indicator: Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

❖ 1.4.12.A.3

Content Statement: Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

Cumulative Progress Indicator: Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

❖ 1.4.12.A.4
Content Statement: Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

Cumulative Progress Indicator: Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

❖ 1.4.12.B.1

Content Statement: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

Cumulative Progress Indicator: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

❖ 1.4.12.B.2

Content Statement: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.

Cumulative Progress Indicator: Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

❖ 1.4.12.B.3

Content Statement: Art and art-making reflect and affect the role of technology in a global society.

Cumulative Progress Indicator: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Connections

**English Language Arts:** Fine Art 1 has interdisciplinary connections with creative writing. It combines the process of interpreting a short story or poem and creating a piece of art that reflects its meaning. The emphasis is on building students’ ability to create an effective art piece in response to controversial issues. The artist needs to explore various hues, tints and shades. This learning project promotes the students’ ability to examine personal and political issues and to make meaningful artistic connections.

**Math:** The students learn how to use a ruler/yardstick to measure properly and to create artwork that is proportionally correct.

**Social Studies:** Students demonstrate cultural/social issues in their artwork, and understand the effect of historical periods/events on artists, artistic movements, and general aesthetic sensibilities.

**Character Education:** The goal is to ensure students develop life skills that stress the importance of understanding and communication.

**Critique:** students learn how to apply rubric criteria to evaluate themselves and others.
<table>
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<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
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<tbody>
<tr>
<td>Students will recognize the importance of proper placement of Design and typography</td>
<td>What is a logo? How can you sell an idea or product to the viewer by the design? What is more important on a poster-the design or the typography?</td>
<td>Explain and recognize the Golden Mean. Create visual solutions using direct observation and imagination to explore the art principle balance.</td>
<td>ARTTALK Art in Focus Instructor Internet Color Wheel The Anatomy of Type: by Stephen Coles <a href="http://thevirtualinstructor.com/composition3.html">http://thevirtualinstructor.com/composition3.html</a> <a href="http://www.colormatters.com/color-and-design/basic-color-theory">http://www.colormatters.com/color-and-design/basic-color-theory</a> <a href="https://www.theguardian.com/artanddesign/2009/sep/20/guide-to-painting-scale-perspective">https://www.theguardian.com/artanddesign/2009/sep/20/guide-to-painting-scale-perspective</a></td>
<td>Create a word with one point perspective Create a word with two point perspective Design a poster for a poster contest using appropriate illustration/lettering/design</td>
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| Students will be able define the elements and principles of art and apply them to their artwork. They will understand how colors interact with each other | Why do artists create art?  
How can an artist use the elements and principles of art in their work?  
Do you need to use all of the elements and principles of art in every piece?  
Why do artists create sketches before their final piece? | Students will learn that the intensity of one hue changes as you add its compliment to it.  
Students will identify tints and shades  
Students will be able to describe a monochromatic color scheme | Arttalk  
The Visual Experience  
Art in Focus  
Instructor  
Color Wheel  
Internet  
https://www.craftsy.com/blog/2013/05/hues-tints-tones-and-shades/  
http://www.writedesignonline.com/resources/design/rules/color.html  
http://study.com/academy/lesson/monochromatic-color-definition-schemes- | Students mix palette of colors using one color/hue and add black, white and its compliment  
Students break down artwork into flat shapes |
<table>
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Grade: 10  |  Unit: 3 Drawing and Design  |  Topic: Stippling

Description: Students will create a piece of art using a pattern simulating varying degrees of solidity or shading of small dots.

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<tbody>
<tr>
<td>Students will develop their individual styles through elements of design and practice</td>
<td>What steps do you need to create a work of art?</td>
<td>Students will create smooth shading using dots</td>
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<td>How many principles should be in a work of art?</td>
<td>• Students will be able to show definition using dots</td>
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<td></td>
<td>What is meant by size relationship in a compositional layout?</td>
<td></td>
<td>ARTTALK Art in Focus Instructor Internet Color Wheel</td>
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<td><a href="https://www.goshen.edu/art/ed/drawingskills.html">https://www.goshen.edu/art/ed/drawingskills.html</a></td>
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<td>Students will create a value scale in ink using dots.</td>
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<td>Students will shade basic shapes utilizing their entire value scale of dots.</td>
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<td></td>
<td>Students will create a complete piece of art using only dots.</td>
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<tr>
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<td>Students will develop an ability to critique, defend, and support the integrity of a chosen project objectively.</td>
<td>What do you see? How is this work organized? What message does this artwork communicate to you? What do you think of the work?</td>
<td>Learn how to give a proper critique Use art terminology correctly when critiquing a piece of art. Be able to critique, defend, and support the integrity of a chosen project objectively and rework their artwork based on constructive criticism</td>
<td>ARTTALK Art in Focus Instructor Internet Project Rubric Self Rubric <a href="http://www.goshen.edu%3Eart%3Ecritique1">www.goshen.edu&gt;art&gt;critique1</a></td>
<td>Students will critique their own work daily Students will ask for critique/feedback daily from teacher/other students. Students will have group critique periodically through assignment. Self Rubric worksheet Project rubric worksheet Writing analysis: describe learning process pros and cons</td>
</tr>
</tbody>
</table>
**Grade:** 10  
**Unit:** 5  
**Art History**  
**Topic:** Periods of Art  
**Description:** Students will continue to learn about the periods of art and history and the artists who held the most influence in those periods.

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| Students will practice a series of human anatomy drawings, and illustrations using perspective. They will then use the drawings to create an abstract nature painting. | What are literal qualities/?  
What are formal qualities?  
What are expressive qualities?  
What is abstract nature?  
Can you “see” connections in the shapes of ordinary things? | Create a painting made up of color washes  
Create a painting that demonstrate smooth shading.  
Compare and contrast contemporary and historical styles, identifying themes and trends | ARTTALK  
Art in Focus  
Color Wheel  
History of Art  
[https://prezi.com/-wyefzmtg1/1-literal-qualities-the-realistic-qualities-that-appear-in/](https://prezi.com/-wyefzmtg1/1-literal-qualities-the-realistic-qualities-that-appear-in/)  
[https://www.thisoldhouse.c om/how-to/how-to-paint-color-wash](https://www.thisoldhouse.com/how-to/how-to-paint-color-wash) | Students will draw in charcoal the human skull  
Students will draw in charcoal the human skeleton  
Students will draw in charcoal nature-flowers, twigs, etc.  
Students will use a viewfinder to pinpoint an area of their artwork to make it abstract |
# Unit Vocabulary

| Color Theory: | primary, secondary, complementary, tertiary, analogous, warm, cool, color schemes, hue, neutral, contrast, triad, value, monochromatic, tint, shade, tone, intensity, bright, dull, contrast, red, blue, yellow, green, purple, orange, brown, non-colors black and white, indigo, magenta, pixels, resolution, Impressionism, blending, mixing, strokes, layering, applied pressure, watercolor paper, drawing paper, medium weight, light weight texture, brush, natural fibers, sable, synthetic fibers, man-made, color pencil, drawing pencil. |
| Principles and Elements of Art/Design: | balance, emphasis, harmony, variety, rhythm, proportion, color, hue, intensity, value, line, texture, shape, form, negative space, positive space, foreground, middleground, background, dimension, value, hatching, crosshatching, pattern, motif, module |
| Drawing Skills: | drawing pencil, ebony pencil, H and B pencils, medium, perspective, proportion, value, tint, cast, shade, tone, gray scale, contrast, chiaroscuro, foreground, middleground, background, perspective, implied lines, movement |
| Critique: | aesthetics, creativity, originality, craftsmanship, responsibility, work expectations, progress, effort, preparation, communication |