

# **Fine Arts I Curriculum Maps**

**Unit of Study: Compositional Space with Elements and Principles**

**Unit of Study: Mark Making**

**Unit of Study: Medieval Art**

**Unit of Study: Mural Painting**

**Unit of Study: Renaissance**

**Unit of Study: The Elements of Art**

<b>Grade:</b> 10 - 12 <b>Subject:</b> Fine Arts I	<b>Unit of Study: Compositional Space with Elements and Principles</b>
<b>Big Idea/Rationale</b>	The use of compositional space in art work
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Compositional space defines an artwork</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• How can "good art" be created through the proper use of Compositional Space?</li> <li>• How do the elements of art and the principles of design work in concert with Compositional Space to enhance the quality of artwork?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Exploration of the issue of composition</li> <li>• Using elements and principle to develop space</li> <li>• Laying out of compositional space</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.4.12.B.1- 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 context and historical era</li> <li>• 1.1.12.D.1- Distinguish innovative applications of the elements of arts and principles of design in visual artwork from diverse cultural perspectives and identify specific cross-cultural themes</li> <li>• 1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two-and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</li> <li>• 1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Newsprint</li> <li>• Drawing paper</li> <li>• Drawing pencils</li> <li>• Colored pencils</li> <li>• Mineral spirits</li> <li>• Various drawing tools</li> </ul>
<b>Notes</b>	

<b>Grade:</b> 10 – 12 <b>Subject:</b> Fine Arts I	<b>Unit of Study: Mark Making</b>
<b>Big Idea/Rationale</b>	Mark Making
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>Controlled, purposeful and intentional mark making is key to a successful drawing.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>How do various lines affect the expressiveness of a drawing?</li> <li>How do you create mass, movement, value and weight in a drawing?</li> <li>What are the proportions of the human body/face?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>Mark Making</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</li> <li>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</li> <li>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>Paper</li> <li>Various drawing and Painting tools</li> </ul>
<b>Notes</b>	

<b>Grade:</b> 10 - 12 <b>Subject:</b> Fine Arts I	<b>Unit of Study: Medieval Art</b>
<b>Big Idea/Rationale</b>	Medieval art
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The creation of art through all of history plays an important part in the art created today.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What role did religion play in medieval art?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Manuscripts and Sacred artworks</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.12.D.1- Distinguish innovative applications of the elements of arts and principles of design in visual artwork from diverse cultural perspectives and identify specific cross-cultural themes</li> <li>• 1.2.12.A.1- Determine how dance, music, theatre, and visual art had influenced world cultures throughout history</li> <li>• 1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two-and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</li> <li>• 1.4.12.B.1- 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 context and historical era</li> <li>• 1.4.12.B.2-Evaluate how artist's technological 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 perception of its significance/meaning</li> </ul>
<b>Materials and Resources</b>	
<b>Notes</b>	

<b>Grade:</b> 10 - 12 <b>Subject:</b> Fine Arts I	<b>Unit of Study: Mural Painting</b>
<b>Big Idea/Rationale</b>	Mural painting
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Mural and monumental paintings are used to enhance environments</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• How have murals been used through history?</li> <li>• What makes murals aesthetically pleasing?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Mural painting</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.12.D.1- Distinguish innovative applications of the elements of arts and principles of design in visual artwork from diverse cultural perspectives and identify specific cross-cultural themes</li> <li>• 1.2.12.A.1- Determine how dance, music, theatre, and visual art had influenced world cultures throughout history</li> <li>• 1.2.12.A.2- Justify the impact of innovations in the art (e.g. the availability of music online) on societal norms and habits of mind in various historical eras</li> <li>• 1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two-and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</li> <li>• 1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding</li> <li>• 1.3.12.D.3- Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used</li> <li>• 1.3.12.D.4- Analyze the syntax and compositional and stylistic principles of two-and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artwork</li> <li>• 1.3.12.D.5- Identify the styles and artistic processes used in creation of culturally and historically diverse two-and three-dimensional artworks, and emulates those styles by creating an original body of work</li> <li>• 1.4.12.A.2-Speculate on an artist's intent, using duplicate-specific arts terminology and citing embedded clues to substantiate the hypothesis</li> <li>• 1.4.12.A.3- 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,</li> </ul>

	<p>and originality as criteria for assigning value to the works</p> <ul style="list-style-type: none"> <li>• 1.4.12.A.4-Evaluate how exposure to various culture influences individual, emotional, intellectual, and kinesthetic responses to artwork</li> <li>• 1.4.12.B.1- 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 context and historical era</li> <li>• 1.4.12.B.2-Evaluate how artist's technological 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 perception of its significance/meaning</li> <li>• 1.4.12.B.3-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</li> </ul>
<b>Materials and Resources</b>	
<b>Notes</b>	

<b>Grade:</b> 10 - 12 <b>Subject:</b> Fine Arts I	<b>Unit of Study: Renaissance</b>
<b>Big Idea/Rationale</b>	Renaissance
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The Renaissance was a period of great advances in the technique of art making</li> <li>• The inventions of the printing press allowed the common person to own art</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What were the major developments in the creation of artworks gained during the Renaissance?</li> <li>• In what ways did secular life change art?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• The Renaissance and the High Renaissance</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.12.D.1- Distinguish innovative applications of the elements of arts and principles of design in visual artwork from diverse cultural perspectives and identify specific cross-cultural themes</li> <li>• 1.2.12.A.1- Determine how dance, music, theatre, and visual art had influenced world cultures throughout history</li> <li>• 1.2.12.A.2- Justify the impact of innovations in the art (e.g. the availability of music online) on societal norms and habits of mind in various historical eras</li> <li>• 1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two-and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</li> <li>• 1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding</li> <li>• 1.3.12.D.3- Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used</li> <li>• 1.3.12.D.4- Analyze the syntax and compositional and stylistic principles of two-and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artwork</li> <li>• 1.3.12.D.5- Identify the styles and artistic processes used in creation of culturally and historically diverse two-and three-dimensional artworks, and emulates those styles by creating an original body of work</li> <li>• 1.4.12.A.1-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</li> <li>• 1.4.12.A.2-Speculate on an artist's intent, using duplicate-specific arts</li> </ul>

	<p>terminology and citing embedded clues to substantiate the hypothesis</p> <ul style="list-style-type: none"><li>• 1.4.12.A.4-Evaluate how exposure to various culture influences individual, emotional, intellectual, and kinesthetic responses to artwork</li></ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"><li>• Various paper</li><li>• Lino block</li><li>• Cutting tools</li><li>• Printing inks</li><li>• Paper</li><li>• Various drawing tools</li></ul>
<b>Notes</b>	



<b>Grade:</b> 10 - 12 <b>Subject:</b> Fine Arts I	<b>Unit of Study: The Elements of Art</b>
<b>Big Idea/Rationale</b>	The element of LINE
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The elements of Art are the compositional building blocks of the visual arts.</li> <li>• LINE creates shape.</li> <li>• LINE can be used to create movement and emotion in an artwork.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• How does the use of a chosen LINE affect the creative process?</li> <li>• How can LINE be manipulated to create movement?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Exploration of the types and uses of LINE.</li> <li>• Contour composition</li> <li>• LINE creating movement</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1- Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</li> <li>• 1.3.8.D.3- Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</li> <li>• 1.3.8.D.1-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).</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Newsprint</li> <li>• Drawing Paper</li> <li>• Drawing pencils</li> <li>• Colored pencils</li> <li>• Various drawing tools</li> </ul>
<b>Notes</b>	