

Fine Arts II Honors Curriculum Maps

Unit of Study: Chuck Close, Gridding, Value and Portraiture and a Monumental Scale

Unit of Study: Compositional Space Using Value

Unit of Study: ISMS

Unit of Study: Nine Theories

Unit of Study: Still Life Painting

Unit of Study: Watercolor

Grade: 11 - 12 Subject: Fine Art II Honors	Unit of Study: Chuck Close, Gridding, Value and Portraiture and a Monumental Scale
Big Idea/Rationale	Create a recognizable, self portrait, using the grid method on a monumental support.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Gridding is a viable consideration when looking for proper placement and scale in a composition.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How do you use a grid to aid in layout? • How does value affect the illusion of depth? • What makes large scale work interesting?
Content (Subject Matter)	<ul style="list-style-type: none"> • Gridding • Inking techniques • Cropping and placement
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.D.1- Identify elements of art and principles of design that are evident in everyday life. • 1.1.12.D.1- 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 • 1.3.12.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. • 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. • 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). • 1.4.12.B.2 - 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.
Materials and Resources	<ul style="list-style-type: none"> • Close DVD • Stamp pads and ink • Large paper • Rulers and various drawing tools.

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Grade: 11 - 12 Subject: Fine Arts II Honors	Unit of Study: Compositional Space Using Value
Big Idea/Rationale	Use value in an art work
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Proper use of Value defines a work of art.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How are artistic subjects and objects captured with proper Valuing techniques?
Content (Subject Matter)	<ul style="list-style-type: none"> • Refine the use of Value in a composition. • Use elements of design to lay out composition. • Explore the broad range of media and the use of media to create different techniques of adding Value. • Create depth.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.D.1- Identify elements of art and principles of design that are evident in everyday life. • 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. • 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. • 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).
Materials and Resources	<ul style="list-style-type: none"> • Various Drawing Tools and Media
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Grade: 11 - 12 Subject: Fine Arts II Honors	Unit of Study: ISMS
Big Idea/Rationale	<ul style="list-style-type: none"> • Art movements are categorized by isms. • Isms represent a specific time.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Artist use their art to convey a message, mood or emotion. • Every Artist has a style; every artistic period has a style.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • In what ways does an artist express personal feelings? • What techniques aid an artist to capture a mood? • What are the commercial applications of art? • How are daily events documented through art? • How do artist develop new personal styles?
Content (Subject Matter)	<ul style="list-style-type: none"> • ISMS
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.D.1- Identify elements of art and principles of design that are evident in everyday life. • 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. • 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. • 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). • 1.2.8.A.1- Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies • 1.2.8.A.2- Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. • 1.2.8.A.3- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. • 1.2.12.A.- Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • 1.3.12.D.5 - Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional

	<p>artworks, and emulate those styles by creating an original body of work.</p> <ul style="list-style-type: none"> • 1.4.8.B.1-Effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. • 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 contexts and historical eras
Materials and Resources	<ul style="list-style-type: none"> • Various supports and Mark Making Tools.
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Grade: 11 - 12 Subject: Fine Arts II Honors	Unit of Study: Nine Theories
Big Idea/Rationale	Refine knowledge of theories used in the creation of Art.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The basic elements of art and the principles of design govern art creation and composition. • Technique and Presentation are important components in the making of Art.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How do Artists use creative techniques to create successful work?
Content (Subject Matter)	<ul style="list-style-type: none"> • Tints, tones, shades, Value, Line, Texture, Pattern. Perspective, Color Theory, Repetition, Positive and Negative Space and Emotion
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.D.1- Identify elements of art and principles of design that are evident in everyday life. • 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. • 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. • 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).
Materials and Resources	<ul style="list-style-type: none"> • Various supports • Unlimited Mark Making Tools and Media
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Grade: 11 - 12 Subject: Fine Arts II Honors	Unit of Study: Still Life Painting
Big Idea/Rationale	<ul style="list-style-type: none"> • Work with paint on canvas. • Principles of Art and Elements of Design are important to the creative process.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Canvas size defines work. • Proper painting techniques create “good” art.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How do Artists use color and painting techniques to capture a mood or express a personal feeling?
Content (Subject Matter)	<ul style="list-style-type: none"> • Canvas construction • Paint application.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.D.1- Identify elements of art and principles of design that are evident in everyday life. • 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. • 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. • 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).
Materials and Resources	<ul style="list-style-type: none"> • Canvas or cotton duck. • Stretcher bars • Various construction tools. • Easels • Gesso and Acrylic Paint • Brushes • Various drawing tools. • Objects for still life
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Grade: 11 - 12 Subject: Fine Art II Honors	Unit of Study: Watercolor
Big Idea/Rationale	Painting with Watercolors
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Different media and technique produce different results. • The selection of a medium will directly influence the final work.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is the difference between watercolor and acrylic paint and does it affect how I approach a painting?
Content (Subject Matter)	<ul style="list-style-type: none"> • Watercolor terminology • Wet-in-wet • Dry brush • Flat wash • Graded wash • Hard edge • Soft edge • Scratch in • Scratch off • Negative painting
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.D.1- Identify elements of art and principles of design that are evident in everyday life. • 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. • 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. • 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).
Materials and Resources	<ul style="list-style-type: none"> • Water color Paints • Watercolor Papers • Brushes • Various drawing tools

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