

Valley Heights High School  
Kaci B. Smith

# Visual Arts Program

## Scope and Sequence

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### **An Open Art Room - Choice Based Art Program**

What if we viewed creative thinking as a foundational skill that can be taught?

What if students engaged in their creative process and made AUTHENTIC ART?

What would happen if the responsibility of learning shifted from teacher to student?

Teaching creativity means letting students make their own decisions.

#### **Open Art Room Goals:**

- Making Artists
- Teaching for Artistic Behavior
- Focusing on Creative Thinking

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## Art Classes Offered and Descriptions - *Scaffolding Choice*

- Junior High Art: Exploring the Studio (*7-8 grade*)
  - Explorations - Students will learn how to use the studio through instruction, experimentation and open ended explorations. Explorations have two parts: students learn content through instruction and practice and then apply what they have learned based on their own ideas. Students will be introduced to different media types, basic foundational art techniques and begin to exercise their creative problem solving skills.
- Beginning Art - (*9-12 grade*) *Counts for the Required Fine Arts Credit*
  - Themes - Beginning Art will provide the foundational skills needed to continue into the upper level art classes. This class is for students who know that art will be a path they will follow throughout their high school career. However, it can also be for students who want to explore what an art class can provide in terms of creativity and technique. Foundational skills that will be explored include observation, perspective, proportion, figure drawing, portraits, and creative problem solving and communication. Students will begin making decisions that contain limited choices which will introduce them to the creative process, important skills and techniques, and media varieties, which in the end will lead them on their own creative path and begin to develop them as individual artists.
- Expressive Art Exploration: Unleashing Your Creativity (*9-12 grade*) *Counts for Required Fine Arts Credit*
  - This class will focus on the creative process itself, utilizing a wide range of materials, and exploring a number of different techniques as part of a therapeutic introduction to the arts. Students will practice creativity while opening the door to calming strategies and awareness techniques. The expressive arts can enable learners to develop a sense of self, build confidence, and explore different forms of communication and relationships

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which can support mental health and emotional well-being. This class is for students who are unsure if they would enjoy a traditional art class or not confident in their artistic abilities by offering a more relaxed approach to learning foundational art and communication skills. It is also for older art students to explore art in a more therapeutic and expressive way. More time will be spent on the therapeutic approaches to art making rather than technique and skills.

- Intermediate Art (10-12 grade) *Prerequisite: Beginning Art*
  - Themes/Artistic Behaviors - Intermediate art will continue to develop the students observational skills and introduce landscape techniques, conceptual art, and non-representational art making. Subjective themes will be explored where students will be required to communicate more than visual accuracy by incorporating concepts, emotions, and story-telling. Students will also experience more creative freedom and problem solving that require interaction with their viewers. This course is meant to take the foundational skills learned in Beginning Art and fuse them with meaningful art making practices.
- Advanced (11-12 grade) *Prerequisite: Intermediate Art*
  - Artistic Behaviors, Nonlinear Pacing and Student proposed projects.
    - *1st year Advanced Art* - Artistic behaviors will be studied and explored the first year they take advanced art and will begin by looking at a particular way that artists plan and execute artistic endeavors. Students will be given artistic behaviors to explore, understand, and personally develop. They will be required to use the Artistic Think Process by documenting their creative process in their sketchbooks and begin self pacing their projects. Examples of artistic behaviors are: artists collaborate, tell stories, make the viewer think, play, curate, transform, solve problems, etc. My role as the teacher is to introduce a wide variety of examples of the artistic behavior being

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assigned and students will then be asked to create a piece based on that particular artistic behavior. Artistic behaviors help students develop their creative voice because the prompts are subjective and adaptable to their own personal thoughts, opinions, and experiences.

- *2nd year Advanced Art* - As students enter into the second year of advanced art they will experience full choice in their art making journey by offering nonlinear pacing. Students will propose projects giving them the freedom to design their projects in their entirety. There are no themes or artistic behaviors, instead they will be replaced with proposals that students will create in order to outline their learning goals. The proposals will consist of their intentions in relation to the media, content, inspiration and timeframe. Once the proposal is discussed and approved by the teacher the student will move forward with the design, creation, and reflection process. Each student is responsible for completing 2-3 projects a quarter, what they choose and how they plan their time is totally up to them. Students are now empowered to take control of their artistic process and products.

- Graphic Design (CTE Course) - *(10-12) Prerequisite: Beginning Art*
  - Graphic Design is a class that teaches art and technology. In this class students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. In Graphic Design, students will learn the principles of great design and typography using professional-grade Adobe design software (primarily Illustrator) to create digital drawings, logos, advertisements, layouts, and more.

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## Structure

### Artist Thinking Process

The ATP is a set of strategies to guide students through the creative process. Creative thinking is a learned set of skills that can be taught directly and intentionally. The ATP is designed to guide students through the process artists naturally follow when creating a piece of art. It is important to remember that each student's ATP might look different and it is my role to guide each student through the process. For example during the design phase some students will love to sketch everything out in their sketchbooks while others dive right in and experiment with a hands on approach...both are good!

- Inspiration: I look at art and art concepts. *National Standard: Responding*
  - This phase is where the ideas develop. It is usually the most difficult phase because some students will struggle with the responsibility of coming up with their own ideas. Some students will flourish and some will need my support to guide them until they feel comfortable doing it on their own. Inspiration can come from so many different sources...themes, media, art-making processes, personal experiences, and guiding questions.
- Design: I develop an idea to convey meaning. *National Standard: Connecting*
  - In this phase the ideas are thought through and refined. It also plays a very important role in the success of the final project. You must start with a sturdy foundation before beginning the house. The design phase is also the step that most students will try and skip right over due to the excitement of starting the piece or the reluctance of putting forth the extra effort this phase requires. It is important that each student engages in this process because it is where the most personal growth happens. This is where they begin to problem solve and exercise their creative muscles.
- Creation: I plan and create. *National Standard: Creating*

- This phase is pretty straightforward. It is where the students begin creating. This is the stage that feels most familiar to students who have taken previous art classes. The role of the teacher is to consistently check in with the students and give meaningful feedback.
- Presentation: I reflect and present my art. *National Standard: Reflection*
  - Most students think that when they finish creating they are done but they would miss out on a very important stage of the process. Reflection and sharing work is a celebration of their hard work and final project. This is also where students can really pause and reflect on the successes of the piece and things they might do differently or better next time. Each student will be required to submit their work with an artist statement that reflects their process.

## Assessment

Assessing the ATP:

- Students will be assessed daily and graded once a week
- Evaluate through observation
- Not a behavior grade, but will be looking for observable artistic actions

# Studio Points

## Weekly Assessment of Artistic Thinking Process

Goal: Use the ATP (inspiration, design, creation, presentation) to make art, as well as care for the classroom studio

### Meeting Goals

Continued Improvement  
Finding Ideas  
Planning  
Making Art  
Caring for the Studio  
Sharing Ideas  
Collaborating

### Falling Short

Doing the minimum  
Working on homework for another class  
Looking at social media or videos  
Getting work out, then talking instead of making any progress  
Not taking care of materials  
Ignoring Instructions  
Zoning Out

Grading Scale 10-0 points  
If absent studio points can be made up until the end of each quarter.

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## Project Assessment:

We are not focused on grading the final product but instead the level of engagement throughout the project. I borrowed and modified this rubric from the book, "Making Artists" by Melissa Purdy and Ian Sands. I added the National Standard and learning target for each category because I believe it is important to keep in mind the broad scope of why I am teaching/grading using this educational model. I also added the grade percentages because I want to be transparent with my students, parents and administrators in how I come up with a letter grade. Grading art is hard. It is so subjective it's important to outline what I am looking for when a student has finished a piece of art. This project rubric will also be posted in my classroom

# Project Rubric

	Engaged 98% - 90%	Compliant 89% - 70%	Disengaged 50 - 0%
<b>Inspiration</b> <small>National Standard: Responding Learning Target: I look at art and art concepts</small>	Seeks artists and artworks. Maintains a sketch book of warm-ups and ideas. Explores new media and techniques.	Missing any number of engaged items.	Not participating in any of the engaged strategies.
<b>Design</b> <small>National Standard: Connecting Learning Target: I develop an idea to convey meaning</small>	Develops a plan. Designs original projects. Researches new skill and techniques.		
<b>Creation</b> <small>National Standard: Creating Learning Target: I plan and create.</small>	Uses class time productively. Persists even when problems arise. Strives to use visual language to express ideas.		
<b>Presentation/ Reflection</b> <small>National Standard: Presenting Learning Target: I reflect on and present my art.</small>	Creates written reflection of final work. Considers ways to grow and improve. Seeks peer reviews.	↓	↓

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## Scope and Sequence

### Junior High Explorations

Students need to learn how to use the studio through instruction, experimentation and open ended explorations. Explorations have two parts:

1. Students learn content through instruction and practice.
2. Apply what they have learned based on their own ideas.

Due to the nature of the junior high art classes, curriculum must alternate between two sets of lessons each year.

1st Year - Collage, Drawing, and Painting (Watercolor)

2nd Year - Painting (acrylic), Clay, and Printmaking

\*Sculpture may be added to either year depending on the rate of progression of an individual class.

#### 1st Year Sequence:

Collage- the ability to remix; combine, repurpose, rearrange images to make new meaning.

- Types of Collage:
  - Layering (Cut Out Method)
  - Juxtaposition (Photo Montage)
  - Mixed Media (Found images, textures, and objects)
  - Assemblage (Creating an image from smaller pieces)
- Inspiration Phase: How do Artist's make collages?
  - Teacher Lead Lecture/Discussion
  - Students curate a Pinterest board with ALL collage types and collages they find visually interesting.
- Design/Development Phase: How can mixing, combining, and reassembling images make new meaning?
  - Create examples of each collage technique in sketchbook

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- Small group critique and discussion
- Creation Phase:
  - Plan a collage project to convey meaning using one or more of the collage techniques taught in class.
  - Plan of Action: Sketches and Reference Photos, Materials List, Time Frame.
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed).
- Assessing Explorations
  - Understand Techniques and Process
  - Applies New Knowledge
  - Shows Growth

Drawing: *Emphasis on Observation and Value* - students will be introduced and obtain skills in observation, proportion, and value through:

- Cross Diagonal Method
- Using value to create three dimensional illusions
- Understanding the use of shading pencils, charcoal, tortillions, and kneaded erasers.
- Inspiration Phase:
  - Mystery Grid Drawing
  - Lecture/Discussion about the importance and benefits of observational skills, drawing vocabulary and materials, and look at how different artists use observation in their work.
- Design/Development Phase:
  - Cross Diagonal Method - Understand and create examples together.
  - Cross Diagonal Challenge
  - Learn and experiment with shading pencils and charcoal in sketchbook
  - Shape Value Challenge in groups (Charcoal)
- Creation Phase:

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- Explore and show many different ideas and examples of work that displays both observational and value skills together.
- Plan individual projects to demonstrate their knowledge and understanding of observational skills and the use of value to create a three dimensional illusion.
- CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed).
- Assessing Explorations
  - Understand Techniques and Process
  - Applies New Knowledge
  - Shows Growth

Watercolor Painting - Students will know processes and procedures for using watercolor paint, watercolor vocabulary, and be introduced to color theory.

- Inspiration Phase:
  - Lecture/Discussion on watercolor and watercolor artists.
  - Processes and Procedures of watercolor
  - Play and Experiment with a variety of watercolor techniques
- Design/Development Phase:
  - Color Theory Group Painting
  - Galaxy and Forest Painting guided by the teacher
- Creation Phase:
  - Plan two paintings demonstrating a different watercolor technique.
  - Find and organize reference pictures and establish a timeline.
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed).
- Assessing Explorations

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- Understand Techniques and Process
- Applies New Knowledge
- Shows Growth

## 2nd Year Sequence

Drawing: *Emphasis on Shape, Blending, and Texture* -students will be introduced and obtain skills in the element of shape, blending techniques, and mark making to create the effects of texture.

- Shape - Positive/Negative, Geometric/Organic
- Blending and Layering techniques using colored pencil and pastels
- Create a variety of texture using mark making techniques such as hatching and stippling.
- Inspiration Phase:
  - Explore the differences between positive and negative shapes and how they can make up unique compositions.
  - Explore the differences between geometric and organic shapes and how they can express different meanings and emotions.
  - Look at ways artists use shape to create meaningful works of art.
- Design/Development Phase:
  - Explore and play with colored pencil techniques.
  - Explore and play with pastel techniques.
  - Practice mark making techniques to create visual texture.
- Creation Phase
  - Design a project that uses your preferred media and demonstrates the knowledge learned by using shapes and texture to create a meaningful composition.
  - Research and gather information and materials to create your final piece.
  - Create a timeline or game plan
  - CREATE
- Presentation Phase:

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- Class Critique
- Artist Statement
- Turn in pieces digitally (to be graded) and physically (to be displayed).
- Assessing Explorations
  - Understand Techniques and Process
  - Applies New Knowledge
  - Shows Growth

Acrylic Painting - Students will know processes and procedures for using acrylic paint, acrylic vocabulary, and be introduced to color theory and form.

- Inspiration Phase:
  - Lecture/Discussion on acrylic and acrylic artists.
  - Processes and Procedures of acrylic paint
  - Play and Experiment with a variety of acrylic techniques
- Design/Development Phase:
  - Color Theory Group Painting
  - Object painting guided by the teacher to develop form using a light source and appropriate shading techniques and layering techniques.
- Creation Phase:
  - Plan a painting demonstrating the skills of basic acrylic painting techniques and represent an object using form.
  - Find and organize reference pictures and establish a timeline.
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed).
- Assessing Explorations
  - Understand Techniques and Process
  - Applies New Knowledge
  - Shows Growth

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Clay - Students will know classroom procedures and processes for clay use and know the stages of clay and handbuilding techniques.

- Sort clay into three stages: Plastic, Leather-Hard, and Bone Dry
  - Greenware, Bisque, and Glaze Stages
- Three handbuilding techniques: Pinch, coil, and slab
- Processes and Procedures: Wedges, scores, slips clay appropriately
- Inspiration Phase:
  - Lecture/Discussion on how artists use clay to create meaningful art, clay vocabulary, and introduce clay techniques
  - Play with clay! Describe it...predictions?
- Design/Development Phase:
  - Centers for Pinch, Coil, Slab, and Stages of Clay .
- Creation Phase
  - Design a project that uses clay and demonstrates the knowledge to create a meaningful/functional sculpture.
  - Research and gather information and materials to create your final piece.
  - Create a timeline or game plan
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed).
- Assessing Explorations
  - Understand Techniques and Process
  - Applies New Knowledge
  - Shows Growth

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## Beginning Art Themes

Students will make decisions that contain limited choices. Themes are used to introduce choice at a beginner-level class. Presenting students with a subject helps focus the class so that less time is spent thinking about what to make and more time thinking how to approach the subject. Basically, themes are just subjects that allow for a range of interpretations.

Theme: a question or topic to inspire thought

- The Object (coming soon)
- Architecture
- The Figure
- Imagination
- Portrait

**Architecture:** Create a work of art with a focus on architectural structure.

- Inspiration Phase:
  - Small Groups - What is the definition of architecture? What places do you think of when you think about architecture?
  - Share and discuss YouTube video, Pinterest Board, and Instagram of Urban Artists
  - Group Challenge: Come up with your own version of the “8 Wonders of the World.” Why did you choose those architectural structures?
- Design/Development Phase:
  - Creating the illusion of space on a 2D surface
    - Overlapping
    - Size
    - Placement

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- Detail
- Color and Value
- Perspective
- Linear Perspective
  - One Point
  - Two Point
  - Three Point
- Creation Phase:
  - Design a project with a focus on architectural structure. Integrate knowledge about the illusion of space and linear perspective.
  - Research and gather information and materials to create your final piece.
  - Create a timeline or game plan
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed).
- Assessing Themes
  - Making Choices
  - Originality
  - Communicates Theme

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- Shows Growth

**The Figure:** Create a work of art that demonstrates knowledge of the figure, foreshortening, exaggeration, expressiveness, and imagination.

- Inspiration Phase:
  - Small Groups - Why is the human figure used so much in art? What does the figure represent or convey? Why are so many figures nude?
  - Lecture/discussion about the figure throughout art history and a look at different artists and how they utilize the figure.
  - Pre-Test Figure Drawing...it's okay, it's going to suck!
- Design/Development Phase:
  - Gesture Drawing
  - Foreshortening
  - Fashion Figures
- Creation Phase:
  - Design a project that demonstrates knowledge of the figure, foreshortening, exaggeration, expressiveness, and imagination.
  - Research and gather information and materials to create your final piece.
  - Create a timeline or game plan
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement

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- Turn in pieces digitally (to be graded) and physically (to be displayed).

- Assessing Themes

- Making Choices
- Originality
- Communicates Theme
- Shows Growth

**Imagination:** Create a work of art based primarily on your imagination, that presents a strong expression or emotion by emphasizing the elements and principles of art.

- Inspiration Phase:

- In your sketchbook: Where do ideas come from? What are some different genres of imagination and which ones are you drawn to?
- Imagination Presentation
- Ways to Improve your Imagination

- Design/Development Phase:

- Dada List Drawing Class Activity
- Share a Masterpiece
- Concept Art
- Exquisite Corps
- Group Project: 12" x 12" Cardboard Sculpture Contest

- Creation Phase:

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- Design a project that is based primarily on your imagination, that presents a strong expression or emotion by emphasizing the elements and principles of art.
- Research and gather information and materials to create your final piece.
- Create a timeline or game plan
- CREATE

- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed).
- Assessing Themes
  - Making Choices
  - Originality
  - Communicates Theme
  - Shows Growth

**The Portrait:** Create a portrait that expresses a purpose through a particular medium or style.

- Inspiration Phase:
  - What is a portrait video and the art of the selfie video
  - Tell me a story - make me a digital collage
- Design/Development Phase:
  - Teacher Guided Study of the eyes, nose, mouth, facial proportions, facial expressions, and hair.

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- Basic introduction to the styles and genres throughout Art History
- Explore some of the greats: Rembrandt, Kahlo, DaVinci, Van Gogh...
- Creation Phase:
  - Design a portrait that expresses a purpose through a particular medium or style.
  - Research and gather information and materials to create your final piece.
  - Create a timeline or game plan
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed).
- Assessing Themes
  - Making Choices
  - Originality
  - Communicates Theme
  - Shows Growth

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## Intermediate Art Themes and Artistic Behaviors

An artistic behavior unit begins by looking at a particular way that artists plan and execute artistic endeavors. Students will be given artistic behavior to explore, understand, and personally develop. They will be required to use the ATP and document their process in their sketchbooks. My role as the teacher is to introduce a wide variety of examples of the artistic behavior being assigned. Students will then be asked to create a piece based on that particular artistic behavior. Artistic behaviors really help students develop their voice because the prompts are so subjective and adaptable to their own personal thoughts, opinions, and experiences. Units will teach behaviors, actions, or steps an artist uses to make a work of art.

Artistic Behaviors:

- Artists Understand Space: Landscape Techniques
- Artists Observe: Nature Theme
- Artists Make the Viewer Think: Conceptual Art
- Artists Create Original Art: Non-Representational Art Making
- Artists Collect: Building a Visual Vocabulary

New Techniques and Concepts will be introduced by:

Bootcamps, Demonstrations, and Mini-Lessons

### **Artists Understand Space: Landscape Techniques**

Objective: Create a landscape while exploring the relationship between horizon, background, middle ground, and foreground.

- Inspiration Phase: How do artists use space in portraying a landscape?
  - Illusion of Space Review
  - Landscape Vocabulary
  - Landscape Artists
- Design/Development Phase:

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- Complete at least two tutorials in your sketchbook. Tutorials may demonstrate use of materials, new techniques, improve your skills...Examples include: How to paint trees, clouds, mountains with specific material or Lighting tutorials to portray different times of day.
- Creation Phase:
  - Design a landscape that expresses a purpose through a particular medium or style while exploring the relationship between horizon, background, middle ground, and foreground.
  - Research and gather information and materials to create your final piece.
  - Create several thumbnail sketches of your final project in your sketchbook
  - Create a timeline or game plan
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed)

### Assessing Artistic Behaviors

- Making Choices
- Finding and Developing Ideas
- Demonstrates Artistic Behavior
- Shows Growth

### **Artists Observe - Nature Theme**

Objective: Create a work of art that is inspired by or constructed from nature.

- Inspiration Phase: Power of Observation
  - Mental Health Benefits
  - Beauty and Awe in nature
  - Nature Artists: Angela Haseltine Pozzi, Robert Bateman, Andy Goldsworthy, Ryan Kirby, and Tony Plant
- Design/Development Phase:
  - Observational Nature Studies in classroom on rotation

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- *Weather Permitting* - Outside Drawing...sketch in detail pushing towards abstraction.
- Complete at least two tutorials in your sketchbook. Tutorials may demonstrate use of materials, new techniques, improve your skills...Examples include: How to draw fur or paint flowers.
- Creation Phase:
  - Plan a work of art that is inspired by or constructed from nature.
  - Research and gather information and materials to create your final piece.
  - Create several thumbnail sketches of your final project in your sketchbook
  - Create a timeline or game plan
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed)

### Assessing Artistic Behaviors

- Making Choices
- Finding and Developing Ideas
- Demonstrates Artistic Behavior
- Shows Growth

### **Artists Make the Viewer Think: Conceptual Art**

Objective: Create a conceptual work of art using visual language to illustrate a belief or concept.

- Inspiration Phase: What is conceptual art?
  - Watch videos in "Making Artists" book on page 146
  - List Activity - Big Ideas, Explore More, Metaphors, Universal Symbols
- Design/Development Phase:
  - Start building Personal Visual Language List
  - Complete at least two tutorials in your sketchbook. Tutorials may demonstrate use of materials, new techniques, improve your skills...

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- Creation Phase:
  - Plan a conceptual work of art using visual language to illustrate a belief or concept.
  - Research and gather information and materials to create your final piece.
  - Create several thumbnail sketches of your final project in your sketchbook
  - Create a timeline or game plan
  - CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed)

### Assessing Artistic Behaviors

- Making Choices
- Finding and Developing Ideas
- Demonstrates Artistic Behavior
- Shows Growth

## **Artists Create Original Art: Non-Representational Art Making**

Objective: Create a work of art that isn't based on any subject but exhibits elements and principles of art in connection with an emotion.

- Inspiration Phase: What is Non-Representational Art?
  - How is it different from abstract art?
  - Non-Representational Artists
- Design/Development Phase:
  - Elements of Art
  - Principles of Art
  - Non-Representational Drawing Challenges
- Creation Phase:

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- Plan a work of art that isn't based on any subject but exhibits elements and principles of art in connection with an emotion.
- Research and gather information and materials to create your final piece.
- Create several thumbnail sketches of your final project in your sketchbook
- Create a timeline or game plan
- CREATE
- Presentation Phase:
  - Class Critique
  - Artist Statement
  - Turn in pieces digitally (to be graded) and physically (to be displayed)

### Assessing Artistic Behaviors

- Making Choices
- Finding and Developing Ideas
- Demonstrates Artistic Behavior
- Shows Growth

## Advanced Art

Students are now empowered to take control of their artistic process and products.

As students enter into the advanced level courses where full choice can be offered, some students will still need to be guided in their art making process. Nonlinear pacing is a way to offer Artistic Behavior units without the teacher-directed element. A menu of Artistic Behaviors can be presented to the students that include inspirational materials, exercises, mini lessons, and final projects to guide them through creating an artwork. Each student is responsible for completing 2 units a quarter, what they choose and how they plan their time is totally up to them. This menu and database will be something that I will continually build overtime.

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## *1st Year Advanced Art*

Students will be given artistic behaviors to explore, understand, and personally develop. They will be required to use the Artistic Think Process by documenting their creative process in their sketchbooks and begin self pacing their projects.

Artistic Behavior Task Menu where students choose which and what order to complete tasks. Ex. Complete 2 units/quarter

- Artistic Behaviors:
  - Artists Observe
  - Artist Steal
  - Artists Solve Problems
  - Artists Communicate
  - Artists Collaborate
  - Artists Curate
  - Artists are Self-Learners
  - Artists Seek Inspiration
  - Artists Engage
  - Artists Synthesize
  - Artist have a Style
  - Artists Tell Stories
  - Artists Impact their Communities
  - Artists Collect
  - Artists Research
  - Artists Experiment
  - Artists Repurpose
  - Artists Make a Difference
  - Artists Educate
  - Artists Explore a Theme
  - Artists are Self Promoters
  - Artists Play with Materials
  - Developed Art Making Skills
  - Artists Question
  - Artists Transform
  - Artist Create Temporary Art
  - Artists Pay Tribute

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## 2nd Year Advanced Art

### Student Proposed Projects

Students will propose projects giving them the freedom to design their projects in their entirety. There are no themes or artistic behaviors, instead they will be replaced with proposals that students will create in order to outline their learning goals. The proposals will consist of their intentions in relation to the media, content, inspiration and timeframe. Once the proposal is discussed and approved by the teacher the student will move forward with the design, creation, and reflection process. Each student is responsible for completing 2-3 projects a quarter, what they choose and how they plan their time is totally up to them. Students are now empowered to take control of their artistic process and products.

## **Expressive Art Exploration: Unleashing Your Creativity**

(9-12 grade) Counts for Required Fine Arts Credit

Coming Soon...

## **Graphic Design**

(10-12 grade) CTE Course

Graphic Design is a class that teaches art and technology. In this class students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. In Graphic Design, students will learn the principles of great design and typography using professional-grade Adobe design software (primarily Illustrator) to create digital drawings, logos, advertisements, layouts, and more.

### Course Objectives:

- Determine client's needs and expected outcomes.
- Determine purpose of the digital communication project.
- Determine the digital communication elements to be used.
- Determine the target audience.

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- Create and produce content.
- Create and refine design concepts.
- Alter digitized images using an image manipulation program.
- Apply color theory to select appropriate colors.
- Apply knowledge of typography.
- Apply principles and elements of design.
- Create and/or implement the look and feel of the product.
- Create graphical images.
- Evaluate visual appeal.
- Differentiate between copyright and trademarks.
- Define scope of work to achieve individual and group goals.
- Use available reference tools as appropriate.

## **Getting to Know Illustrator**

### The Basics

- View and modify artboard elements
- Work with objects and smart guides
- Create basic shapes
- Apply fill and stroke colors to objects
- Select, move, and align objects
- Transform objects
- Make direct selections
- Work with multiple artboards

### Creating Text and Gradients

- Create and format text
- Flow text into an object
- Position text on a path
- Create colors and gradients
- Apply colors and gradients to text
- Adjust a gradient and create a drop shadow

### Drawing and Composing an Illustration

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- Draw straight lines
- Draw curved lines
- Draw elements of an illustration
- Apply attributes to objects
- Assemble an illustration
- Stroke objects for artistic effect
- Use Live Trace and the Live Paint Bucket tool

### Transforming and Distorting Objects

- Transform objects
- Offset and outline paths
- Create compound paths
- Work with the Pathfinder panel
- Use the Shape Builder tool
- Create clipping masks

### Working with Layers

- Create and modify layers
- Manipulate layered artwork
- Work with layered artwork
- Create a clipping set

### Working with Patterns and Brushes

- Use the Move command
- Create a pattern
- Design a repeating pattern
- Work with the Brushes panel
- Work with scatter brushes
- Compare the Paintbrush tool to the Blob Brush tool
- Enhance artwork with brushes and the Width tool

### Working with Distortion, Gradient Meshes, Envelopes, and Blends

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- Edit colors and distort objects
- Work with gradient meshes
- Work with envelopes
- Create blends

## Recoloring Artwork and Working with Transparency, Effects, and Graphic Styles

- Use the Transparency panel and the Color Picker
- Recolor artwork
- Apply effects to objects
- Use the Appearance panel
- Work with graphic styles
- Use opacity masks

## Creating Graphs in Illustrator

- Create a graph
- Edit a graph using the Graph Data window
- Use the Group Selection tool
- Use the Graph Type dialog box
- Create a combination graph
- Create a custom graph design
- Apply a custom design to a graph
- Create and apply sliding-scale design

## Creating 3D Objects

- Extrude objects
- Revolve objects
- Manipulate surface shading and lighting
- Map artwork to 3D objects
- Work with a perspective grid

## Preparing a Document for Prepress and Printing

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- Explore color theory and resolution issues
- Work in CMYK mode
- Specify spot colors
- Create crop marks
- Create bleeds
- Save a file as a PDF

## Projects

- WPAP (Vector Shapes)
- Monograms (Typography)
- Type As Image
- Image as Type
- Stamps (Building Objects)
- Illustrate a Recipe (Layout and Organization)
- Logo Design
- Client Profile
- Visual Identity Final