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| *Course Description* | *Honors Visual Arts III is an advanced level course and involves more in-depth*  *knowledge of art processes, media, history and the development of*  *Such. Since it is an advanced level course, it will build upon the curriculum*  *as outlined in the 9-12 visual arts section of the North Carolina Arts*  *Education Standard Course of Study.* | | | |
| *Strands:*  *Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating,*  *Creating, Analyzing, and Critiquing* | *Honors Focus Areas:*  *Advanced, more individualized and activity-based work*  *. Learning experiences that are often exploratory, experiential and/or open-ended,*  *requiring students to think and operate at a higher than average level*  *. Expanded use of vocabulary and terminology appropriate to visual arts*  *processes, media, and history*  *. Students developing greater ability to name a specific artist to illustrate*  *Concepts, techniques, etc.*  *. Work often generated through and resulting from the studio and/or seminar*  *approach*  *. Use of technology to study, learn and, if applicable, to produce art*  *. Work that requires students to take significant responsibility for their study*  *and production of visual art*  *. Improving students understanding of where a specific artist or period fits*  *into history and how the artist are a reflection of that time period*  *. Helping students exhibit fluency of ideas and products and understand the*  *basic rationale and psychology behind the creative processes and, as a result,*  *the student should demonstrate greater mastery of skills and processes*  *. High expectations for the quality of work generated, as well as, the thought*  *and creative processes demonstrated*  *. Research, analysis, reflection, application, production and performance* | | | |
| Student Expectations  \*Students will create a portfolio of their work and other documents as well as participate in an art show nearing the end of the semester. All Sketchbook assignments are independent and students use technology on a weekly basis. | The Honors course is taught at a faster pace allowing extra class time for deeper investigation of the concepts by conducting research, solving challenging problems , and completing and presenting projects to further challenges a student. Challenging problem solving is required on a daily basis in this honors program with the research conducted as needed. Because of the complexity of these additional requirements, more detail and work will be required outside classroom hours. | | | |
| System of Grading | A: 100-93  B: 92-85  C:84-77  D: 76-70  F: 69-below | | | |
|  | Time Frame: **1st Six Weeks Period**  Generalizations:  The student will explore and learn about pre-modern visual art forms and history through the times of the Ice Age, the reign of Egypt, Greece and Rome, Medieval, Gothic and Renaissance eras. Students will also experiment and learn through using particular mediums and methods to create an artwork relating to the subject content.  Instructional Materials, Equipment, and Technology  The Visual Experience , 2005 Davis Publications  Discovery Education, <http://www.discoveryeducation.com/> (used weekly for imagery and videos relating to the content)  Computers with internet (to find imagery and research topics)  Multiple art mediums and materials depending on assignment. | | | |
|  | These objectives apply throughout the semester: All objectives Apply. | | | |
| NCSCOS OBJECTIVES | ESSENTIAL  STANDARD | CONCEPTS - ESSENTIAL QUESTIONS AND SKILLS | ASSIGNMENTS | ASSESSMENTS |
| 2.01-Continue to explore unique properties and potential of materials and media.  3.06-Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.  4.04-Explore and compare how artists develop personal imagery and style.  6.03-Accept other's work and ideas as unique expression of themselves. | P.V.2.2 Recognize how personal experience influences the perception of the environment.  P.V.3.2 Analyze the relationship between media, processes, and results.  P.CR.1.2 Critique personal art based on reflective inquiry. | * **Thematic Unit: Ice Age** * **How is creating vital to human existence and how do early humans help us understand the significance?** * How did early humans use art forms to express themselves and where are famous archeological sites that showcase world famous rock art? * Why is Acrylic paint the best to use for this project and how can clear coat varnish improve the quality of one’s artwork? * What are some typical images that early humans used to produce their designs and what colors did early humans typically use to create? * What images are personal to you and relate you to early human ideals? | * Create a design onto a large rock that is symbolic of you and what you would like others to know about you and the world as it is today in the future. (Pretend you are an early human.) * Write 2 page paper describing the imagery you used on your rock. (What kind of research did you do before beginning the project? what does each symbol mean? why did you choose particular colors? Do you think people in the future will understand its meaning?) | * Oral Class Critique addressing the trials, tribulations, insights and motives while creating the project. * Rock art project rubric will assess:  1. Did student paint a one of a kind rock using acrylic paint and that illustrates the student’s life in today’s world? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |
| 1.02-Develop strategies for imagining and implementing images.  5.01-Know that the visual arts have a history, purpose and function in all cultures.  5.02-Identify specific works of art as belonging to particular cultures, times and places.  8.02-Develop an awareness of art as a profession. | P.V.2.1 Implement planning to arrive at original solutions to artistic problems.  P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture. | * **Thematic Unit: Egypt** * **Consider why it is important to learn from the early Egyptian culture, what were their purposes? Compare them to our own purposes.** * Where is Egypt located on a world map? Where are some of the ancient empires within the country? * Who is King Tutankhamen and why is he significant to the Egyptian culture? * What are Hieroglyphics and how did the Egyptians use them to convey ideas? * How do you properly work with the medium of plaster of Paris? * How can you use acrylic paints as watercolors? * What Egyptian-inspired images can convey meaning personal to you? * How can becoming an art museum curator bring you closer to learning more about different cultures? | * Create a foe wall painting created from plaster of Paris- using water, acrylic paints and watercolors that illustrates your modern day twist on ancient Egyptian imagery. * Complete a Sketchbook drawing designing an Egyptian-inspired design also using Hieroglyphics to describe someone who is special in your life.- write a1 page paper explaining your design. | * Class Critique describing the process of creating the project. * Egyptian wall painting project rubric will asses:  1. Did student create a plaster painting of hieroglyphics and images similar to those once created by the ancient Egyptians? 2. Did students use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |
| 1.04-Utilize concepts and images from a variety of sources to create original art.  5.03-Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.  5.06-Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual. | P.V.1.3 Recognize contemporary styles, themes, and genres in art.  P.CR.1.1 Differentiate between personal aesthetic response and objective critical response to art. | * **Thematic Unit: Greece and Rome** * **Describe differences between the Greek and Roman culture, why is it important to learn about their art forms and culture?** * Where is Ancient Rome located on a world map? * Where is Ancient Greece located on a world map? * What is the colosseum and what is its significance to the Roman culture? * Where is the Acropolis and why is the Parthenon very important to this place? * What is Architecture and how did these two cultures embark new ways to construct them? * In what ways could you abstract a “real” image? * How does Ancient Greek and Roman art and your own art relate to other school disciplines? | * Create a sketchbook drawing inspired by imagery used in Ancient Greek and Roman Art. * Create a pen and Ink or Scratch art image abstracting elements of Roman and Greek Architecture.   Research buildings and other landmarks that have been modeled after the Greek and roman influences. (you can use your findings to influence your artwork) | * Class Critique describing the process of completing the assignments and project. * Greece and Rome abstracted Pen and Ink or Scratch art Images rubric will assess:  1. Did student create a pen and ink drawing of abstracted ancient Greek and Roman Architecture? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |
| 2.01-Continue to explore unique properties and potential of materials and media.  6.02-Describe and analyze how people's experiences influence the development of specific artworks.  6.03-Accept other's work and ideas as unique expression of themselves.  7.04-Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines. | P.CX.1.2 Understand how personal perspective is influenced by temporal context.  P.CX.2.3 Understand the value of collaboration with peers to arrive at effective solutions to artistic problems. | * **Thematic Unit:** * **Medieval to Gothic** * **In what ways can we use medieval and Gothic Ideas to influence and direct the form and function of artwork?** * What is “stained Glass” and in what ways is it constructed? * When was the medieval time period? What was going on at that time in Europe? * What is the Gothic time period? What was going on at that time in Europe? * What is resist and how is it used? * What is a culture? * How can you use Watercolors to achieve a stained glass effect? * In what ways does this project relate to other School disciplines? | * Create a composition using “foe” stained glass techniques using Stained glass created during the Medieval and Gothic time periods as inspiration. * Create a writing assignment within your sketchbook describing how you feel about the project. (One page minimum you can use images!) | * Class discussion about issues brought up from the written sketchbook assignment. * Medieval and Gothic Simulated Stained Glass rubric will assess:  1. Did student create a composition resembling stained glass and exhibiting influence of the gothic time period? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |
| 1.01-Plan and organize for creating art.  1.03-Develop multiple solutions, discuss their quality, and apply to creative problem solving.  2.04-Evaluate and select materials, techniques and processes to facilitate the creation of artwork.  3.04-Assess the value of experimentation in the problem-solving process. | P.CX.1.5 Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.  P.CX.2.2 Understand how knowledge learned in other disciplines is used to solve artistic problems. | * **Thematic Unit: The Renaissance to High Renaissance** * **In what ways is the Renaissance time period significant to the art and philosophical realm?** * What is the Renaissance time period? * What does the term Aesthetics mean and how does it help you defend your artistic judgments? * What artists are significant to this time period? * What was happening in Europe that affected the art world during this time period? * What paint is best to use for a permanent mural? * How does personal experimentation develop you as an artist? * What careers would enable you to study more about the Ancient Greek and Roman Cultures?   What are the multiple ways to effectively create murals? | * Create a Mural (either on a wall or on a surface to be hung) collaborating with other classmates to be dedicated to our school that is inspired by Renaissance Mural painting techniques. * Complete a Sketchbook drawing illustrating a Mural that you would like to paint for yourself. Write one page describing why this imagery deserves to be painted? | * Class critique reflecting on the greatness and hardships of working as a group and the trials of creating a large mural. * The Renaissance to High Renaissance Mural rubric will asses:  1. Did student equally participate with the preparation and construction of the mural? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics and work well with the group? |  |  |  |

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|  | Time Frame: **2nd Six Weeks**  Generalizations:  The student will explore and learn about Pre-modern visual art forms and history through the eras of Baroque, rococo, Romanticism, Post-Impressionism, The industrial revolution, Art Nouveau and the first half of the 20th century. Students will also experiment and learn through using particular mediums and methods to create an artwork relating to the subject content.  Instructional Materials, Equipment, and Technology  The Visual Experience , 2005 Davis Publications  Discovery Education, <http://www.discoveryeducation.com/> (used weekly for imagery and videos relating to the content)  Computers with internet (to find imagery and research topics)  Multiple art mediums and materials depending on assignment. | | | |
| NCSCOS OBJECTIVES | ESSENTIAL STANDARDS | CONCEPTS - ESSENTIAL QUESTIONS AND SKILLS | ASSIGNMENTS | ASSESSMENTS |
| 5.04-Recognize and differentiate the existence of art movements, periods, and styles.  6.02-Describe and analyze how people's experiences influence the development of specific artworks.  6.07-Understand, compare and explain there are varied responses to specific artworks. | P.CX.1.3 Exemplify contemporary art and artists.  P.V.1.1 Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context. | * **Thematic unit: Baroque to Rococo** * **What tended to affect the direction of the Baroque and Rococo art, in what ways are they different from how and why we create art today?** * When was the Baroque period in art? What makes it significant? * When was the Rococo period in art? What makes it significant? * What is a Mixed Media Collage? * How can you create your collage and take it to a high level of importance and interest? * How can individuals create artwork with a purpose or cause, simply by using certain symbols and images? | * Create an elaborate collage conveying things that describe you and things you aspire to have or to be in the future. * Create a sketchbook assignment using multiple collage techniques, you can decide the theme for your collage. Be sure to use words and letters that help give visual clues to what you collage is about. | * Written Critique of individual artwork and the artwork of others in the class.-Describe the experience of creating the artwork and give advice to others and yourself for future projects. * Baroque to Rococo style collage rubric assesses:  1. Did student create a collage reflecting the ideals of the Baroque and Rococo styles? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have work ethics? |
| 2.01-Continue to explore unique properties and potential of materials and media.  2.02-Utilize techniques and processes for working with each material.  2.05-Demonstrate the safe and responsible use of tools and materials.  5.04-Recognize and differentiate the existence of art movements, periods, and styles. | P.V.3.1 Compare properties of tools in the creation of art.  P.V.3.3 Select appropriate processes and techniques to create art. | * **Thematic Unit: Romanticism to Post-Impressionism** * **How did these time periods change the art world forever, what was occurring to change history?** * What is Romanticism? What makes is significant? * What is Impressionism and Post-Impressionism? What makes it significant? * What are some important artists from this time period? * Who is Vincent Van Gogh and why are he and his story interesting? * What are Landscapes, Seascapes, etc? * In what ways can you innovatively use crayon as a medium? | * Create a Sketchbook drawing of your bedroom similar to Van Gogh. Write one page describing why you think it was important for Vangogh to paint his bedroom? * Research to create a composition illustrating a landscape, a seascape,etc, using encaustic crayon. | * Out loud Number Critique with the entire class. * Rubric for Romanticism to Post-Impressionism style crayon paintings will assess:  1. Did student create a crayon painting similar to an artwork that would be created by a post impressionist painter such as Van Gogh? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work? |  |
| 1.06-Continue to develop perceptual awareness through sensory stimuli.  3.02-Recognize, apply and evaluate the design principles used in composition.  3.05-Assess the value of critical thought and analysis in the problem-solving process. | P.V.1.2 Understand the relationship between personal expression and design.  P.V.1.4 Evaluate the use of the Elements of Art and Principles of Design in art. | * **Thematic Unit: The Industrial Revolution and Art Nouveau** * **In what ways did this time period affect art and craft as well as help boost the importance of “the artist”?** * What is Paper Mache? * In what ways can Paper Mache be used to create artwork? * What are some other functions of Paper Mache? * What is diameter? In what ways does this Math concept relate to the arts? * What is the Art Noveau time period and what is its significance? * What is the Industrial revolution and how did this time period affect the art world? * What id Acrylic | * Create a Sketchbook assignment inspired by the ideals of the Art Noveau time period. Write a page describing what you like or dislike about the art in this era. * Create a paper Mache bowl with a diameter of aprox. 12 inches and create “modern” style imagery inspired by the Art Nouveau and arts and craft time periods. | * Write a 2 page reflection on the process and thoughts about your artwork.( self critique) * Rubric for The Industrial Revolution and Art Nouveau paper Mache bowls will assess:  1. Did student create a paper Mache bowl reflecting a modern take on the ideals for the Art Nouveau time period? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |  |
| 1.06-Continue to develop perceptual awareness through sensory stimuli.  4.01-Further expand the use of life surroundings and personal experiences to express ideas and feelings visually.  5.04-Recognize and differentiate the existence of art movements, periods, and styles. | P.V.1.1 Use art vocabulary to analyze compositions.  P.CX.2.4 Analyze how contextual relevance affects aesthetic responses to digital media. | * **Thematic Unit:1st half of the 20th century** * **In what ways did this time period affect viewing of art and lead up to the careers that are found in art today?** * What is surrealism and why is Salvador Dali Significant? * What is German Expressionism and why is Edvard Munch Significant? * What is Cubism and why is Pablo Picasso Significant? * What are the multiple ways to use chalk pastels as a medium? * In what careers can you learn more and come more involved with these topics? | Create a sketchbook assignment using subject matter reflecting one of the three art movements taught. Describe your imagery and why you chose the particular art movement.  Create a composition using ideas similar to what would be used by the surrealists using chalk pastels and colored pencils. | * Choose your favorite artwork and then write one paragraph describing what they like or dislike about the artwork. * Rubric for The Industrial Revolution and Art Nouveau paper Mache bowls will asses:  1. Did student create a paper Mache bowl reflection a modern take on the ideals for the Art Nouveau time period? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |  |

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|  | Time Frame: **3rd Six Weeks**  Generalizations:  The student will explore and learn about modern visual art forms and history through the 2nd half of the 20th century, Postmodernism and the 21st century. Students will also learn about certain Non-Western Art forms. Students will also experiment and learn through using particular mediums and methods to create an artwork relating to the subject content.  Instructional Materials, Equipment, and Technology  The Visual Experience , 2005 Davis Publications  Discovery Education, <http://www.discoveryeducation.com/> (used weekly for imagery and videos relating to the content)  Computers with internet (to find imagery and research topics)  Multiple art mediums and materials depending on assignment. | | | |
| SCOS OBJECTIVES | ESSENTIAL STANDARDS | CONCEPTS - ESSENTIAL QUESTIONS AND SKILLS | ASSIGNMENTS | ASSESSMENTS |
| 1.06- Continue to develop perceptual awareness through sensory stimuli.  2.01- Continue to explore unique properties and potential of materials and media.  2.02- Utilize techniques and processes for working with each material.  5.06- Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual. | P.CX.2.1 Understand how personal perspective is influenced by temporal context.  P.CX.1.1 Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context. | * **Thematic Unit: 2nd half of the 20th century** * **In what ways did this time period change how art was viewed and why did it change the artistic appeal of some people?** * What is Pop Art and what is its significance to the art world? * Who is Andy Warhol and why is he significant? * What is the art of appliqué? * In what ways can you use Embroidery to enhance your artwork? | * Write a 1 page summary of how pop art recognized change in the art world and popular culture. How does this art form affect us today? * Complete a Sketchbook assignment using ideals reflective of the pop art movement. * Create a quilt block using stitching and appliqué techniques showing comprehension of the pop art ideals. | Choose favorite artwork among the class and write one paragraph describing likes or dislikes about their artwork. (written self critique)   * Rubric for 2nd half of the 20th century pop art stitchery will asses:  1. Did student create an artwork reflective of the ideal used by surrealist artists? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |
| 1.01- Plan and organize for creating art.  1.05- Show how ideas develop and evolve over a period of time.  8.01- Develop an awareness of art as an avocation.  8.02- Develop an awareness of art as a profession. | P.V.2.3 Understand the relationship of creative expression to the development of personal style.  P.V.3.3 Select appropriate processes and techniques to create art. | * **Thematic Unit: Postmodernism and the 21st century** * **What is postmodernism and how are we artists affected and how do we have the ability to change the future for other artists?** * What is the term abstract and how is it used? * What is a sculpture and what are different types? * What are the best ways to use acrylic paint? * What is the significance to color meanings to cultures and moods? | * Create an abstract Styrofoam sculpture no larger than 12 in. tall and 12 in. wide. The sculpture must tell a story or represent something such as “family, happiness, etc.”   Write two pages on how one could express themselves abstractly though their artwork. Address when and why you think it can enhance one’s artwork. | * Write one positive statement and one improvement that could me made to other’s artwork, switch papers and critique and repeat (peer critique). * Rubric for Postmodernism and the 21st century will asses:  1. Did student create an abstract sculpture no larger than 12 inches and tell a story or have a meaning? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |  |
| 1.01- Plan and organize for creating art.  1.02- Develop strategies for imagining and implementing images.  3.04- Assess the value of experimentation in the problem-solving process.  4.02- Interpret the environment through art. | P.V.2.2 Recognize how personal experience influences the perception of the environment.  P.V.3.2 Analyze the relationship between media, processes, and results. | * **Thematic unit: Non Western Art I** * **In what ways are art forms from non-western cultures similar to those of western cultures?**   What is a Linoleum block, how is it used and why is it significant to printmaking?  Where is Japan located on a map?  What is a tea bath and how is it used in art?  What is a gouge and how is it properly used? | Create a linoleum stamp influenced by Japanese art forms. All stamps should be 4x6 inches and include one or more Japanese symbol and one image.  Complete a sketchbook assignment that is inspired by Japanese art forms. Write one page describing and analyzing this artwork | * Discuss feelings out loud among the class as a critique. * Rubric for Non Western linoleum prints will assess:  1. Did student create a linoleum block using Japanese symbols and images? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |  |
| 4.01- Further expand the use of life surroundings and personal experiences to express ideas and feelings visually.  5.01- Know that the visual arts have a history, purpose and function in all cultures.  5.02- Identify specific works of art as belonging to particular cultures, times and places. | P.CX.2.3 Understand the value of collaboration with peers to arrive at effective solutions to artistic problems.  P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture. | * **Thematic Unit: Non Western Art II** * **In what ways are art forms from non-western cultures similar to those of western cultures?** * What are totem poles and how are they significant? * What is relief sculpture and how can it be created? * What are the terms score and slip and why are significant? * What is a slab and why is it significant? | * Create a clay totem pole symbolizing an important event in your life. The totem pole will be carved from a hunk of clay 12 inches tall with a diameter of 2 inches. * Complete a sketchbook assignment inspired by art forms created by Native American peoples. Write one page describing what and why you chose to use the imagery. | * Complete a “written critique” on your artwork and one on another student’s artwork. * Rubric for Non western II clay totem poles will asses:  1. Did student create a clay totem pole portraying an important event in their life? 2. Did student use required materials neatly? 3. Did student demonstrate knowledge of concepts taught? 4. Did student have good work ethics? |  |

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| Teacher name |  | | | |
| *First*  Jennifer | *Middle Initial*  K. | | *Last*  Jackson |
| Teacher Position | Visual Arts Teacher | | | |
| Submitted |  | | | |
| *Teacher signature Date* | | | |
| Administrator |  | | | |
| *Name* | | *Title* | |
| School Base  Approval |  | | | |
| *Administrator signature Date* | | | |
| Administrator |  | | | |
| *Name* | | *Title* | |
| District  Approval |  | | | |