

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Drawing	Printmaking	Painting	Sculpture	Digital/Animation	Mixed Medium
Unit Length	September	October	November-December	January-February	March-April	May-June
Student Outcomes	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>- develop their observation skills</li> <li>- differentiate various types of lines, shapes, and forms</li> <li>- exercise their fine motor skills by practicing shading and value in drawing</li> <li>- understand the concept of illusion of space and create perspective and space in drawing</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>- learn to think reversely and challenge their natural ways of perception</li> <li>- differentiate various types of textures and patterns</li> <li>- understand the usage of printmaking in daily life</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>- understand color wheel and how to mix colors</li> <li>- differentiate various types of colors and tones</li> <li>- explore different types of paints and what kinds of effects each material create</li> <li>- explain each artistic movements' characteristics and meanings</li> <li>- express themselves by incorporating artistic elements</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>- experiment various ways to create a volume and work in 3 dimensions</li> <li>- expand their understanding in art-making materials</li> <li>- explain how art-making stimulate different sensations and affect our perceptions</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>- develop their technical skills and utilize some of major graphic softwares</li> <li>- compare the necessities of digital medium with other art materials</li> <li>- practice their problem-solving skills through digital integration</li> <li>- experience collaborative art making process and learn how to work with others</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>- find their interest and focus in art making process</li> <li>- analyze different uses of multiple media and how they complement each other</li> <li>- expand the possible ways of personal expression in art making</li> <li>- present their own artwork and respond to other artists' works</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>- What conditions, attitudes, and behaviors support creative risk taking and innovative thinking?</li> <li>- How does learning about art affect how we perceive the</li> </ul>	<ul style="list-style-type: none"> <li>- How do artists learn from trial and error?</li> <li>- Why do people value artifacts and artwork, and select them for presentation and preservation?</li> </ul>	<ul style="list-style-type: none"> <li>- How does knowing the contexts and histories help us create works of art?</li> <li>- How does the presenting artworks influence ideas, beliefs, and experiences?</li> </ul>	<ul style="list-style-type: none"> <li>- How do objects and places shape lives and communities?</li> <li>- How does the presentation of artwork affect how the viewer perceives and</li> </ul>	<ul style="list-style-type: none"> <li>- How does collaboration expand the creative process?</li> <li>- How do artists create works that effectively communicate ideas or influence</li> </ul>	<ul style="list-style-type: none"> <li>- How do artists find a particular direction that is effective for their work?</li> <li>- How do personal reflection and group critique help us to develop more effective work?</li> </ul>

	world? - How does creating art enrich people's lives?			interacts with the work?	people's lives? - How do artists grow and become accomplished in art forms?	- How does artmaking contribute to awareness of one's lives and lives of others?
Central Focus	To build a foundational concept of art and understand drawing as a visual language to communicate ideas	To accept trials and errors as a part of art making process and build a healthy relationship with failure	To explore meanings of art making and encourage a positive self-expression	To expand students' canvas and explore the use of multiple senses in art	To experience collaborative process and understand what can be accomplished by it	To explore various ways to pursue art in life and make connections to students' self and life
Lessons	<p><b>Lesson 1</b> Visual Diary Materials: Sketchbook, pencil, eraser, ink pen, markers</p> <p><b>Lesson 2</b> Blind Contour Materials: Drawing paper, pencil, eraser, sharpie, mirror</p> <p><b>Lesson 3</b> Observational Drawing Materials: Drawing paper, pencil, eraser, sharpie, mirror</p> <p><b>Lesson 4</b> Light and Shadow (Still Life) Materials: Drawing paper, pencil, eraser, charcoal</p>	<p><b>Lesson 1</b> Scratching Materials: Oil patel, scratching paper, scratching tools</p> <p><b>Lesson 2</b> Drypoint Materials: plexiglas, etching needles, relief ink, newspaper, papers, water container, press</p> <p><b>Lesson 3</b> Lino-cut Printing Materials: Linoleum pad, graphite pencil, sharpie, carving tools, paints, paper</p>	<p><b>Lesson 1</b> Watercolor Landscape Materials: watercolor paper, watercolor, brush, water bucket, salt</p> <p><b>Lesson 2</b> Color Wheel Materials: Paper, pencil, ruler, eraser, acrylic paints, brush, water bucket, palette</p> <p><b>Lesson 3</b> Impressionism Materials: Paper, pencil, ruler, eraser, acrylic paints, brush, water bucket, palette</p> <p><b>Lesson 4</b> Self-portrait Materials: Canvas</p>	<p><b>Lesson1</b> Paper/Cardboard Sculpture Materials: Colored paper, origami paper, cardboard, pencil, scissors, box cutter, cutting pad, ruler, tapes, glue gun</p> <p><b>Lesson2</b> Clay Sculpture Materials: Clay, newspaper, sculpting tool, water bucket, recycled bottles and glass</p> <p><b>Lesson3</b> Papermache and Plaster Materials: Newspapers, Elmer's glue, plaster, water</p>	<p><b>Lesson 1</b> Digital Camera Materials: Canon 70D, Tripod</p> <p><b>Lesson 2</b> Photo 101 Materials: Canon 70D, Tripod, Backdrop, lighting equipment</p> <p><b>Lesson 3</b> Logo Design Materials: Desktop computer, Adobe Photoshop, tablet</p> <p><b>Lesson 4</b> Digital Painting Materials: Desktop computer, Adobe Photoshop, tablet</p> <p><b>Lesson 5</b> Principles of Animation Materials: Desktop computer, Adobe</p>	<p><b>Lesson 1</b> Collage Materials: Magazine, Elmer's glue, acrylic paints, brush, water bucket, color paper, scissors</p> <p><b>Lesson 2</b> Book Making Materials: Papers, scissors, elmer's glue, markers, color pencils, pencil, ruler, eraser, laptop, printer</p> <p><b>Lesson 3</b> Choice Time Materials: Materials from previous lessons</p> <p><b>Lesson 4</b> Class Exhibition Materials: Artworks from previous</p>

	<p><b>Lesson 5</b> Perspectives Materials: Drawing paper, pencil, eraser, charcoal</p>		<p>pad, pencil, ruler, eraser, acrylic paints, brush, water bucket, palette <b>Lesson 5</b> Action Painting Materials: Canvas pad, pencil, ruler, eraser, acrylic paints, brush, water bucket, palette</p>	<p>bucket, table cloth, scissors <b>Lesson4</b> Community and Installation Art Materials: Wires, sticky notes, sharpies, found objects or plants, LED lights, laptop, projector</p>	<p>Suits (Photoshop, After Effects, Animate), tablet</p>	<p>lessons, push pins, sharpie, papers <b>Lesson 5</b> Portfolio Materials: Desktop, Canon 70D, Adobe Suits (Photoshop, Indesign), binder, printer</p>
<p>Art Historical References</p>	<p>James Jean, Kim Jung Gi, Egon Schiele, Gustav Klimt, Francis Bacon, Filippo Brunelleschi, Henri Matisse, Leonid Afremov, Kara Walker, Jean Jullien, Kokooma</p>	<p>Rembrandt, Andy Warhol, Kyu-Baik Hwang, Hokusai, Kiki Smith, Max Ernst, Eugène Delacroix, Yayoi Kusama</p>	<p>Georgia O’Keeffe, Frida Khalo, Van Gogh, Jean Basquiat, Kandinsky, Salvador Dali, Georgio De Chirico, edward hopper, Edvard Munch</p>	<p>Calder, Richard Sweeney, Do Ho Suh, Kristen Visbal, Sipho Mabona, donald judd, James Turrell, Victor Ehikhamenor, Tokihiro Satō, Grimanesa Amorós</p>	<p>Steve McCurry, Man Ray, Glen Keane, Alex Grigg, Daisy Jacobs, Adrien Merigeau, Eamonn O Neill, Richard Williams</p>	<p>Hannah Höch, Zac Freedman, Elsa Mora, Paul Klee, Roy Lichtenstein, David Hockney, Keith Haring, Banksy</p>
<p>Assessments (formative and summative )</p>	<p><b>Formative assessment:</b> Students will be assessed by their sketchbook, questions they ask, responses, and group discussions. There also will be progress check-ins and class participation points to support student engagements. <b>Summative assessment:</b></p>	<p><b>Formative:</b> Students will be assessed by questions they ask, responses, and group discussions. There also will be frequent check-ins for respecting art materials and sharing stations with classmates. <b>Summative:</b> Students’ final artwork will be assessed based on</p>	<p><b>Formative:</b> Students will be assessed by questions they ask, responses, and group discussions. There also will be frequent check-ins for respecting art materials and sharing stations with classmates. <b>Summative:</b> Students’ final artwork will be assessed based on</p>	<p><b>Formative:</b> Students will be assessed by questions they ask, responses, and group discussions. There also will be progress check-ins for respecting art materials and public spaces with classmates. <b>Summative:</b> Students’ final artwork will be assessed based on</p>	<p><b>Formative:</b> Students will be assessed by questions they ask, responses, and group discussions. There also will be frequent check-ins for respecting workstations and group collaboration. <b>Summative:</b> Students’ final artwork will be assessed based on how the final</p>	<p><b>Formative:</b> Students will be assessed by questions they ask, responses, and group discussions. There also will be progress check-ins for respecting art materials and public spaces with classmates. <b>Summative:</b> Students’ final presentation and portfolio will be</p>

	Students' final artwork will be assessed based on how an individual exceeds their comfort zone and how the final artwork reflects their understanding of the lesson objectives and the art materials.	how the final artwork reflects their understanding of the lesson objectives and the art materials.	how an individual exceeds their comfort zone and how the final artwork reflects their understanding of the lesson objectives and the art materials.	how the final artwork reflects their understanding of the lesson objectives and the art materials.	artwork reflects their understanding of the lesson objectives and the digital tools.	assessed based on how the final artworks reflect their understanding of the lesson objectives and their personal interests.
Standards (CCLS/NYS)	VA:Cr1.1.HSI VA:Cr1.2.HSIII VA:Cr2.1.HSIII VA:Cr2.3.HSIII VA:Pr4.1.HSIII VA:Pr5.1.HSI VA:Re8.1.HSIII VA:Re9.1.HSIII VA:Cn10.1.HSIII VA:Cn11.1.HSII VA:Cn11.2.HSI	VA:Cr1.2.HSI VA:Cr2.1.HSIII VA:Cr3.1.HSIII VA:Pr4.1.HSII VA:Pr6.HSII VA:Re8.1.HSI VA:Re9.1.HSII VA:Cn10.1.HSI VA:Cn11.2.HSI	VA:Cr1.1.HSI VA:Cr1.2.HSIII VA:Cr2.1.HSIII VA:Cr2.3.HSIII VA:Pr4.1.HSIII VA:Pr5.1.HSI VA:Re8.1.HSIII VA:Re9.1.HSIII VA:Cn10.1.HSIII VA:Cn11.1.HSII VA:Cn11.2.HSI	VA:Cr1.2.HSI VA:Cr2.1.HSIII VA:Cr3.1.HSIII VA:Pr4.1.HSII VA:Pr6.HSII VA:Re8.1.HSI VA:Re9.1.HSII VA:Cn10.1.HSI VA:Cn11.2.HSI	VA:Cr2.1.HSII VA:Cr2.2.HSIII VA:Cr3.1.HSIII VA:Pr4.1.HSIII VA:Pr6.HSII VA:Re8.1.HSI VA:Re9.1.HSII VA:Cn10.1.HSII VA:Cn11.1.HSII VA:Cn11.2.HSI	VA:Cr2.1.HSII VA:Cr2.2.HSIII VA:Cr3.1.HSIII VA:Pr4.1.HSIII VA:Pr6.HSII VA:Re8.1.HSI VA:Re9.1.HSII VA:Cn10.1.HSII VA:Cn11.1.HSII VA:Cn11.2.HSI