

Week	Content/Project (Tells what the student will know)	Standard Assessed	Skill (tells what the student will do)/Benchmarks	Essential Question(s) (Creates a reason for student to learn the content)	Assessment
1	Welcome/Safety/Pretesting student knowledge	<p>~Understand and Demonstrate knowledge of Artistic Foundations</p> <p>~Artistic Process- Create or make using the artistic foundations</p> <p>~Artistic Process- Perform or present using the artistic foundations</p> <p>~Artistic Process- Respond to or critique using the artistic process</p>	<p>Student will set up course logins/apps for use in class to receive/complete/turn in sketches, papers, evaluations, and critiques.</p> <p>Student will listen and complete a Review/Sign Safety Agreement before he/she will be allowed to work with material beyond introduction.</p> <p>Student will complete a 2-3 day pre-test of creativity and problem solving abilities. This will be added it to their digital portfolio as their first entry.</p> <p>Student will compete in a review game of charades on the Art Principles.</p> <p>Student will learn about the Art Elements and Principles of today from the Walker Art Center.</p> <p>Student will learn what a portfolio is and how to start creating one. This will be an in progress assignment over the course of the term in iMovie.</p> <p>Student will learn how to critique artwork in a large group to discuss their own work and their peers.</p> <p>9.1.1.5.4 Apply understanding of the health and safety issues related to creating in art.</p> <p>9.1.2.5.1 Integrate the characteristics of the tools, materials and techniques of a selected media in original artwork to support artistic purposes.</p> <p>9.1.1.5.2 Evaluate how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation of, presentation of, or response to visual artworks.</p> <p>9.1.3.5.1 Analyze how visual artworks influence and are influenced by personal, social, cultural or historical contexts.</p>	<p>1: What will we be doing in class, and what is expected of me?</p> <p>2: What other creative resources does Mrs. C have available for me to aid in my projects?</p> <p>3: Who am I, and what do I want to achieve in this course?</p> <p>4: What do I know about the material, and how creative can I be with little information and I only have myself to rely on?</p> <p>5: What are the Art Elements of Today, and how does that help me look at and talk about artwork of today?</p> <p>1. What is an assemblage?</p> <p>2. How do I work through materials using the creative process, natural flow for found object sculptures?</p> <p>3. If I need to break objects to acquire shapes for their animal, how can I be safe?</p>	<p>Art Principles Review game</p> <p>Art Elements and Principles of Today notes.</p> <p>Pre-test creativity using a material of teacher's choice: Animal Assemblages *Students will critique Problem Solving piece and add to Digital Portfolio to display growth.</p> <p>Set 2 Goals for the term</p> <p>Sign Safety Agreement</p> <p>Digital Portfolio Entry of Assemblage Animal</p>

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			influenced by personal, social, cultural, or historical contexts.	<p>4. How do I work around problems to have a creative outcome?</p> <p>5: How do I critique in a large group?</p>	
2	Patterned Bas Relief Tiles in Clay	Same as above (1 st box)	<p>Student will review clay knowledge.</p> <p>Student will learn the various types of relief sculpture.</p> <p>Student will review the steps of an art analysis and complete a mini analysis of a traditional sculpture after learning about the various types of relief sculpture.</p> <p>Student will create box sketches from notes sheet and then duplicate and flip to create a radial pattern in SketchbookX app.</p> <p>Student will create 4 clay tiles in bas relief that feature a radial pattern based on a pattern he/she created in SketchbookX .</p> <p>Student will Pre-Critique and Critique a their own and a peer's work before and after the glaze firing.</p> <p>Student will reflect on the creative process and final product through writing and a rubric style self-assessment.</p> <p>9.1.1.5.2 Evaluate how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the</p>	<p>1: Where do you see sculpture?</p> <p>2: What materials are used to create sculpture?</p> <p>3: What is "relief" sculpture, and can I identify it?</p> <p>4: How can I create a pattern using radial balance using a digital program?</p> <p>5: Can I apply that pattern in bas-relief in clay?</p> <p>*What do I remember about the steps of looking at and analyzing art from ceramics?</p>	<p>Quiz (terms and techniques)</p> <p>Mini Art Analysis of Traditional Sculpture</p> <p>4 Pattern designs created in SketchbookX</p> <p>Patterned Bas Relief Tiles</p> <p>Pre and Post Critiques with partner</p> <p>Self-Assess with a Rubric</p> <p>Digital Portfolio Entry</p>

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			<p>creation of, presentation of, or response to visual artworks.</p> <p>9.1.1.5.3 Analyze how the characteristics of Western and non-Western styles, movements, and genres in art contribute to the creation of, presentation of, or response to artworks.</p> <p>9.1.2.5.1: Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes.</p> <p>9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas.</p> <p>9.2.1.5.2 Revise artworks based on artistic intent and using multiple sources of critique and feedback.</p>		
3-4	Conceptual Mask in Plaster Gauze	Same as Above	<p>Student will learn and share about various masks from around the world and the cultural influences they hold.</p> <p>Student will take notes on plaster and learn general safety and clean up care that surrounds plaster.</p> <p>Student will create sketches that convey a particular message based on options from the project checklist.</p> <p>Student will cast a partner and the partner will cast him or her.</p> <p>Student will build up and clean up mask to emphasize features of the face.</p> <p>Student will prime, paint, and add finishing details to the mask to make it wearable.</p> <p>Student will Pre-Critique and Critique a their own and a peer's work before and after the piece is finished.</p> <p>Student will write an artist statement to compliment the artwork to share the message of the mask.</p> <p>Student will reflect on the creative process</p>	<p>1: Where do I see or use masks in the world?</p> <p>2: Where have masks been made, and what purpose and look did/do they have?</p> <p>3: What is plaster and the benefits of creating with it in gauze format?</p> <p>4: How do I create in plaster gauze and effectively convey my concept?</p> <p>5: How do I paint sculpture effectively after I prime it with (gesso)?</p> <p>6: Would I want to wear my mask or show it off? Why or why not?</p>	<p>Cultural mask research wkst (complete and share with class)</p> <p>Mask and Plaster Quiz</p> <p>Sketches Wkst</p> <p>Plaster Gauze Mask</p> <p>Pre and Post Critiques with partner</p> <p>Self-Assess with a Rubric</p> <p>Artist Statement</p> <p>Digital Portfolio Entry</p>

			<p>and final product through writing and a rubric style self-assessment.</p> <p>9.1.1.5.3 Analyze how the characteristics of Western and non-Western styles, movements, and genres in art contribute to the creation of, presentation of, or response to artworks.</p> <p>9.1.2.5.1: Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes.</p> <p>9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas.</p> <p>9.2.1.5.2 Revise artworks based on artistic intent and using multiple sources of critique and feedback.</p>		
4-6	Digital Creature Design	Same as Above	<p>Student will realize the various other careers in art using 3D concepts on a digital format.</p> <p>Student will develop a back story for a creature design to enhance the personality of their creature.</p> <p>Student will learn how to create an armature and sculpt using the iPad app 123D Creature. This is a precursor as well as filler assignment to the next project where he/she will literally sculpt by hand.</p> <p>Student will present creature design to peers as if it were a pitch to colleagues for a larger project. Students will give positive and constructive feedback to one another as they each present.</p> <p>9.1.1.5.2 Evaluate how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation of, presentation of, or response to visual artworks.</p> <p>9.1.2.5.1: Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes.</p> <p>9.2.1.5.1 Create a single, complex artwork or multiple</p>	<p>1: What different kinds of digital artists are there? Where do we see their work?</p> <p>2: When creating, how do you develop a backstory to re-enforce/influence your creature design?</p> <p>3: What is 123D creature, and how do I create with it on my iPad?</p> <p>4: How do I pitch my creature idea to peers, and what kind of feedback will I receive?</p>	<p>Mid-term test on terms and concepts up until now.</p> <p>Creature back story wkst</p> <p>Digital Creature</p> <p>Present to peers concept and creature</p> <p>Digital Portfolio Entry</p>

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			<p>artworks to express ideas.</p> <p>9.3.1.5.1 Present, exhibit, publish or demonstrate collections of artworks for different audiences and occasions.</p> <p>9.2.1.5.2 Revise artworks based on artistic intent and using multiple sources of critique and feedback.</p>		
5-6	Installation	Same as above	<p>Student will complete a mini analysis of a contemporary artwork and share with the class.</p> <p>Students will learn and look at various types of installations through videos. Such as “Fallen Leaves” from the Jewish Museum in Berlin to see how a space can become a work of art.</p> <p>Students will be required to work collaboratively to develop a concept, decide on a location in building, what material would work best and what is available, and who will be doing what at various stages.</p> <p>Students will critique this artwork at various stages to see if small or large shifts need to be made.</p> <p>Students will learn they need to get permission to use a space for their idea.</p> <p>9.1.1.5.4 Apply understanding of the health and safety issues related to creating in art.</p> <p>9.1.1.5.1 Analyze how visual artworks influence and are influenced by personal, social, cultural or historical contexts, including the contributions of MN American Indian tribes and communities.</p> <p>9.1.2.5.1: Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes.</p> <p>9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas.</p> <p>9.3.1.5.1 Present, exhibit, publish or demonstrate</p>	<p>1: What is an installations, how does that effect space and your relationship within that space?</p> <p>2: What concept would fit in what space in or around the building?</p> <p>3: What material do we have, and how can we use that to effectively create our space to convey our concept?</p> <p>4: Who is working on what? How can I work in a team collaboratively to create a larger artwork?</p> <p>5: Do we install this at one time or in sections? How are people reacting to the final product or the process?</p>	<p>Contemporary Art Wkst Presented to peers</p> <p>Group discussion and exploration</p> <p>Installation project</p> <p>Self-Assess and assess peers with a Rubric</p> <p>Digital Portfolio Entry with individual critique of the process and outcome</p>

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			collections of artworks for different audiences and occasions. 9.2.1.5.2 Revise artworks based on artistic intent and using multiple sources of critique and feedback.		
6-8	Problem Solving Final	Same as above	<p>Student will develop a final project plan and write and draw out a proposal based on choices within a checklist.</p> <p>Student will create final project after project has been proposed and within any additional guidelines that their particular project may need.</p> <p>Some students may need to practice and receive individual lessons based on need.</p> <p>Student will Pre-Critique and Critique a their own and a peer's work before and after piece is finished.</p> <p>Student will reflect on the creative process and final product through writing and a rubric style self-assessment.</p> <p>Student will write an artist statement to sit along side their final project.</p> <p>9.1.2.5.1 Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes. 9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas. 9.2.1.5.2 Revise artworks based on artistic intent and using multiple sources of critique and feedback. 9.4.1.5.2 Justify choices of self-selected criteria based on knowledge of how criteria affects criticism. 9.2.1.5.3 Justify an artistic statement, including how audience and occasion influence creative choices.</p>	<p>1: What are my choices for my final project? 2: What is a project proposal, and what should be included in it? 3: How do I start, do I need additional lessons specified to my idea? 4: What is an artist statement, and how do I write a successful one?</p>	<p>Sketches wkst with statement of intention</p> <p>Final Project based on choice options</p> <p>Pre and Post Critiques with partner</p> <p>Self-Assess with a Rubric</p> <p>Artist Statement</p> <p>Digital Portfolio Entry</p>
8-9	Digital Portfolio Development/Presentation	Same as Above	<p>Student will create a digital portfolio in iMovie as a presentation for the class to share, discuss, and reflect on their artwork using artistic language. 9.3.1.5.1 Present, exhibit, publish or demonstrate collections of artworks for different audiences and occasions.</p>	<p>1: What is a portfolio and how does it benefit me? 2: What did I learn over the course of the term? 3: Did I accomplish my two personal goals?</p>	<p>*This is a formality, but just going over some editing and entertainment additions this week before presenting.</p>

				4: Am I able to discuss and reflect on my artwork using artistic language?	Digital Portfolio Presentation to peers - containing photos and video of artwork with overarching reflection and analysis embedded
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