

DEPARTMENT: ART	COURSE TITLE: FOUNDATIONS OF ART B COURSE NUMBER: 607
GRADE(S): 9-12	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Realistic Drawing	3 weeks	<ul style="list-style-type: none"> Realistic pencil drawings created from observation, using light and values to create 3-D effects and textures. 	<p>Students will:</p> <ul style="list-style-type: none"> Utilize good observation skills to make accurate contour drawings. Use a variety of dark and light pencils to create values, forms, and textures. Create various effects with pencils, tortillion stamps and erasers. Demonstrate an understanding of the importance of balance and focal point in a composition. 	<ul style="list-style-type: none"> Does the composition look real? Were pencils and equipment used successfully to create textures, shading and 3-D forms? Does the composition demonstrate an understanding of balance and focal point? 	<ul style="list-style-type: none"> Creating and Performing LS 1,2 Thinking and Responding LS 3,4 Connecting and Contributing LS 8
Sculpture	4 weeks	<ul style="list-style-type: none"> Using the additive form of sculpture to create a piece chosen from one of the following categories: portraits, figures, animals, gargoyles, or masks Use of a variety of materials to solve problems that arise in the development of the sculptural idea Use of positive and negative space, as well as surface texture and paint, in the sculpture process 	<p>Students will:</p> <ul style="list-style-type: none"> Correctly manipulate a variety of materials such as wire, pariscraft, sculptamold and celluclay. Create a 3-D form that looks complete and visually interesting from all angles. Create visual and tactile textured surfaces by manipulating and painting sculptural materials. 	<ul style="list-style-type: none"> Does the image meet the goals the students set for themselves, abstract or realistic? Does the sculpture work from all sides? Do the textures and painted surfaces enhance the sculpture? 	<ul style="list-style-type: none"> Creating and Performing LS 1,2 Thinking and Responding LS 3,4 Connecting and Contributing LS 5,6, 8
Perspective Drawing	2 weeks	<ul style="list-style-type: none"> Use of various techniques to create the illusion of depth on a 2-D surface Pre- and Post-Renaissance perspective 	<p>Students will:</p> <ul style="list-style-type: none"> Utilize methods for creating depth, including overlapping, size and space variation, modeling, detail and edges, color and value change and linear perspective. Use a ruler accurately when using 1 and 2 point perspective. 	<ul style="list-style-type: none"> Does the scene depict depth accurately? Do proportions make sense? Were all the techniques used? Is the composition balanced and does it have a focal point? 	<ul style="list-style-type: none"> Creating and Performing LS 2 Thinking and Responding LS 3,4 Connecting and Contributing LS 5

Commercial Art	3 weeks	<ul style="list-style-type: none"> • Definition of commercial art • Original design development in a student-chosen medium for one of the following: postage stamp, illustration of something written or a CD • Principles of design • Exploration of what makes an effective design for commercial usage 	<p>Students will:</p> <ul style="list-style-type: none"> • Utilize the tools and techniques necessary to execute their design in the medium of their choice. • Develop original visual interpretations for their ideas. • Use the design principles of balance, unity, and focal point. • Work with layout and typography. 	<ul style="list-style-type: none"> • Is the design an effective, eye-catching image? • Does the design reach its intended audience? • Is the lettering appropriate for the subject and easy to read? • Is the design neatly done? 	<ul style="list-style-type: none"> • Creating and Performing LS 1,2 • Thinking and Responding LS 3,4 • Connecting and Contributing LS 6,8
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