

Bemidji Schools Course Map *Visual Arts K-12 Scope and Sequence: Color & Design*

Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
<p>Project One: Illuminated Letter (1 – 2 weeks of 90 minute classes)</p> <p>On-going:</p> <ul style="list-style-type: none"> ● Beginning use of the create process ● Beginning use of critique for reflection (written, oral: small group, individual, student and teacher) ● Introduce artist statement (why they did what they did; simple written) ● Art history: Impressionism to Contemporary ● Preliminary sketches with feedback from others to refine final sketch ● Rationale for intent and composition <p>ELEMENTS</p> <ul style="list-style-type: none"> ● Color theory <ul style="list-style-type: none"> ○ Review of color from middle school ○ Harmony, split-complementary, intensity, hue, saturation, light, tone, tinting and shading ○ Science of color ○ Properties of color ○ Mood/emotion (psychology) of color <p>PRINCIPLES OF DESIGN</p> <ul style="list-style-type: none"> ● Rhythm, contrast, emphasis, repetition, pattern, balance, unity, movement <p>MATERIALS</p> <ul style="list-style-type: none"> ● Crayons, oil pastel, color pencil, marker and paper <p>TECHNIQUES</p> <ul style="list-style-type: none"> ● Blending, color mixing <p>TOOLS</p> <ul style="list-style-type: none"> ● Books on illuminated letters, font books, calligraphy, stained glass window books <p>ART HISTORY</p> <ul style="list-style-type: none"> ● Artists, styles, and time periods 	<p>Project ONE:</p> <p>Foundations:</p> <p>1.1* color</p> <p>1.2*</p> <p>1.3</p> <p>2.1</p> <p>3.1</p> <p>3.2</p> <p>Create/Make</p> <p>1.1</p> <p>1.2</p> <p>1.3</p>	<p>Project ONE:</p> <p>Learning goal:</p> <p>1. color</p> <p>Assessment Activity: Based on the Illuminated Manuscript and/or stained glass windows, create an illuminated letter using the letter as the focal point and design the letter, the background and the border using the principles of color. Develop a color strategy for each of the three areas. Develop an artistic statement</p>	<p><i>Rubric to be developed</i></p>

<p>PROJECT TWO: Painted Object (3 weeks)</p> <p>On-going:</p> <ul style="list-style-type: none"> Continue use of the create process focus pre-planning including brainstorming, preliminary sketches Continue use of critique for reflection and refining/elaborating (written, oral: small group, individual, student and teacher) Ideation (sources of ideas) Continue development of artist statement Art history: Impressionism to Contemporary <p>ELEMENTS</p> <ul style="list-style-type: none"> Color, line, shape, value, texture, space, form <p>PRINCIPLES:</p> <ul style="list-style-type: none"> Pattern, repetition, emphasis, contrast, balance, unity, movement <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> Student selected theme <p>STYLE</p> <ul style="list-style-type: none"> Student selected style to focus on blending, color mixing and detailing out spaces <p>MATERIALS:</p> <ul style="list-style-type: none"> 3 dimensional objects such as chairs, tables, bookcases; acrylic paint, brushes, tape, sandpaper, degreaser, gesso or primer coat <p>TECHNIQUES:</p> <ul style="list-style-type: none"> painting techniques, surface preparation, use of variety of sizes of brushes, masking, underpainting 	<p>Project Two Foundations:</p> <p>1.1 1.2* 1.3* 2.3*</p> <p>Creation/Make</p> <p>1.1 1.2* 1.3*</p>	<p>Project Two Learning goal:</p> <p>Assessment Activity: Working with a partner(s) develop an intent including a plan and preliminary sketches based on a chosen theme and color scheme to paint a 3 dimensional object. Assign particular areas to specific partner(s) to design and paint based on overall design remembering that all areas must come together to create a unified whole. Develop an artist statement for the painted object including:</p> <ol style="list-style-type: none"> use of design principles how the color scheme supports the choice of theme describe influences on design and color based on Western and non-Western styles, movements, and genres of 3 dimensional painting how revision/refinement were compromises among partners how the audience and occasion affected the artistic choices and justify choices based on intent <p>First write an individual artist statement, meet with your partner(s) to compare statements and develop a collaborative artist statement. All individual and collaborative statements will be exhibited with the painted object. Your chair will be exhibited in various venues for multiple audiences.</p>	<p>Project Two: Rubric to be developed</p>
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<p>PROJECT THREE: Art for art's sake (1 - 2 weeks)</p> <p>On-going:</p> <ul style="list-style-type: none"> ● Continue use of the create process focusing on explore and focus ● Continue use of critique for reflection and refining/elaborating (written, oral: small group, individual, student and teacher) ● Ideation (sources of ideas) ● Continue development of artist statement ● Art history: Impressionism to Contemporary <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> ● Abstractions ● Expressive qualities of color, line and shape <p>TECHNIQUE</p> <ul style="list-style-type: none"> ● How to reduce, distort, enlarge visual cues or transfer from another art form <p>STYLE:</p> <ul style="list-style-type: none"> ● Abstract art <p>MATERIALS</p> <ul style="list-style-type: none"> ● Open to student choice including: wet media, dry media, mixed media <p>TOOLS</p> <p>ART HISTORY Artists and styles (Paul Cezanne, Piet Mondrain, Georgia O'Keefe, Jackson Pollack, Mark Rothko)</p>	<p>Project Three: Foundations: 3.2*</p> <p>Create/Make 1.1 1.2* 1.3*</p>	<p>Project Three: Learning goal: 1.</p> <p>Assessment Activity: Select the technique from the various ones taught that most intrigues you for transforming an idea, object or image to its most basic form. You will use the create process to document each step of creating this expressive artwork. This documentation will be used to create your artist statement. In the artist statement you must describe: a) your process and how each step propelled you forward (decisions you made to go to the next step). b) how this art work expresses your individual view of art and creates meaning for you</p>	<p>Project Three <i>Rubric to be developed</i></p>
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<p>PROJECT FOUR: Painting on a flat canvas (2 weeks)</p> <p>On-going:</p> <ul style="list-style-type: none"> ● Continue use of the create process focus pre-planning including brainstorming, preliminary sketches ● Continue use of critique for reflection and refining/elaborating (written, oral: small group, individual, student and teacher) ● Ideation (sources of ideas) ● Continue development of artist statement ● Art history: Impressionism to Contemporary <p>ELEMENTS & PRINCIPLES OF DESIGN</p> <ul style="list-style-type: none"> ● Incorporating all from past projects <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> ● Family, culture, values ● Symbolic representation <p>TECHNIQUE</p> <ul style="list-style-type: none"> ● Acrylic paint <p>STYLE</p> <ul style="list-style-type: none"> ● Folk art, MN American Indian, Asian, African, European <p>MATERIALS</p> <ul style="list-style-type: none"> ● May include: canvas board, stretched canvas, primed panel <p>TOOLS</p> <p>Internet, books, magazines</p> <p>ART HISTORY</p> <ul style="list-style-type: none"> ● Artists and styles 	<p>Project Four:</p> <p>Foundations</p> <p>1.3* Western and non-Western</p> <p>2.3* integrating for intent</p> <p>3.1* personal, social, cultural</p> <p>Create/Make</p> <p>1.1</p> <p>1.2</p> <p>1.3</p>	<p>Project Four:</p> <p>Learning goal:</p> <p>Assessment Activity: After viewing how other families, cultures or groups of people represent their historical accomplishments, values, beliefs, and experiences, create a representation of you, your family or a selected cultural group using symbols to represent selected accomplishments, experiences, values and/or beliefs. Develop a statement of intent for this representation including:</p> <p>A) influences of Western and/or non-Western artwork you viewed in class on your artwork</p> <p>B) how you integrated the tools, techniques and materials of acrylic paint on flat canvas to create this artwork</p> <p>c) Describe how personal, historical, cultural, and/or social contexts are represented in your artwork</p>	<p>Project Four: <i>Rubric to be developed</i></p>
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<p>PROJECT FIVE: Respond/critique</p> <p>On-going:</p> <ul style="list-style-type: none"> Analyzing, interpreting, and evaluating works of art Selecting criteria to analyze, interpret and evaluate works of art Applying selected criteria to analyze, interpret and evaluate works of art <p>Focus is on:</p> <p>The capacity to express informed opinions about artwork in organized, specific critiques</p> <p>Tool</p> <p>Voicethread.com</p>	<p>Project Five: Respond/Critique</p> <p>1.1</p> <p>1.2</p>	<p>Project Five:</p> <p>Learning goal: The student will:</p> <ol style="list-style-type: none"> understand the function of criteria in analyzing, interpreting and evaluating works of art select criteria based on <p>Assessment Activity:</p> <p>Select both a work of art from an exhibit and the appropriate criteria to analyze, interpret and evaluate the work of art. Write or use technology to analyze (examine the parts of a work of art), interpret (explain the meaning) and evaluate (consider success) of the selected work of art.</p>	<p>Project Five:</p>
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	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Semester 2	<p>On-going:</p> <p>Focus is on:</p>		<p>Benchmarks:</p> <p>Learning Goal: Assessment Activity :</p> <p>Benchmarks:</p> <p>Learning Goal: Assessment Activity :</p>	