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| LEVEL: 9-12 | COURSE NAME: 2D STUDIO ART 2 | | COURSE NUMBER: 0101310 |
| Course Description: Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. | | | |
| UNITS: | DRAWING | LEARNING GOAL | RECOMMENDED PACING GUIDE |
| | Artwork dominately rendered on a two-dimensional surface and can range from the highly rendered, stylized, observational, and gestural. Examples: pencil, ink, charcoal, pastel, crayon, scratchboard, marker. | Develop and refine technical skills to create 2D works using a variety of drawing media and techniques. | Produce 4-5 drawings using a variety of media and techniques. |
| | DRAWING | LEARNING GOAL | RECOMMENDED PACING GUIDE |
| | Artwork dominately created by applying pigment to a two-dimensional surface. Examples: oil, acrylic, watercolor, gouache, tempera, ink, encaustic, fresco, spray paint. | Create and refine technical skills to create 2D works using a variety of painting media and techniques. | Produce 4-5 paintings using a variety of media and techniques. |
| | DRAWING | LEARNING GOAL | RECOMMENDED PACING GUIDE |
| | Artwork made by transferring ink from a prepared surface onto paper or another flat surface. Examples: woodcut/linocut, monotype, intaglio, lithography, etching, silkscreen printing, collograph. | Create and refine technical skills to create 2D works using a variety of pritmaking techniques. | Produce 2-3 works using two of the printmaking techniques. |
| | DRAWING | LEARNING GOAL | RECOMMENDED PACING GUIDE |
| Artwork dominately made from more than one non-traditional medium on a two-dimensional surface. Examples: collage, assemblage, cut paper, handmade paper, batik, fiber-based art, fine art books. | Create and refine technical skills to create 2D works using a variety of media and techniques. | Produce 2-3 artworks using mixed media techniques. | |
| ESSENTIAL QUESTION | How do the principles of design guide your thought-making process in creating a work of art? | | |
| Vocabulary | Elements: line, shape, form, value, color, texture, space, Principles: Pattern, contrast, unity, movement, rhythm, emphasis, balance, outline, contour, implied line, expressive line, hatching, cross-hatching, stippling, organic shape, geometric shape postive shape/space, negative shape/space, highlight, cast shadow, reflective light, thumbnail sketch, background, middle ground, foreground, overlapping, picture plane, composition, color scheme, primary, secondary, warm, cool, completmentary, monochromatic, analogous, intermediate/tertiary, tint, shade, hue, intensity, craftsmanship, plagiarism, appropriation, copyright. | | |

Two-Dimensional Studio Art 2 (#0101310)

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| Name | Description |
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| VA.912.C.1.2: | Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme. |
| VA.912.C.1.3: | Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work. |
| VA.912.C.1.6: | Identify rationale for aesthetic choices in recording visual media. e.g., two-, three-, and four-dimensional media, motion or multi-media |
| VA.912.C.2.2: | Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress. |
| VA.912.C.2.3: | Process and apply constructive criticism as formative assessment for continued growth in art-making skills. |
| VA.912.C.3.2: | Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art." |
| VA.912.C.3.5: | Make connections between timelines in other content areas and timelines in the visual arts. |
| VA.912.S.1.1: | Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques. |
| VA.912.S.1.5: | Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. e.g., snapshot vs. photograph, drawing vs. digital mark-making |
| VA.912.S.2.1: | Demonstrate organizational skills to influence the sequential process when creating artwork. |
| VA.912.S.2.4: | Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal. |
| VA.912.S.2.5: | Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery. |
| VA.912.S.3.10: | Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving |
| VA.912.S.3.11: | Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination. |
| VA.912.S.3.12: | Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images |
| VA.912.S.3.3: | Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions |
| VA.912.S.3.4: | Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. e.g., plagiarism, appropriation from the Internet and other sources |

Two-Dimensional Studio Art 2 (#0101310)

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| VA.912.S.3.7: | Use and maintain tools and equipment to facilitate the creative process. e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools |
| VA.912.S.3.8: | Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. e.g., media: ceramics, glass, wet, dry, digital |
| VA.912.O.1.2: | Use and defend the choice of creative and technical skills to produce artworks. |
| VA.912.O.2.2: | Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives. |
| VA.912.O.3.1: | Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience. |
| VA.912.H.1.4: | Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect. |
| VA.912.H.1.5: | Investigate the use of technology and media design to reflect creative trends in visual culture. |
| VA.912.H.1.9: | Describe the significance of major artists, architects, or masterworks to understand their historical influences. |
| VA.912.H.2.2: | Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects. |
| VA.912.H.3.3: | Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points |
| VA.912.F.1.1: | Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems. |
| VA.912.F.1.3: | Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking. |
| VA.912.F.2.2: | Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design |
| VA.912.F.2.8: | Describe community resources to preserve, restore, exhibit, and view works of art. |
| VA.912.F.3.1: | Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. e.g., presentation software, video, sound, open-access collaborative web applications |
| VA.912.F.3.10: | Apply rules of convention to create purposeful design. e.g., exhibition guidelines, environmental concerns, required information, digital application |
| VA.912.F.3.2: | Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. e.g., information literacy; media |
| VA.912.F.3.5: | Use appropriately cited sources to document research and present information on visual culture. e.g., visual, digital, and textual information |
| LAFS.910.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |