Bristol Public Schools

Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Illustration
Course Description for Program of Studies	In this course students will learn basic drawing skills, Color Theory, Figure and character illustration, and the different applications of illustration in sequential art, literature, advertising and editorial work.
Grade Level	9-12
Pre-requisites	None
Credit (if applicable)	.5x

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	BASIC DRAWING SKILLS	COLOR THEORY	FIGURE/CHARACTER	TYPES OF ILLUSTRATION	PRESENTING
Creating					
VA:Cr1.1 Investigate, Plan, Make	S	S	S	S	
VA:Cr2.1 Organize and develop artistic ideas and work	S	S		S	S
VA:Cr3.1 Refine and complete artistic work.	P	P	P		
Presenting					
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.	S				S
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					P
VA:Pr6.1 Convey meaning through the presentation of artistic work.					S

Responding					
VA:Re7.1 Perceive and analyze artistic work.		S		S	
VA:Re8.1 Interpret intent and meaning in artistic work.					S
VA:Re9.1 Apply criteria to evaluate artistic work.			S		
Connecting					
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.			S		
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				P	

ESSENTIAL QUESTIONS
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?   - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?   - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?   - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?   - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?   - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?   - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?   - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?   - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?   - How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?   - How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?   - How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

ENDURING UNDERSTANDING

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Visual imagery influences understanding of and responses to the world.
- Creativity and innovative thinking are essential life skills that can be developed.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

UNIT 1: BASIC DRAWING SKILLS

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1. HSI	● Use multiple approaches to begin creative endeavors.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**
		Physical Skill	● Describe **form** with **value**
		Product Development	● Shade and produce a range of **values**
		Learning Behavior	● Utilize **Linear and atmospheric perspective** to create the illusion of depth.
VA:Cr2.1. HSI	● Engage in making a work of art or design without having a preconceived plan.	Content Knowledge	● Use **direct observation** of subject matter to create **Contour drawings**.
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	● Applying the elements and principles to create an effective composition. (exists in all units)
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr3.1. HSI	● Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Pr4.1. HSI	● Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Create innovative compositions by purposely organizing the **Elements of Art** and the **Principles of Design** in my drawings
- Use changes in **value** and rules of perspective to render basic **Forms** and create the illusion of depth.
- Use direct observation of subject matter to create contour line drawings.
- Photograph my artwork, create "digital assets" and develop a digital portfolio of my work
- Changes in Value can describe Form
- The rules of perspective create depth and …..realism
- Looking closely at objects helps me to render them more realistically than drawing those objects from my imagination
- Careful arrangement of The Elements and Principles of Design within the available space creates an intentional/innovative composition
- Why is it important to look closely at your subject matter?
- How can I use value to create the illusion of depth in my drawings?
- How can I use the rules of perspective to create the illusion of depth in my drawing

UNIT 2: COLOR THEORY

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
	● **VA:Cr1.1.HSI** Use multiple approaches to begin creative endeavors.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**
		Physical Skill	● **Color wheel** /primary/secondary/ tertiary colors
		Product Development	● Schemes- Monochromatic, Analogous, Complementary, Split Complementary, triadic
		Learning Behavior	● CMY colors
	● **VA:Cr2.3.HSIII** Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.	Content Knowledge	● Link to Art History
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	● emotional/societal connections to colors and color schemes (**unity, contrast**)
		Physical Skill	● (introduction to adobe photoshop and illustrator here)tech
		Product Development	● Colors are associated with various personal and cultural meanings.
		Learning Behavior	● Colors can be mixed and used together to create different color schemes.
	● **VA:Cr3.1.HSI** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan	Content Knowledge	● How can I use color to affect the viewer of my artwork?
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	● Why is it important to know how to mix colors?
		Physical Skill	● What is the difference between RYB primary and CMY colors?(maybe cut)
		Product Development	● How might various project requirements affect my color choices?
		Learning Behavior	

	revisions for works of art and design in progress.		
	● **VA:Re.7.2.HSI** Analyze how one's understanding of the world is affected by experiencing visual imagery.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Identify and use primary, secondary, and tertiary **colors** to create various color schemes
- Explore color associations
- Use color purposely to affect and inform the viewer.
- Apply **color** using wet and dry media

UNIT 3: FIGURE/CHARACTER

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
	● **VA:Cr1.1.HSI** Use multiple approaches to begin creative endeavors.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**
		Physical Skill	● Study of Canons of the Human figure : heroic, ideal, ordinary as well as differences for male female and age.
		Product Development	● Facial proportions
		Learning Behavior	● Character Design (creation of your own unique character)
	● **VA:Cr3.1.HSI** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Content Knowledge	● How do artists and designers determine whether a particular direction in their work is effective?
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	● How do life experiences influence the way you relate to art?
		Physical Skill	
		Product Development	
		Learning Behavior	
	● **VA:Re.9.1.HSI** Establish relevant criteria in order to evaluate a work of art or collection of works.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	

			Learning Behavior
	● **VA:Cn10.1.HSI** Document the process of developing ideas from early stages to fully elaborated ideas.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior

Learning Targets

I CAN:

- Apply an understanding of the human anatomy in figure drawing/ character design.
- Use facial proportions to create both realistic and imaginary faces/characters.
- Create an original character utilizing my prior knowledge of the elements and principles of art.

UNIT 4: TYPES OF ILLUSTRATION

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2. HSI	● Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**
		Physical Skill	● Sequential: comic strip, storyboard, process illustration
		Product Development	● Narrative: game design, children's book illustration, Graphic novel
		Learning Behavior	● Informative: diagrams, medical/scientific illustration, instructional illustrations
VA:Cr2.1. HSII	● Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Content Knowledge	● Advertising/persuasive: product, public health campaign, political campaign, political cartoons
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	● (historical connection---20th Century Propaganda Posters)
		Physical Skill	● Editorial: Social justice, Editorial cartoons, responses to editorial writings etc.
		Product Development	
		Learning Behavior	
VA:Re.7.1 .HSIII	● Analyze how responses to art develop over time based on knowledge of and experience with art and life.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Cn11.1.HSI	● Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Create innovative compositions by purposely organizing the **Elements of Art** and the **Principles of Design** in my drawings
- Create Informative, Narrative/Sequential and Editorial Illustrations
- Use Adobe Creative Suite to design original works of art.

UNIT 5: PRESENTING

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2. HSIII	● Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**
		Physical Skill	● All work should be photographed, edited for clarity/publication and uploaded to students' digital portfolio.
		Product Development	● Class gallery show of best work and/or a publication etc.
		Learning Behavior	● Create an online gallery on school website
			● Engage in class discussions and critiques of classmates' presentations.
VA:Pr.4.1. HSII	● Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr5.1. HSI	● Analyze and evaluate the reasons and ways	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	an exhibition is presented.	Physical Skill		
		Product Development		
		Learning Behavior		
VA:Pr6.1. HSI	● Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Re8.1. HSI	● Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		

Learning Targets
I CAN: ● Select art for presentation based on the audience, and/or venue space. ● Choose artwork that conveys a personal and/or social message. ● Edit, refine, and prepare artwork using a variety of techniques, methods, and/or technologies for my final presentation. ● Create an online portfolio and/or gallery. ● Engage in the process of art criticism and use vocabulary to interpret the meaning of a collection from a classmate's presentation. ●