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<td>Visual Communication and Production</td>
<td><strong>Line</strong></td>
<td>Contour lines, line quality, continuous line, blind-contour, implied line, gesture, line types/variations</td>
<td>Students will practice contour and blind-contour drawings from life.</td>
<td>MC Escher, “Drawing Hands”, 1948 Leonardo da Vinci “Study of Hands”</td>
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<td><strong>M1.3:</strong> The student will identify and demonstrate qualities of line, line types, line variations, emotional qualities of line, contour, implied, and real.</td>
<td><strong>AI.3:</strong> The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design. <strong>“I can create a work of art with various types of line that shows at least three design principles.”</strong></td>
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<td><strong>M1.4:</strong> The student will demonstrate an ability to identify different types and uses of shapes for defining space in works of art.</td>
<td><strong>Shape</strong></td>
<td>geometric, organic, 2-D, 3-D, illusion of shape, positive, negative</td>
<td>Students will create a work of art in the style of Henri Matisse. 3-D in the style of Michelangelo</td>
<td>Henri Matisse, “The Fall of Icarus”, 1943 Michelangelo’s unfinished captive Marble: 1527-1528</td>
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<td><strong>M1.7:</strong> The student will demonstrate an ability to identify, examine, and use value in representational and non-representational works of art.</td>
<td><strong>Value</strong></td>
<td>high value, low value, volume, contrast, hatching, cross hatching, stippling, scumbling, blending, gradation</td>
<td>Students will create gray scales in a variety of media. Students will create a work of art using scratch art to demonstrate an understanding of cross hatching and hatching to create form and texture.</td>
<td>MC Escher, “Hand with Reflecting Sphere”, 1935 Scratch Art Pen and ink</td>
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<td><strong>M1.5:</strong> The student will demonstrate the ability to identify and examine 2-D implied form and 3-D actual form.</td>
<td><strong>Form</strong></td>
<td>volume, implied form, actual form, 2-D, 3-D, real/abstract value</td>
<td>Students will use value to create an implied form. Students will create a sculpture in the style of Giacometti. Students will draw/paint a still life.</td>
<td>Alberto Giacometti, “Walking Man”, 1947 Wire/plaster or both</td>
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| M1.1: The student will identify and discuss the variety of reasons for creating works of art. | Art concepts – Ideas for Art
**AI.1:** The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
**AI.7:** The student will use a variety of subject matter and symbols to express ideas in works of art.
**AI.10:** The student will demonstrate skill in preparing and displaying works of art. | symbols
name tag/info
Hallway displays
Creative art displays in the school | Students will have a weekly sketchbook assignment.
Students will help organize and display an art show. | “The Journal Junkies Workshop”
Visual “sign” without words for all public information. Example: a drawing of an ice cream cone... |
| Processes and skills
**AI.1:** The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
**AI.6:** The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media, with emphases on drawing, painting, and sculpture. | Elements of art
Principles of art
2-D
3-D media
medium | Students will draw/paint a still life using value. | In the style of Paul C’ezanne |
| Artistic Development
**AI.1:** The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
**AI.2:** The student will select representative works of art for a portfolio.
**AI.8:** The student will create works of art that represent originality, personal expression, and craftsmanship.
**AI.10:** The student will demonstrate skill in preparing and displaying works of art. | thumbnail sketch/portfolio
craftsmanship
self-analysis | As a “bell ringer” when students come into the class, they will create in the sketchbook assignments posted on the board or website
Students will create works of art and choose representative works for their portfolio that show originality, personal expression, and craftsmanship.
During the year the sketchbook will be a catalyst for creating a work of art, student choice! | Leonardo da Vinci
“The Journal Junkies Notebook” |
| M1.24: The student will identify and demonstrate knowledge of the elements and principles of art as they relate to communication of ideas pertaining to social, cultural, and historical issues. | **Visual Literacy**  
**AI.19:** The student will employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.  
**AI.20:** The student will critique works of art with reference to the elements of art and the principles of design.  
**AI.21:** The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.  
**AI.24:** The student will describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.  
**AI.25:** The student will classify works of art as representational, abstract, nonobjective, and/or conceptual. | **Elements of Art Principles of Design**  
composition  
aesthetics  
objective  
subjective | Students will view slides of a variety of art and discuss art elements, etc. |

| M1.26: The student will identify and demonstrate knowledge of aesthetic responses evoked by visual judgments. | **Personal Response/Appreciation**  
**AI.26:** The student will discuss how aesthetics are reflected in everyday life.  
**AI.27:** The student will discuss ways that aesthetic responses to works of art differ from judgments.  
**AI.28:** The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.  
**AI.32:** The student will discuss art from a variety of aesthetic stances including formalism, expressionism, contextualism, and imitationalism. | **Journal entries using the “Aesthetic Judgment” requirements set by the Standards of Learning**  
Writing response notations and observations will complete this activity as a yearlong companion to the course. |
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<td><strong>M1.18:</strong> The student will identify and demonstrate ethical practices in creating their works of art.</td>
<td><strong>Ethical Practices</strong>&lt;br&gt;<strong>AI.9:</strong> The student will define and practice ethical procedures when producing works of art.</td>
<td>copyright&lt;br&gt;ethics&lt;br&gt;plagiarism&lt;br&gt;reproduction&lt;br&gt;copy</td>
<td>Two students work together to identify and describe what constitutes a copy or reproduction and how that is not acceptable. Present to class in pairs.</td>
<td>Shepard Fairey, “Hope”, 2008&lt;br&gt;Mannie Garcia, “Photograph of Barak Obama”, 2006</td>
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<td><strong>M19:</strong> The student will identify and demonstrate appropriate vocabulary when discussing and writing about works of art.</td>
<td><strong>Vocabulary</strong>&lt;br&gt;<strong>AI.13:</strong> The student will describe works of art, using appropriate art vocabulary.</td>
<td>Elements of Art&lt;br&gt;Principles of Design&lt;br&gt;aesthetics&lt;br&gt;Art Criticism: description, analysis, interpretation, and judgment&lt;br&gt;medium&lt;br&gt;composition&lt;br&gt;analysis&lt;br&gt;aesthetics&lt;br&gt;medium</td>
<td>Students will write a critique of a work of art using the four steps of art criticism.</td>
<td>“Art Talk”, Rosalind Ragans&lt;br&gt;Georges Seurat, “A Sunday Afternoon on The Island of La Grande Jatte”, 1884-85&lt;br&gt;Marcel DuChamp, “Fountain”, 1917</td>
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<td><strong>M1.20:</strong> The student will identify and demonstrate artistic developments as they relate to historical time periods, styles, culture, elements and principles of art, materials, and perceived meaning and/or symbols.</td>
<td><strong>Artists/History/Culture</strong>&lt;br&gt;<strong>AI.12:</strong> The student will describe connections among media, elements of art, principles of design, themes, and concepts found in historical and contemporary art.&lt;br&gt;<strong>AI.14:</strong> The student will identify major art movements and influential artists according to locations, cultures, and historical periods.&lt;br&gt;<strong>AI.15:</strong> The student will identify features of a work of art, including media, subject matter, and formal choices, that influence meaning.&lt;br&gt;<strong>AI.17:</strong> The student will describe and analyze the function, purpose, and perceived meanings of specific works of art studied.&lt;br&gt;<strong>AI.18:</strong> The student will identify and examine Prehistoric Art&lt;br&gt;Renaissance&lt;br&gt;Modern&lt;br&gt;Post-Modern&lt;br&gt;Contemporary&lt;br&gt;time line&lt;br&gt;demographics&lt;br&gt;investigation&lt;br&gt;research&lt;br&gt;interpretation</td>
<td>Students will look at the pictures of the cave paintings of Altamira, Spain and Lascaux, France:&lt;br&gt;1. Students will discuss the meaning of the images and the media used to create them.&lt;br&gt;2. Students will discuss the perceived reasons for the art left by these people.&lt;br&gt;3. The student will use imagination to uncover the reason and story behind the works.</td>
<td>“A History Of Western Art”, Revised 4th Edition, Laurie Schneider Addams&lt;br&gt;“Understanding Art”, Gene Mittler and Rosland Ragans</td>
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<td>Symbols in works of art and discuss possible reasons for their use.</td>
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| **M1.9:** The student will demonstrate an ability to identify, examine, and use spatial concepts in representational and non-representational works of art. | **Space**  
**AI.3:** The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design. | negative/unoccupied space  
positive/occupied space | Students will cut out a free form shape from white paper and create a composition on black paper.  
Robert Motherwell |
| **M1.6:** The Student will demonstrate an ability to identify and utilize color theory: create colors, color relationships, color schemes. | **Color**  
**AI.3:** The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design. | Hue  
Tint  
Shade  
Primary  
Secondary  
Tertiary/intermediate  
Neutral  
Monochromatic  
Complementary  
Color scheme  
Color wheel  
gradation | Students will create a color wheel.  
Students will create a work of art using a monochromatic or complementary color scheme.  
Pablo Picasso, “The Tragedy”, 1903  
Piet Mondrian, “Sun, Church in Zeeland”, 1910 |
| **M1.11:** The student will identify and demonstrate patterns of rhythm in works of art. | **Rhythm/Movement**  
**AI.3:** The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design. | pattern  
tempo  
repeat  
alternate  
progression  
random | Students will listen to music and draw lines that go with the rhythm then add color.  
Piet Mondrian, “Broadway Boogie Woogie”, 1942-43  
Keith Haring, “Jigsaw Puzzle”, 1980 |
| **M1.14:** The student will identify and demonstrate variety in works of art. | **Variety**  
**AI.3:** The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design. | contrast  
interest  
variations  
visual choices/selection | Students will create a work of art in the style of Henri Matisse.  
Henri Matisse, “The Fall of Icarus”, 1943 |
| **M1.15:** The student will identify and demonstrate unity in a work of art. | **Unity**  
**AI.3:** The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design. | similarity  
harmony  
proximity  
cohesive order | |
| M1.10: The student will identify and demonstrate the application of proportion in works of art. | Proportion | golden mean | Students will draw self-portraits.  
Michelangelo Buonarroti, “Ceiling Sistine Chapel”, 1512  
“David”, 1504  
“Pieta”, 1499 |
|---|---|---|---|
| M1.8: The student will demonstrate an ability to identify, examine, and use textures for creating representational and non-representational art. | Texture | implied texture | Andrew Wyeth, “Christian’s World”  
Maria Martinez, “The Maria Bowl”, 1920 |
| M1.13: The student will identify and demonstrate emphasis in works of art. | Emphasis | focal point | Students will create a design that shows radial symmetry.  
| M1.12: The student will identify and demonstrate balance in works of art. | Balance | symmetrical asymmetrical radial | Students will create a sculpture that stands on its own displaying balance in the style of Alberto Giacometti.  
Pennsylvania Dutch Hex Signs |
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| **M1.23:** The student will identify and demonstrate critical evaluation skills through the use of elements and principles when differentiating between personal preference and formal judgment while using established criteria in critiques. | **Evaluation and Assessment**  
**AI.19:** The student will employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.  
**AI.20:** The student will critique works of art with reference to the elements of art and the principles of design.  
**AI.22:** The student will differentiate between personal preference and informed judgment when discussing works of art.  
**AI.23:** The student will use established criteria to participate in critiques. | Art Criticism: description, analysis, interpretation, and judgment rubric criteria critique | Students will write a critique of a work of art using the four steps of art criticism.  
Students will discuss as a class a work of art using the four steps of art criticism.  
Students will choose a work of art that they like from a set group. They will analyze, explain, and share this work with the class. | Various prints and/or on line resources |
| **M1.21:** The student will identify and demonstrate knowledge of local artists and types of career opportunities available to those interested art. | **Local Artist/Careers**  
**AI.11:** The student will describe and discuss various art-related careers (e.g., art historian, art critic, museum educator, curator, art educator). | Art Historian  
Art Critic  
Museum Educator  
Curator  
Art Educator | Students will job shadow local community artists.  
Students will interview local artists or other contemporary artists. | Art Display Cards, Careers in Art, Crystal Productions  
Lewis Miller, “Sketches”, 1856-57  
“Valentine”, 1857 |
| **M1.16:** The student will identify and demonstrate the use of technology in works of art. | **Technology**  
**AI.4:** The student will recognize and identify technological developments in the visual arts.  
**AI.5:** The student will demonstrate the use of technology and electronic media as artistic tools. | Photoshop  
Picnik  
Pixels  
Jpeg  
Digital art  
Graphic design  
Software  
Gradation separation | Students will alter a photo using Picnik.  
Students will create a work of art using basic Photoshop techniques. | |
| **M1.22:** The student will identify and demonstrate knowledge of the influence that mass media (newspapers, TV, internet, blogs, Facebook, etc.) can have on our understanding and perception of the world. | **Mass Media**  
**AI.16:** The student will describe the role of mass media in influencing preference, perception, and communication.  
influences  
iconic  
decipher  
fashion  
techno | Students will explore the art of graffiti.  
Students will work to complete a large graffiti style installation.  
Students will create a piece of work learning how to use the grid system to transfer a smaller design to a much larger design. If done as a class project each student can contribute something in graffiti style to the overall work. | Keith Haring  
Andy Warhol  
Jean-Michel Basquiat |
| --- | --- | --- | --- |
| **M1.25:** The student will identify and demonstrate knowledge of issues in art, describe aesthetic properties of art, and the intentions, choices, and meanings artists make in art. | **Purpose and Meaning**  
**AI.29:** The student will discuss current problems and issues of the art world.  
**AI.30:** The student will study and describe the aesthetic properties found in works of art.  
**AI.31:** The student will speculate on the intentions and choices of those who created a work of art.  
**AI.33:** The student will formulate a definition for the word *art* and defend that definition in relation to objects in the world. | techno  
copyright  
crafts  
fine arts  
fine craft  
ethics  
motivation  
integrity | Students will discuss the use of fine arts images in popular culture, the legalities of the use of these images, etc.  
Students will research and find examples of fine arts examples used in advertising.  
Students will complete research to understand the differences between Fine Arts, Fine Craft, Art, and Craft.  
Students will interview local artists and craftspeople and either go to their work spaces or have them visit their classrooms. |