### Unit 1: Graffiti-Inspired Design

#### Standards:
- Creating: Students will generate and conceptualize artistic ideas and work.
- Organizing: Students will organize and develop artistic ideas and work.

#### Materials:
- Paper
- Pencils
- Colored Pencils
- Markers

#### Vocabulary:
- Elements of Art
- Principles of Design
- Abstract
- Color Schemes
- Composition
- Focal Point
- Perspective
- Gradation
- Symbolism
- Metaphor

#### Scaffolding Assignments:
- **Dry-erase board lettering experiments**
  Students will practice different kinds of graffiti lettering and font styles on dry-erase boards. The low-pressure materials allow for lots of practice and encourage student experimentation.

- **Graffiti Alphabet**
  Students will design each letter using a different technique or artistic concept being studied (warm/cool/neutral colors, complementary colors, one-point perspective, overlapping, and gradation).

- **One Word and One Image Design**
  Students will choose one word that reflects some aspect of identity. They design that word and combine it with a drawn and colored image, using artistic conventions studied.

#### Art History & Contemporary Art Connections:
- History of graffiti
- Banksy
- Shepard Fairey
- Swoon

#### Code Name Design
Students will invent and design a name that represents some aspect of their identity. Along with the design of that name, students should implement a symbolic image and a visual metaphor to reflect who they are. The artist statement that follows engages students to explain the meaning behind their name and artistic choices.

### Unit 2: Acrylic Painting

#### Standards:
- Creating: Students will generate and conceptualize artistic ideas and work.
- Presenting: Students will organize and develop artistic ideas and work.

#### Materials:
- Acrylic Paint
- Brushes
- Cups for Water
- Palette Knives
- Palettes
- Rags
- Paper
- Cardboard or Other Painting Surface

#### Vocabulary:
- Elements of Art
- Principles of Design
- Abstract
- Color Schemes
- Composition
- Focal Point
- Perspective
- Gradation
- Symbolism
- Metaphor
- Pigment
- Wash

#### Scaffolding Assignments:
- **Value Scales**
  Using white on one side and a formula of 4 parts blue, 2 parts red, and one part yellow to make the darkest value on the other, students must paint a value scale.

- **Analogous Color Value Scales**
  After choosing three analogous colors, students create value scales of between 5 and 9 values for each color in their analogous scheme.

- **Painting an Orange**
  Students draw and paint an orange noticing the light and shadow and building upon their value scale lessons. Photocopies work best for reference materials so students can use them from class to class.

- **Painting an Orange II**
  This assignment is the same as the previous except students are asked to paint the background first and move into the foreground last.

- **Painting an Apple**
  Students draw an apple and paint it in, including the background. Photocopies work best for reference materials so students can use them from class to class.

- **Painting a Flower**
  Students draw and paint a flower. Photocopies work best for reference materials so students can use them from class to class.

#### Art History & Contemporary Art Connections:
- Paul Cézanne
- Frida Kahlo
- Georgia O’Keeffe
- Janet Fish

#### Summative Assessment:
- **Painting with a Purpose**
  Students will create a painting on a piece of cardboard that expresses some sort of message. The message can be of any kind, such as personal, serious, humorous, or political. Students are required to implement a painted frame of some kind into their piece, as well as symbolic imagery. Words are optional. Students must also apply at least three artistic conventions studied over the year.
### Unit 3: Create a Cartoon Character

<table>
<thead>
<tr>
<th>Standards</th>
<th>Creating: Students will generate and conceptualize artistic ideas and work. Students will organize and develop artistic ideas and work. Connecting: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History &amp; Contemporary Art Connections:</td>
<td>• Hergé • Charlie M. Schulz • Walt Disney • Jackie Ormes • Cathy Guisewite</td>
</tr>
<tr>
<td>Materials:</td>
<td>• Acrylic Paint (and supplies) • Markers • Colored Pencils • Paper</td>
</tr>
<tr>
<td>Vocabulary:</td>
<td>• Elements of Art • Principles of Design • Contour • Gesture • Scale • Placement • Animation • Tonal Range</td>
</tr>
<tr>
<td>Scaffolding Assignments:</td>
<td>Cartoon Character Mash-Up Using a cartoon characteristic face guide, students practice drawing various characters using different styles of facial features.</td>
</tr>
<tr>
<td>Vocabulary:</td>
<td>• Elements of Art • Principles of Design • Contour • Gesture • Scale • Placement • Tonal Range • Foreshortening</td>
</tr>
<tr>
<td>Summative Assessment:</td>
<td>Create a Character Students will create a new cartoon character. The character can be based off existing characters, but must be altered significantly to be an original creation. Students must use paint for at least half of the piece and can choose to use colored pencils and markers for the other half.</td>
</tr>
</tbody>
</table>

### Unit 4: Portraiture

<table>
<thead>
<tr>
<th>Standards</th>
<th>Creating: Students will generate and conceptualize artistic ideas and work. Students will organize and develop artistic ideas and work. Connecting: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History &amp; Contemporary Art Connections:</td>
<td>• France Bacon • Vincent Van Gogh • Louise Elisabeth Vigee Le Brun • Gustave Courbet • Egon Schiele</td>
</tr>
<tr>
<td>Materials:</td>
<td>• Acrylic Paint (and supplies) • Markers • Colored Pencils • Paper</td>
</tr>
<tr>
<td>Vocabulary:</td>
<td>• Elements of Art • Principles of Design • Contour • Gesture • Scale • Placement • Tonal Range • Foreshortening</td>
</tr>
<tr>
<td>Scaffolding Assignments:</td>
<td>Face Drawing Challenge Students will choose between drawing lessons from instructor or practice drawing various photocopies of faces on their own during class.</td>
</tr>
<tr>
<td>Vocabulary:</td>
<td>• Elements of Art • Principles of Design • Contour • Gesture • Scale • Placement • Tonal Range • Profile • 3/4 View • Highlights/Shadow • Foreshortening</td>
</tr>
<tr>
<td>Summative Assessment:</td>
<td>Portrait Piece Students draw and paint a portrait of their choice. Students must paint at least half of the composition with the option to use colored pencils or markers if needed. Application of two or more artistic conventions studied is also required.</td>
</tr>
</tbody>
</table>
### Unit 5: Sculpture-Paper Mache

**Standards:**
- Creating: Students will generate and conceptualize artistic ideas and work.
- Students will organize and develop artistic ideas and work.
- Responding: Interpret intent and meaning in artistic work.

**Materials:**
- Small Paper Plates
- Tin Foil
- Hot Glue Guns/Sticks
- Newspaper
- Flour/Water
- Painting Supplies

**Vocabulary:**
- Elements of Art
- Principles of Design
- Armature
- Relief
- Mood
- Depth
- Modeling
- Assemble
- Carve
- Cast

**Scaffolding Assignments:**
Previous course assignments will build knowledge and techniques for successful completion of this unit.

**Art History & Contemporary Art Connections:**
- Henry Moore
- Alberto Giacometti

**Summative Assessment:**
- Paper Mache Mask

Students engage in the process of three-dimensional work through a mask. Facial features are created using tinfoil including eyebrow ridges, a nose, and lips. Using hot glue, students apply the features to their plates. Papier-mâché is then used to cover the facial forms and create a mask. Students draw and paint the face however they like incorporating artistic conventions studied throughout the year.

---

### Unit 6: Independent Final Project

**Standards:**
- Creating: Students will generate and conceptualize artistic ideas and work.
- Performing: Develop and refine artistic techniques and work for presentation.
- Responding: Apply criteria to evaluate artistic work.

**Materials:**
- Acrylic Paint (and supplies)
- Markers
- Colored Pencils
- Pastels
- Various Base Materials: Paper, cardboard, canvas board, wood, plaster

**Vocabulary:**
- Elements of Art
- Principles of Design
- Meaning
- Mood
- Statement
- Context
- Perceive/Analyze

**Scaffolding Assignments:**
Previous course assignments will build knowledge and techniques for successful completion of this unit.

**Summative Assessment:**
- Independent Final Art Piece

Students will submit a proposal sketch to get approved by instructor, and then generate their best piece of art. There are three requirements to this project: 20 or more hours of work, completion of at least one art piece, and a final presentation to the class. Students can choose to work individually or in groups of 2 or 3, and the media they use is their own choice.