



**COLUMBUS CITY SCHOOLS
VISUAL ART III
SCOPE AND SEQUENCE/TIMELINE**

GRADING PERIOD 1					
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-3	Grid Drawing	<p>Historical, Cultural and Social Contexts</p> <p>A: Explain how and why visual art forms develop in the content (e.g., cultural, social, historical and political) in which they were made.</p> <p>_____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p> <p>D: Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.</p> <p>_____ GLI 5: Research an artist or work of art of personal interest and write about the historical, social, cultural or political factors influencing the artist or the work.</p> <p>Creative Expression and Communication</p> <p>A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks</p> <p>_____ GLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and three-dimensional media.</p> <p>B: Create expressive artworks that demonstrate a sense of purpose and</p>	<p><i>Exploring Visual Design</i></p> <p>Line, p.10 Value, p.56 Color, p.72 Space, p.94 Balance, p.140 Contrast, p.168 Movement/Rhythm, p.228</p>		

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1-3	Grid Drawing	<p>understanding of the relationship among form, materials, techniques and subject matter.</p> <p>_____ GLI 2: Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color).</p> <p>_____ GLI 3: Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ GLI 4: Use feedback and self-assessment to organize a collection of their artworks in a variety of media.</p> <p>_____ GLI 5: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.</p>		<p>Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension.</p>	
4-7	Drawing From Observation <i>Still-Life</i>	<p>Historical, Cultural and Social Context</p> <p>A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.</p> <p>_____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p> <p>_____ GLI 2: Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist.</p>	<p><i>Exploring Visual Design</i></p> <p>Line, p.10</p> <p>Shape/Form, p. 34</p> <p>Value, p. 56</p> <p>Color, p. 72</p> <p>Space, p. 94</p> <p>Composition, p. 102</p> <p>Balance, p. 140</p> <p>Unity, p.154</p> <p>Contrast p. 168</p> <p>Emphasis, p. 188</p> <p>Movement/Rhythm, p. 228</p>	<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author’s use of definition, example, comparison, contrast and cause and effect.</p> <p>E. Use multiple resources to enhance comprehension of vocabulary.</p>	<p>Social Studies Skills and Methods</p> <p>B. Critique data and information to determine the adequacy of support for conclusions.</p>

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4-7	<p align="center">Drawing From Observation <i>Still-Life</i></p>	<p>B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ GLI 3: Explain how issues of time, place and culture influence trends in the visual arts.</p> <p>Creative Expression and Communication</p> <p>A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ GLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and three-dimensional media.</p> <p>B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.</p> <p>_____ GLI 2: Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color).</p> <p>_____ GLI 3: Create artworks that demonstrate a range of individual ideas, subject matter and themes explored in depth.</p> <p>C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ GLI 5: Use self assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve</p>	<p><i>Art In Focus</i> Still-Life as subject matter p.57 Chardin, p.450 Cezanne, p. 495 Picasso/Braque, pp. 524-526 Audrey Flack, p. 558</p>	<p align="center">Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension.</p>	<p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p>

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4-7	<p align="center">Drawing From Observation <i>Still-Life</i></p>	<p>their intent.</p> <p>Analyzing and Responding</p> <p>A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ GLI 1: Describe the relationship between the content or ideas in artworks and the artist’s use of media and compositional elements.</p> <p>C: Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p> <p>_____ GLI 3 Apply peer review and critique processes to a student exhibition.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p> <p>_____ GLI 2: Analyze how society influences the interpretation of works of art.</p> <p>Connections, Relationships and Applications</p> <p>A: Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.</p> <p>_____ GLI 1: Identify ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters and sculptors).</p> <p>C: List and explain opportunities for lifelong involvement in the visual arts.</p> <p>_____ GLI 4: Identify art professions that</p>			<p>Geography</p> <p>A. Explain how the character and meaning of a place reflect a society’s economics, politics, social values, ideology and culture.</p>

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4-7	<p align="center">Drawing From Observation <i>Still-Life</i></p>	<p>require a portfolio for employment (e.g., architect, photographer, graphic designer and book illustrator).</p>		<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author’s use of definition, example, comparison, contrast and cause and effect.</p> <p>E. Use multiple resources to enhance comprehension of vocabulary.</p> <p>Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension.</p>	
8-10	<p align="center">Drawing to Abstraction <i>Isolation and Enlargement</i></p>	<p>Historical, Cultural and Social Contexts</p> <p>A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.</p> <p>_____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p> <p>_____ GLI 2: Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist</p> <p>B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ GLI 3: Explain how issues of time, place and culture influence trends in the visual arts.</p> <p>C: Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.</p>	<p><i>Exploring Visual Design</i> Abstraction, pp. 114-116 Line, p. 10 Shape/Form, p.,34 Value, p. 56 Color, p. 72 Space, p. 94 Composition, p.102 Balance, p. 140 Unity, p. 154 Contrast, p.168 Emphasis, p.188 Movement/Rhythm, p. 228</p> <p><i>Art In Focus</i> O’Keeffe, p. 55</p>	<p>Reading Applications</p> <p>E. Critique an author’s style.</p> <p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author’s use of definition, example, comparison, contrast and cause and effect.</p>	<p>Social Studies Skills and Methods</p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p>

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8-10	Drawing to Abstraction <i>Isolation and Enlargement</i>	<p>____ GLI 4: Investigate and report on the influences of print and electronic media on contemporary art.</p> <p>Creative Expression and Communication</p> <p>A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>____ GLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and three-dimensional media.</p> <p>B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.</p> <p>____ GLI 2: Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color).</p> <p>____ GLI 3: Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>____ GLI 5: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.</p> <p>Analyzing and Responding</p> <p>A: Apply the knowledge and skills of art</p>		E. Use multiple resources to enhance comprehension of vocabulary	

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8-10	<p align="center">Drawing to Abstraction <i>Isolation and Enlargement</i></p>	<p>criticism to conduct in-depth analyses of works of art.</p> <p>_____ GLI 1: Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements.</p> <p>C: Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p> <p>_____ GLI 3: Apply peer review and critique processes to a student exhibition.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p> <p>_____ GLI 2: Analyze how society influences the interpretation of works of art.</p> <p>Connections, Relationships and Applications</p> <p>A: Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or post-modernism) on the development of visual art.</p> <p>_____ GLI 1: Identify ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters and sculptors).</p> <p>C: List and explain opportunities for lifelong involvement in the visual arts.</p> <p>_____ GLI 4: Identify art professions that require a portfolio for employment (e.g., architect, photographer, graphic designer and book illustrator).</p>			

GRADING PERIOD 2

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-4	<p align="center">Painting <i>Expressionism</i> <i>Fauvism</i> <i>Impressionism</i> <i>Oils</i> <i>Acrylics</i></p>	<p>Historical, Cultural and Social Contexts A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.</p> <p>_____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p> <p>_____ GLI 2: Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist.</p> <p>B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ GLI 3: Explain how issues of time, place and culture influence trends in the visual arts.</p> <p>Creative Expression and Communication A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p> <p>B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.</p> <p>_____ GLI 2: Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements</p>	<p><i>Art in Focus</i> German Expressionism, p. 518 Kollwitz, p. 520 Munch, p. 521 Kandinsky, p. 522 The Fauves, p. 516 Impressionism, pp. 480-489</p>	<p>Acquisition of Vocabulary A. Verify meanings of words by the author’s use of definition, example, comparison, contrast and cause and effect.</p> <p>Acquisition of Vocabulary E. Use multiple resources to enhance comprehension of vocabulary.</p>	

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1-4	<p align="center">Painting <i>Expressionism</i> <i>Fauvism</i> <i>Impressionism</i> <i>Oils</i> <i>Acrylics</i></p>	<p>(e.g., show light sources, different vantage points and local or subjective color).</p> <p>_____ GLI 3: Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>Analyzing and Responding</p> <p>A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ GLI 1: Describe the relationship between the content or ideas in artworks and the artist’s use of media and compositional elements.</p> <p>B Explain how form, subject matter and context contribute to meanings in works of art.</p> <p>_____ GLI 2: Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in artworks.</p> <p>C: Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p> <p>_____ GLI 3: Apply peer review and critique processes to a student exhibition.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>A: Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.</p> <p>_____ GLI 1: Explain how the value of a work of art is affected by the manner in which it is exhibited.</p>		<p align="center">Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension.</p>	

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1-4	<p align="center">Painting <i>Expressionism</i> <i>Fauvism</i> <i>Impressionism</i> <i>Oils</i> <i>Acrylics</i></p>	<p>C: Judge the merit of selected artworks and provide the aesthetic basis for their positions.</p> <p>_____ GLI 5: Explain how the context in which an artwork is viewed influences the way it is perceived and judged.</p> <p>Connections, Relationships and Applications</p> <p>A: Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.</p> <p>_____ GLI 1: Identify ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters and sculptors).</p>			
5-9	<p align="center">Watercolor <i>Artists</i> <i>Technique</i> <i>Drills</i> <i>Subject</i></p>	<p>Historical, Cultural and Social Contexts</p> <p>A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.</p> <p>_____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p> <p>_____ GLI 2: Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist.</p> <p>Creative Expression and Communication</p> <p>A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p>	<p><i>Exploring Visual Design</i> Shape/Form p.46, 56e Color, pp.77, 85 Contrast, p. 179 Pattern, p. 216</p> <p><i>Art In Focus</i> O’Keeffe, p. 551</p> <p><i>Scholastic Art Magazine</i> Janet Fish SA20155 SA20156</p>	<p>Reading Process</p> <p>A. Apply reading comprehension strategies to understand grade-appropriate text.</p> <p>B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal inferential, evaluative and synthesizing.)</p>	

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5-9	<p align="center">Watercolor <i>Artists</i> <i>Technique</i> <i>Drills</i> <i>Subject</i></p>	<p>B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.</p> <p>_____ GLI 2: Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color).</p> <p>_____ GLI 3: Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>Analyzing and Responding</p> <p>A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ GLI 1: Describe the relationship between the content or ideas in artworks and the artist’s use of media and compositional elements.</p> <p>C: Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p> <p>_____ GLI 3: Apply peer review and critique processes to a student exhibition.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>B: Identify and analyze a variety of views on aesthetic issues and themes in visual art and develop a personal point of view.</p> <p>_____ GLI 3: Identify aesthetic issues connected to the public display of works of art.</p>		<p align="center">Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p>	<p>Social Studies Skills and Methods</p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p>

GRADING PERIOD 3

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-5	<p align="center">Printmaking <i>Cultural</i> <i>Political</i> <i>Statement</i></p>	<p>Historical, Cultural and Social Contexts</p> <p>A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.</p> <p>_____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p> <p>_____ GLI 2: Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist.</p> <p>B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ GLI 3: Explain how issues of time, place and culture influence trends in the visual arts.</p> <p>C: Explain ways in which selected contemporary works of art relate the themes, issues and events of their contexts.</p> <p>_____ GLI 4: Investigate and report on the influences of print and electronic media on contemporary art.</p> <p>D: Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.</p> <p>_____ GLI 6: Explain the process used to acquire and use knowledge from art history for art production.</p>	<p><i>Exploring Visual Design</i> Line, Texture, Printmaking p.10f, 130</p> <p><i>Art In Focus</i> Printmaking, p.59-65</p> <p><i>Scholastic Art Magazine</i> Durer SA20054 SA20055 SA20056 Japanese Printmaking SA20095 SA20096</p>	<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author’s use of definition, example, comparison, contrast and cause and effect.</p> <p>E. Use multiple resources to enhance comprehension of vocabulary.</p> <p>Acquisition of Vocabulary</p> <p>E. Use multiple resources to enhance comprehension of vocabulary.</p>	<p>Social Studies Skills and Methods.</p> <p>C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.</p> <p>Social Studies Skills and Methods</p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p> <p>People in Societies</p> <p>A. Analyze how issues may be viewed differently by various cultural groups.</p> <p>C. Explain the role of diverse cultural institutions in shaping American society.</p> <p>History</p> <p>A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p> <p>B. Use historical interpretations to explain current issues.</p>

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1-5	<p align="center">Printmaking <i>Cultural</i> <i>Political</i> <i>Statement</i></p>	<p>Creative Expression and Communication</p> <p>A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks</p> <p>_____ GLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and three-dimensional media.</p> <p>B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.</p> <p>_____ GLI 2: Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color).</p> <p>_____ GLI 3: Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>Analyzing and Responding</p> <p>A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ GLI 1: Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements.</p> <p>B: Explain how form, subject matter and context contribute to meanings in works of art.</p> <p>_____ GLI 2: Explain how visual, spatial and temporal concepts integrate with</p>		<p align="center">Acquisition of Vocabulary</p> <p>E. Use multiple resources to enhance comprehension of vocabulary.</p>	

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Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-5	<p align="center">Printmaking <i>Cultural Political Statement</i></p>	<p>content to communicate meaning in artworks.</p> <p>C: Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p> <p>_____ GLI 3: Apply peer review and critique processes to a student exhibition.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>A: Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.</p> <p>_____ GLI 1: Explain how the value of a work of art is affected by the manner in which it is exhibited.</p> <p>B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p> <p>_____ GLI 4: Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose.</p> <p>C: Judge the merit of selected artworks and provide the aesthetic basis for their positions.</p> <p>_____ GLI 5: Explain how the context in which an artwork is viewed influences the way it is perceived and judged.</p> <p>Connections, Relationships and Applications</p> <p>A: Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.</p>		<p>Reading Applications</p> <p>A. Analyze the features and structures of documents and critique them for their effectiveness.</p> <p>C. Critique the effectiveness and validity of arguments in text and whether they achieve the authors' purpose.</p>	

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		<p>_____ GLI 1: Identify ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters and sculptors).</p>			
6	<p>Observation Drawing <i>Portrait</i> <i>Still Life</i> <i>Abstraction</i></p>	<p>Historical, Cultural and Social Contexts A: Explain how and why visual art forms develop in the content (e.g., cultural, social, historical and political) in which they were made. _____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p>	<p><i>Exploring Visual Design</i> Line, 10-25 Still Life, 71-71b</p>		
7-8	<p>Observation Drawing <i>Portrait</i> <i>Still Life</i> <i>Abstraction</i></p>	<p>Creative Expression and Communication A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. _____ GLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and three-dimensional media. B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. _____ GLI 2: Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color). _____ GLI 3: Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p>			

GRADING PERIOD 3

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
9	<p align="center">Observation Drawing Portrait Still Life Abstraction</p>	<p>Analyzing and Responding A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. ____ GLI 1: Describe the relationship between the content or ideas in artworks and the artist’s use of media and compositional elements.</p> <p>Valuing the Arts/Aesthetic Reflection B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. ____ GLI 2: Analyze how society influences the interpretation of works of art.</p>	<p><i>Art In Focus</i> Akhenaton, p. 158 Ife King, p. 267 Portrait of Phillip II, p. 400 Van Gogh, p. 497 Still Life, p. 57</p> <p><i>Exploring Visual Design</i> Close, p. 140 Morandi, p. 61 Braque, p. 112</p> <p><i>Scholastic Art Magazine</i> Alice Neel SA-20045 Amadeo Modigliani SA-20118 Jackson Pollock SA-20087 Piet Mondrian SA-20113</p>	<p>Acquisition of Vocabulary A. Verify meanings of words by the author’s use of definition, example, comparison, contrast and cause and effect. E. Use multiple resources to enhance comprehension of vocabulary.</p> <p>Reading Process A. Apply reading comprehension strategies to understand grade-appropriate text. B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</p> <p>Reading Applications E. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p>	<p>History A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p>

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2-5	<p align="center">Mixed Media <i>Internet research</i> <i>Written proposal</i> <i>Sketches</i> <i>Art-making</i></p>	<p>Creative Expression and Communication</p> <p>A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks</p> <p>_____ GLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and three-dimensional media.</p> <p>B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.</p> <p>_____ GLI 2: Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color).</p> <p>_____ GLI 3: Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>Analyzing and Responding</p> <p>A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ GLI 1: Describe the relationship between the content or ideas in artworks and the artist’s use of media and compositional elements.</p> <p>C: Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p>		<p>Reading Process</p> <p>A. Apply reading comprehension strategies to understand grade-appropriate text.</p> <p>B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing.)</p> <p>C. Use appropriate self-monitoring strategies for comprehension.</p> <p>Reading Applications</p> <p>D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.</p>	

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2-5	<p align="center">Mixed Media <i>Internet research</i> <i>Written proposal</i> <i>Sketches</i> <i>Art-making</i></p>	<p>_____ GLI 3 Apply peer review and critique processes to a student exhibition.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>A: Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.</p> <p>_____ GLI 1: Explain how the value of a work of art is affected by the manner in which it is exhibited.</p> <p>B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p> <p>_____ GLI 2: Analyze how society influences the interpretation of works of art.</p> <p>_____ GLI 3: Identify aesthetic issues connected to the public display of works of art.</p> <p>_____ GLI 4: Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose.</p> <p>C: Judge the merit of selected artworks and provide the aesthetic basis for their positions.</p> <p>_____ GLI 5: Explain how the context in which an artwork is viewed influences the way it is perceived and judged.</p>		<p>Reading Applications</p> <p>E. Critique an author's style.</p>	
6	<p align="center">Mixed Media <i>Internet research</i> <i>Written proposal</i> <i>Sketches</i> <i>Art-making</i></p>	<p>Connections, Relationships and Applications</p> <p>C: List and explain opportunities for lifelong involvement in the visual arts.</p> <p>_____ GLI 4: Identify art professions that require a portfolio for employment (e.g., architect, photographer, graphic designer and book illustrator).</p>			

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7-8	<p align="center">Mixed Media <i>Contract Work, e.g., themed calendars; research for careers; portfolio; AP work; Capstone; re-work earlier lessons</i></p>	<p>Historical, Cultural and Social Contexts A: Explain how and why visual art forms develop in the content (e.g., cultural, social, historical and political) in which they were made.</p> <p>_____ GLI 1: Research and report on the historical, cultural, social or political foundations of selected art forms.</p> <p>_____ GLI 2: Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist.</p> <p>Creative Expression and Communication A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ GLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and three-dimensional media.</p> <p>B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.</p> <p>_____ GLI 2: Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color).</p> <p>_____ GLI 3: Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p>			

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9	Self-critique & Summary	<p>Analyzing and Responding</p> <p>A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ GLI 1: Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements.</p>			