



**COLUMBUS CITY SCHOOLS
VISUAL ART IV
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 <i>Chuck Close</i>	<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: Understand and apply knowledge of art history in oral and written discussions about selected works of art.</p> <p>Creative Expression and Communication A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ GLI 1: Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.</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: Solve visual art problems that demonstrate skill, imagination and in-depth understanding of media and processes.</p>	<p><i>Exploring Visual Design</i> Line, p. 10 Value, p. 56 Color, p. 72 Space, p. 94 Balance, p. 140 Contrast, p. 168 Movement/Rhythm, p. 228</p>	<p>Acquisition of Vocabulary A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect. E. Use multiple resources to enhance comprehension of vocabulary.</p> <p>Reading Process C. Use appropriate self-monitoring strategies for comprehension.</p> <p>Reading Applications 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>	<p>Citizenship A: Evaluate various means for citizens to take action on a particular issue.</p>

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1-3	<p align="center">Grid Drawing <i>Chuck Close</i></p>	<p>C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ GLI 4: Organize and display their original artworks as part of a public art exhibition.</p> <p>_____ GLI 5: Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.</p>			
4-8	<p align="center">Colored Pencil Drawing <i>Super-imposed Images</i> <i>Salvador Dali</i> <i>M.C. Escher</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: Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.</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: Solve visual art problems that demonstrate skill, imagination and in-depth understanding of media and processes.</p> <p>C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ GLI 3: Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art.</p> <p>_____ GLI 4: Organize and display their original artworks as part of a public art exhibition.</p>	<p><i>Exploring Visual Design</i> Line, p. 10 Value, p. 56 Color, p. 72 Space, p. 94 Balance, p. 140 Contrast p. 168 Movement/Rhythm, p. 228</p>	<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.</p>	

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4-8	<p align="center">Colored Pencil Drawing <i>Super-imposed Images</i> <i>Salvador Dali</i> <i>M.C. Escher</i></p>	<p>_____ GLI 5: Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.</p> <p>Analyzing and Responding</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: Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.</p>		<p>Reading Applications</p> <p>D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.</p> <p>E. Critique an author's style.</p>	
9 (continues Grading Period 2)	<p align="center">Scratchboard <i>Positive and Negative Space,</i> <i>Line,</i> <i>Hatching and Crosshatching,</i> <i>Stippling</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: Understand and apply knowledge of art history in oral and written discussions about selected works of art.</p> <p>C: Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>_____ GLI 3: Describe the use of Technology as a visual art medium using computer-generated examples.</p>	<p><i>Exploring Visual Design</i> Contrast, p. 172</p> <p><i>Art in Focus</i> Hopper, b. 61 Dürer, p. 409</p> <p><i>Scholastic Art Magazine</i> Dürer SA-20054 SA-20055 Rembrandt SA-20028 SA-20039</p>	<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author's use of definition, restatement, 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>	<p>History</p> <p>A: Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p>

GRADING PERIOD 2

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<p align="center">1-3 (continued from Grading Period 2)</p>	<p align="center">Scratchboard <i>Positive and Negative Space, Line, Hatching and Crosshatching, Stippling</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: Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.</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: Solve visual art problems that demonstrate skill, imagination, and in-depth understanding of media and processes.</p> <p>C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ GLI 4: Organize and display their original artworks as part of a public art exhibition.</p> <p>_____ GLI 5: Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.</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: Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use</p>	<p><i>Exploring Visual Design</i> Contrast, p. 172</p> <p><i>Art in Focus</i> Hopper, b. 61 Dürer, p. 409 Rivera, p. 514</p> <p><i>Scholastic Art Magazine</i> Dürer SA-20054 SA-20055 Rembrandt SA-20028 SA-20039</p>	<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author’s use of definition, restatement, 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>	

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1-3	<p align="center">Scratchboard <i>Positive and Negative Space, Line, Hatching and Crosshatching, Stippling</i></p>	<p>examples from the artwork to support the interpretation.</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: Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.</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: Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art.</p>			
4-9	<p align="center">Mixed Media <i>People As Machines Pencil Colored Pencil Markers Oils Watercolor Metamorphosis Transformations Montage M.C. Escher H.R Giger</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: Understand and apply knowledge of art history in oral and written discussions about selected works of 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 4: Determine the influence of community or cultural values on the choices artists make when creating art.</p> <p>Creative Expression and Communication</p> <p>A: Demonstrate mastery of materials,</p>	<p><i>Exploring Visual Design</i> Photomontage, p. 205A Progressive Rhythm, p. 243</p> <p><i>Scholastic Art Magazine</i> M. C. Escher SA 20169 SA 20168</p>		

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4-9	<p align="center">Mixed Media <i>People As Machines</i> <i>Pencil</i> <i>Colored Pencil</i> <i>Markers</i> <i>Oils</i> <i>Watercolor</i> <i>Metamorphosis</i> <i>Transformations</i> <i>Montage</i> <i>M.C. Escher</i> <i>H.R Giger</i></p>	<p>concepts and personal concentration when creating original artworks.</p> <p>_____ GLI 1: Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.</p> <p>_____ GLI 4: 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: Solve visual art problems that demonstrate skill, imagination and in-depth understanding of media and processes.</p> <p>C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ GLI 5: Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.</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: Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.</p> <p>B: Explain how form, subject matter and context contribute to meanings in works of art.</p> <p>_____ GLI 2: Explain the role of galleries,</p>			

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4-9		<p>museums, art periodicals and performances in interpreting works of art.</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: Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.</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: Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art.</p> <p>C: Judge the merit of selected artworks and provide the aesthetic basis for their positions.</p> <p>_____ GLI 3: Demonstrate the ability to form and defend their judgments about the merits and significance of works of art.</p> <p>Connections, Relationships and Applications</p> <p>B: Formulate and solve a visual art problem using strategies and perspectives from other disciplines.</p> <p>_____ GLI 3: Select interdisciplinary visual art projects for a portfolio and write a description of the processes used.</p> <p>C: List and explain opportunities for lifelong involvement in the visual arts.</p> <p>_____ GLI 4: Research one local, state or national professional arts organization for the visual arts and describe ways that it advocates for arts education.</p>			

GRADING PERIOD 3

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1	<p align="center">Printmaking <i>Creating art to communicate a theme e.g., political environmental or cultural</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, made. historical and political) in which they were</p> <p>_____ GLI 1: Understand and apply knowledge of art history in oral and written discussions about selected works of art.</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 2: Identify and compare the relationships between artworks on the basis of history, culture and aesthetic qualities.</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 4: Determine the influence of community or cultural values on the choices artists make when creating art.</p>	<p><i>Exploring Visual Design</i> Kollwitz, p.157 Diego Rivera, pp. 38-39 Faith Ringgold, p. 205 Jacob Lawrence, p. 130 Printmaking, p. 130</p> <p><i>Art in Focus</i> Rivera, b. 514 Social Commentary, pp. 454-457 Picasso's <i>Guernica</i>, p. 525 Rivera, Siqueiro, pp. 529-532 German Expressionism, pp. 518-522</p>	<p>Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension.</p>	<p>Citizenship</p> <p>A. Evaluate various means for citizens to take action on a particular issue.</p> <p>Government</p> <p>A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.</p> <p>Geography</p> <p>B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.</p> <p>People in Societies</p> <p>A. Analyze how issues may be viewed differently by various cultural groups.</p> <p>B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.</p>

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1	Printmaking				C. Explain the role of diverse cultural institutions in shaping American society.
2	Printmaking <i>Creating art to communicate a theme e.g., political environmental or cultural</i>	<p>Creative Expression and Communication</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: Solve visual art problems that demonstrate skill, imagination and in-depth understanding of media and processes.</p> <p>C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ GLI 5: Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.</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 author’s purpose.</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>	
3-6	Printmaking <i>Creating art to communicate a theme e.g., political environmental or cultural</i>	<p>Analyzing and Responding</p> <p>B: Explain how form, subject matter and context contribute to meanings in works of art.</p> <p>_____ GLI 2: Explain the role of galleries, museums, art periodicals and performances in interpreting works of art.</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>			

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3-6	<p align="center">Printmaking <i>Creating art to communicate a theme e.g., political environmental or cultural</i></p>	<p>_____ GLI 1: Compare the ways in which the emotional impact of a specific artwork affects the interpretation.</p> <p>Connections, Relationships and Applications</p> <p>A: Summarize and explain the impact of a historical event movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.</p> <p>_____ GLI 2: Analyze the cultural influences on art in America today.</p>		<p>Reading Applications</p> <p>D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.</p> <p>E. Critique an author’s style.</p>	
7-9	<p align="center">Painting <i>Expressive self-portrait oil, watercolor or acrylic</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: Understand and apply knowledge of art history in oral and written discussions about selected works of 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: Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.</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><i>Exploring Visual Design</i> Dali, p. 14 Matisse, p. 241</p> <p><i>Art in Focus</i> Van Gogh, p. 497 Kirchner, p. 519 Grant Wood, p. 549</p> <p><i>Scholastic Art Magazine</i> Van Gogh SA-20040 SA-20029</p>		

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7-9	<p align="center">Painting <i>Expressive self-portrait oil, watercolor, or acrylic</i></p>	<p>_____ GLI 2: Solve visual art problems that demonstrate skill, imagination and in-depth understanding of media and processes.</p> <p>Analyzing and Responding</p> <p>C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ GLI 5: Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.</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: Compare the ways in which the emotional impact of a specific artwork affects the interpretation.</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: Compare and contrast universal themes and sociopolitical issues in a variety of artworks from different cultural contexts.</p> <p>_____ GLI 2: Analyze the cultural influences on art in America today.</p>			

GRADING PERIOD 4

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1-9	<p align="center">Contract Work <i>Students will develop independent study projects with teacher approval.</i></p> <p align="center"><i>Students will create a rubric for self/teacher evaluation.</i></p>	<p>Analyzing and Responding A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ GLI 1: Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.</p> <p>Creative Expression and Communication A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ GLI 1: Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.</p> <p>B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, material, techniques and subject matter.</p> <p>_____ GLI 2: Solve visual art problems that demonstrate skill, imagination and in-</p>	<p><i>Use any and all resources as needed.</i></p>	<p>Acquisition of Vocabulary A. Verify meanings of words by the author’s use of definition, restatement, example, comparison, contrast and cause and effect.</p> <p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies A. Apply reading comprehension strategies to understand grade-appropriate texts. C. Use appropriate self-monitoring strategies for comprehension.</p> <p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies A. Apply reading comprehension strategies to understand grade appropriate texts. C. Use appropriate self-monitoring strategies for comprehension.</p>	

GRADING PERIOD 4

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		<p>depth understanding of media and process.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ GLI 3: Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art.</p> <p>_____ GLI 4: Organize and display their original artworks as part of a public art exhibition.</p> <p>_____ GLI 5: Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.</p> <p>Analyzing and Responding</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 4: Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>C: Judge the merit of selected artworks and provide the aesthetic basis for their positions.</p> <p>_____ GLI 4: Demonstrate the ability to form and defend their judgments about the merits and significance of works of art.</p>			