



**COLUMBUS CITY SCHOOLS  
VISUAL ART – PAINTING AND DRAWING  
SCOPE AND SEQUENCE/TIMELINE**

<b>GRADING PERIOD 1</b>					
<b>Weeks</b>	<b>Suggested Unit/Theme</b>	<b>Standards/Benchmarks/CLIs</b>	<b>Textbook</b>	<b>ENGLISH LANGUAGE ARTS STANDARDS/BENCHMARKS</b>	<b>SOCIAL STUDIES STANDARDS/BENCHMARKS</b>
1-4	<b>Painting</b> <i>hard edge</i>	<p><b>Historical, Cultural and Social Contexts</b></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>_____ CLI 1: Investigates historically significant drawings and paintings, past and present.</p> <p>_____ CLI 2: Explain how issues of time, place and culture influence trends in paintings and drawings.</p> <p>B. Explain ways in which selected contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>_____ CLI 6: Compare the artistic styles and subject matter in paintings/drawings by contemporary artists of different cultures.</p> <p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and/or three-</p>	<p><i>Scholastic Art Magazine</i> Mondrian SA-20113 Frank Stella SA-00127</p> <p><i>Art in Focus</i> Mondrian, p. 93</p> <p><i>Exploring Visual Design</i> Joseph Albers, Douglas, pp. 84-85</p>	<p><b>Acquisition of Vocabulary</b></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 and vocabulary.</p> <p><b>Reading Process</b></p> <p>A. Apply reading comprehension strategies to understand grade-appropriate text..</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p>	<p><b>Social Studies Skills and Methods</b></p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p>

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1-4	<p align="center"><b>Painting</b> <i>hard edge</i></p>	<p>dimensional media.</p> <p>_____ CLI 2: Integrate the elements of art and principles of design using a two-dimensional 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 materials, techniques and subject matter.</p> <p>_____ CLI 3: 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>_____ CLI 4: Explores and applies the unique qualities of drawing and painting media: watercolor, oil, acrylic, oil sticks, pastels, ink.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>_____ CLI 7: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials, and techniques to produce a portfolio of works.</p> <p><b>Analyzing and Responding</b></p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ CLI 1: Analyze the way media,</p>			

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1-4	<p align="center"><b>Painting</b> <i>hard edge</i></p>	<p>technique, compositional elements and subject matter work together to create meaning in selected artworks.</p> <p><b>Valuing the Arts/Aesthetic Reflection</b></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>_____ CLI 1: Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of art.</p> <p><b>Connections, Relationships and Applications</b></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 two-dimensional works of art.</p> <p>_____ CLI 2: Research and explain the relationships between specific artworks and major historical events.</p> <p>C. List and explain opportunities for lifelong involvement in the visual arts.</p> <p>_____ CLI 5: Research and report on careers in the visual arts and identify the experience, education and training needed for each one.</p> <p>_____ CLI 6: Investigate opportunities for lifelong involvement in the arts and arts-related careers.</p>			
5-8	<p align="center"><b>Painting</b> <i>drills</i> <i>watercolor</i> <i>techniques</i></p>	<p><b>Historical, Cultural and Social Contexts</b></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>_____ CLI 1: Investigates historically</p>	<p><i>Exploring Visual Design</i> Contrast, p. 179 Charles Demuth, p. 46 Values, p. 60 Georgia O’Keeffe, p. 77</p> <p>Norman Rockwell</p>		

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5-8	<p align="center"><b>Painting</b> <i>drills</i> <i>watercolor</i> <i>techniques</i></p>	<p>significant drawings and paintings, past and present.</p> <p>_____ CLI 2: Explain how issues of time, place and culture influence trends in paintings and drawings.</p> <p>_____ CLI 3: Compare the relationships between paintings/drawings on the basis of aesthetic qualities.</p> <p>_____ CLI 4: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p><b>B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among materials, techniques and subject matter.</b></p> <p>_____ CLI 6: Compare the artistic styles and subject matter in paintings/drawings by contemporary artists of t different cultures.</p> <p><b>Creative Expression and Communication</b></p> <p><b>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</b></p> <p>_____ CLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and/or three-dimensional media.</p> <p>_____ CLI 2: Integrate the elements of art and principles of design using a two-dimensional media to solve specific visual art problems and to convey meaning.</p> <p><b>B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among materials, techniques and subject matter.</b></p>		<p><b>Acquisition of Vocabulary</b></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 and vocabulary.</p> <p><b>Reading Process</b></p> <p>A. Apply reading comprehension strategies to understand grade-appropriate text..</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p>	

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5-8	<p align="center"><b>Painting</b> <i>drills</i> <i>watercolor</i> <i>techniques</i></p>	<p>_____ CLI 3: 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>_____ CLI 4: Explores and applies the unique qualities of drawing and painting media: watercolor, oil, acrylic, oil sticks, pastels, ink.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>_____ CLI 7: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials, and techniques to produce a portfolio of works.</p> <p><b>Analyzing and Responding</b></p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ CLI 1: Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks.</p>			
9-10	<p align="center"><b>Painting</b> <i>watercolor</i></p>	<p><b>Valuing the Arts/Aesthetic Reflection</b></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>_____ CLI 1: Articulate how individual beliefs, cultural traditions and current</p>	<p><i>Art in Focus</i> Watercolor, p. 490 Winslow Homer, pp. 501-5-3 Andrew Wyeth, p. 558</p>		

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9-10	<b>Painting</b> watercolor	<p>social contexts influence response to the meanings in works of art.</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>_____ CLI 5: Compare response to works of visual art on the basis of how well the works communicate intent and purpose.</p> <p>_____ CLI 6: Justify the merits of specific works of art using theories that may be different from their own conceptions of art.</p> <p><b>Connections, Relationships and Applications</b></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 two-dimensional works of art.</p> <p>_____ CLI 1: Identify ways in which culture has influenced the work of contemporary artists.</p> <p>_____ CLI 2: Research and explain the relationships between specific artworks and major historical events.</p> <p>C. List and explain opportunities for lifelong involvement in the visual arts.</p> <p>_____ CLI 6: Investigate opportunities for lifelong involvement in the arts and arts-related careers.</p>			

**GRADING PERIOD 2**

Weeks	Suggested Unit/Theme	Standards/Benchmarks/CLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-4	<p align="center"><b>Drawing</b> <i>grid drawing enlargement</i></p>	<p><b>Historical, Cultural and Social Contexts</b></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>_____ CLI 1: Investigates historically significant drawings and paintings, past and present.</p> <p>_____ CLI 2: Explain how issues of time, place and culture influence trends in paintings and drawings.</p> <p>B. Explain ways in which selected contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>_____ CLI 5: Investigate the recurrence of a particular style or technique (e.g., pointillism, and realism) in a contemporary art movement.</p> <p>_____ CLI 6: Compare the artistic styles and subject matter in paintings/drawings by contemporary artists of different cultures.</p> <p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and/or three-dimensional media.</p> <p>_____ CLI 2: Integrate the elements of art and principles of design using a two-dimensional media to solve specific visual art problems and to convey meaning.</p>	<p><i>Exploring Visual Design</i> Chuck Close, p. 153a Line, p. 10 Value, p. 56 Space, p. 94 Balance, p. 140 Contrast, p. 168 Movement/Rhythm, p. 288</p>	<p><b>Acquisition of Vocabulary</b></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 and vocabulary.</p> <p><b>Reading Process</b></p> <p>A. Apply reading comprehension strategies to understand grade-appropriate text.</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p>	

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1-4	<p align="center"><b>Drawing</b> <i>grid drawing enlargement</i></p>	<p>B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among materials, techniques and subject matter.</p> <p>_____ CLI 3: 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>_____ CLI 4: Explores and applies the unique qualities of drawing and painting media: watercolor, oil, acrylic, oil sticks, pastels, ink.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>_____ CLI 7: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials, and techniques to produce a portfolio of works.</p> <p><b>Analyzing and Responding</b></p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ CLI 2: Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in artworks.</p> <p><b>Valuing the Arts/Aesthetic Reflection</b></p> <p>A. Communicate how an aesthetic point of view contributes to the ideas, emotions and</p>			



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1-4	<p align="center"><b>Drawing</b> <i>grid drawing enlargement</i></p>	<p>overall impact of personal artworks and the works of others.</p> <p>_____ CLI 1: Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of art.</p> <p><b>Connections, Relationships and Applications</b></p> <p>C. List and explain opportunities for lifelong involvement in the visual arts.</p> <p>_____ CLI 5: Research and report on careers in the visual arts and identify the experience, education and training needed for each one.</p>			
5-6	<p align="center"><b>Drawing</b> <i>sketchbooks shading hands &amp; feet positive &amp; negative space</i></p>	<p><b>Historical, Cultural and Social Contexts</b></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>_____ CLI 1: Investigates historically significant drawings and paintings, past and present.</p> <p>_____ CLI 2: Explain how issues of time, place and culture influence trends in paintings and drawings.</p> <p>_____ CLI 4: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>B. Explain ways in which selected contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>_____ CLI 6: Compare the artistic styles and subject matter in paintings/drawings by contemporary artists of different cultures.</p>	<p><i>Art In Focus</i> Durer, p. 409 Leonardo, pp. 367-369 Drawing, pp. 52-54</p> <p>[Aminah Robinson]</p>	<p><b>Acquisition of Vocabulary</b></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 and vocabulary.</p> <p><b>Reading Process</b></p> <p>A. Apply reading comprehension strategies to understand grade-appropriate text.</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p>	

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5-6	<p align="center"><b>Drawing</b>  <i>sketchbooks  shading  hands &amp; feet  positive &amp;  negative space</i></p>	<p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and/or three-dimensional media.</p> <p>_____ CLI 2: Integrate the elements of art and principles of design using a two-dimensional 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 materials, techniques and subject matter.</p> <p>_____ CLI 3: 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>_____ CLI 4: Explores and applies the unique qualities of drawing and painting media: watercolor, oil, acrylic, oil sticks, pastels, ink.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>_____ CLI 7: Use self-assessment to reflect on the effectiveness of their processes</p>			

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5-6	<p align="center"><b>Drawing</b>  <i>sketchbooks  shading  hands &amp; feet  positive &amp;  negative space</i></p>	<p>and choice of subject matter, materials, and techniques to produce a portfolio of works.</p> <p><b>Valuing the Arts/Aesthetic Reflection</b></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>_____ CLI 1: Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of art.</p>			
7-9	<p align="center"><b>Drawing</b>  <i>Still life w/chalk  color  light &amp; shadow  form</i></p>	<p><b>Historical, Cultural and Social Contexts</b></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>_____ CLI 1: Investigates historically significant drawings and paintings, past and present.</p> <p>_____ CLI 2: Explain how issues of time, place and culture influence trends in paintings and drawings.</p> <p>B. Explain ways in which selected contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>_____ CLI 6: Compare the artistic styles and subject matter in paintings/drawings by contemporary artists of different cultures.</p> <p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety</p>	<p><i>Scholastic Art Magazine</i>  Janet Fish  SA-20155  SA-20156</p> <p><i>Art in Focus</i>  Audrey Flack, p. 558  Chalk Drawing, p. 459</p>	<p><b>Acquisition of Vocabulary</b></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 and vocabulary.</p> <p><b>Reading Process</b></p> <p>A. Apply reading comprehension strategies to understand grade-appropriate text..</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p>	

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7-9	<p align="center"><b>Drawing</b>  <i>Still life w/chalk  color  light &amp; shadow  form</i></p>	<p>of two-dimensional and/or three-dimensional media.</p> <p>_____ CLI 2: Integrate the elements of art and principles of design using a two-dimensional 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 materials, techniques and subject matter.</p> <p>_____ CLI 3: 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>_____ CLI 4: Explores and applies the unique qualities of drawing and painting media: watercolor, oil, acrylic, oil sticks, pastels, ink.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>_____ CLI 7: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials, and techniques to produce a portfolio of works.</p> <p><b>Analyzing and Responding</b></p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p>			

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7-9	<p align="center"><b>Drawing</b>  <i>Still life w/chalk  color  light &amp; shadow  form</i></p>	<p>_____ CLI 2: Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in artworks.</p> <p>B. 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>_____ CLI 3: Applies the critical process of description, analysis, interpretation, and judgment both orally and in written form.</p> <p><b>Valuing the Arts/Aesthetic Reflection</b></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>_____ CLI 5: Compare response to works of visual art on the basis of how well the works communicate intent and purpose.</p> <p><b>Connections, Relationships and Applications</b></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 two-dimensional works of art.</p> <p>_____ CLI 1: Identify ways in which culture has influenced the work of contemporary artists.</p> <p>_____ CLI 3: Analyze the cultural influences on art in America today.</p>			

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1-9	<p align="center"><b>Painting</b>                      (Two 4½-week units)                      Suggested:                      Impressionism                      Expressionism                      Fauvism                      Cubism                      Surrealism                      Modernism                      Photo-realism                      Contemporary</p>	<p><b>Historical, Cultural and Social Contexts</b></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>_____ CLI 1: Investigates historically significant drawings and paintings, past and present.</p> <p>_____ CLI 2: Explain how issues of time, place and culture influence trends in paintings and drawings.</p> <p>_____ CLI 3: Compare the relationships between paintings/drawings on the basis of aesthetic qualities.</p> <p>_____ CLI 4: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>B. Explain ways in which selected contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>_____ CLI 5: Investigate the recurrence of a particular style or technique (e.g., pointillism, and realism) in a contemporary art movement.</p> <p>_____ CLI 6: Compare the artistic styles and subject matter in paintings/drawings by contemporary artists of different cultures.</p> <p>_____ CLI 7: Investigate and report on the influences of technology on contemporary paintings/drawings.</p> <p>C. 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>_____ CLI 8: Describe various sources (e.g.,</p>	<p><i>Scholastic Art Magazine</i>                      Fauvism                      SA-20126                      SA-20126</p> <p><i>Art In Focus</i>                      Fauvism, pp. 516-518                      Expressionism, pp. 497-500                      Surrealism, pp. 546-548                      Cubism, pp. 523-527                      Mexican Muralists, pp. 528-531</p>	<p><b>Acquisition of Vocabulary</b></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 and vocabulary.</p> <p><b>Reading Process</b></p> <p>A. Apply reading comprehension strategies to understand grade-appropriate text..</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p>	

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1-9	<p align="center"><b>Painting</b>  <i>(Two 4½-week units)</i>  <i>Suggested:</i>  <i>Impressionism</i>  <i>Expressionism</i>  <i>Fauvism</i>  <i>Cubism</i>  <i>Surrealism</i>  <i>Modernism</i>  <i>Photo-realism</i>  <i>Contemporary</i></p>	<p>personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for paintings/drawings.</p> <p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and/or three-dimensional media.</p> <p>_____ CLI 2: Integrate the elements of art and principles of design using a two-dimensional 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 materials, techniques and subject matter.</p> <p>_____ CLI 3: 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>_____ CLI 4: Explores and applies the unique qualities of drawing and painting media: watercolor, oil, acrylic, oil sticks, pastels, ink.</p> <p>_____ CLI 5: Understands the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of one’s work.</p> <p>C. Engage in ongoing assessment to revise</p>			

**GRADING PERIOD 3**

Weeks	Suggested Unit/Theme	Standards/Benchmarks/CLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-9	<p align="center"><b>Painting</b>  <i>(Two 4½-week units)</i>  <i>Suggested:</i>  <i>Impressionism</i>  <i>Expressionism</i>  <i>Fauvism</i>  <i>Cubism</i>  <i>Surrealism</i>  <i>Modernism</i>  <i>Photo-realism</i>  <i>Contemporary</i></p>	<p>and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>_____ CLI 7: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials, and techniques to produce a portfolio of works.</p> <p><b>Analyzing and Responding</b></p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ CLI 1: Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks.</p> <p>_____ CLI 2: Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in artworks.</p> <p>B. 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>_____ CLI 3: Applies the critical process of description, analysis, interpretation, and judgment both orally and in written form.</p> <p>_____ CLI 4: Uses self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques.</p> <p><b>Valuing the Arts/Aesthetic Reflection</b></p> <p>A. Communicate how an aesthetic point of view contributes to the ideas, emotions and</p>			



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1-9	<p align="center"><b>Painting</b>  <i>(Two 4½-week units)</i>  <i>Suggested:</i>  <i>Impressionism</i>  <i>Expressionism</i>  <i>Fauvism</i>  <i>Cubism</i>  <i>Surrealism</i>  <i>Modernism</i>  <i>Photo-realism</i>  <i>Contemporary</i></p>	<p>overall impact of personal artworks and the works of others.</p> <p>_____ CLI 1: Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of art.</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>_____ CLI 3: Analyze how society influences the interpretation of works of art.</p> <p>_____ CLI 4: Identify aesthetic issues connected to the public display of works of art.</p> <p><b>Connections, Relationships and Applications</b></p> <p>A. Summarize and explain the impact of a historical event of movement (e.g., realism, feminism, modernism, or postmodernism) on the development of two-dimensional works of art.</p> <p>_____ CLI 2: Research and explain the relationships between specific artworks and major historical events.</p> <p>C. List and explain opportunities for lifelong involvement in the visual arts.</p> <p>_____ CLI 5: Research and report on careers in the visual arts and identify the experience, education and training needed for each one.</p>			

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1-6	<p align="center"><b>Drawing</b> (Two 3-week units) still life figure drawing portraits linear perspective</p>	<p><b>Historical, Cultural and Social Contexts</b></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>_____ CLI 1: Investigates historically significant drawings and paintings, past and present.</p> <p>_____ CLI 2: Explain how issues of time, place and culture influence trends in paintings and drawings.</p> <p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and/or three-dimensional media.</p> <p>_____ CLI 2: Integrate the elements of art and principles of design using a two-dimensional 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 materials, techniques and subject matter.</p> <p>_____ CLI 3: 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>_____ CLI 4: Explores and applies the</p>	<p><i>Exploring Visual Design</i> Gesture Drawing, p. 34h Hatching, p. 51</p> <p><i>Scholastic Art Magazine</i> Paul Cezanne SA-20014</p> <p><i>Art In Focus</i> Michelangelo, Durer, pp. 369-371</p>	<p><b>Acquisition of Vocabulary</b></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 and vocabulary.</p> <p><b>Reading Process</b></p> <p>A. Apply reading comprehension strategies to understand grade-appropriate text..</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p>	

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1-6	<p align="center"><b>Drawing</b>  <i>(Two 3-week units)</i>  <i>still life</i>  <i>figure drawing</i>  <i>portraits</i>  <i>linear perspective</i></p>	<p>unique qualities of drawing and painting media: watercolor, oil, acrylic, oil sticks, pastels, ink.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>_____ CLI 7: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials, and techniques to produce a portfolio of works.</p> <p><b>Analyzing and Responding</b></p> <p>B. 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>_____ CLI 3: Applies the critical process of description, analysis, interpretation, and judgment both orally and in written form.</p> <p><b>Valuing the Arts/Aesthetic Reflection</b></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>_____ CLI 1: Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of art.</p>			
7-9	<p align="center"><b>Drawing</b>  <i>Social Commentary and Propaganda</i></p>	<p><b>Historical, Cultural and Social Contexts</b></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</p>	<p><i>Scholastic Art Magazine</i>                      Barbara Kruger                      SA-20144                      SA-20145                      Art and War</p>		

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7-9	<p align="center"><b>Drawing</b> <i>Social Commentary and Propaganda</i></p>	<p>made.</p> <p>____ CLI 1: Investigates historically significant drawings and paintings, past and present.</p> <p>____ CLI 2: Explain how issues of time, place and culture influence trends in paintings and drawings.</p> <p>____ CLI 3: Compare the relationships between paintings/drawings on the basis of aesthetic qualities.</p> <p>____ CLI 4: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>B. Explain ways in which selected contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>____ CLI 5: Investigate the recurrence of a particular style or technique (e.g., pointillism, and realism) in a contemporary art movement.</p> <p>____ CLI 7: Investigate and report on the influences of technology on contemporary paintings/drawings.</p> <p>C. 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>____ CLI 8: Describe various sources (e.g., personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for paintings/drawings.</p> <p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p>	<p>SA-20137 Faith Ringgold SA-20026 Art with a Message SA-20018 Mexican Muralists SA-20146 SA-20147</p> <p><i>Art In Focus</i> Mexican Muralists, pp. 528-531 Kathe Kollwitz, p. 520</p>		

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7-9	<p align="center"><b>Drawing</b> <i>Social Commentary and Propaganda</i></p>	<p><b>Analyzing and Responding</b></p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ CLI 1: Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks.</p> <p>B. 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>_____ CLI 4: Uses self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques.</p> <p><b>Valuing the Arts/Aesthetic Reflection</b></p> <p><b>Valuing the Arts/Aesthetic Reflection</b></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>_____ CLI 1: Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of art.</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>_____ CLI 3: Analyze how society influences the interpretation of works of art.</p> <p>_____ CLI 5: Compare responses to works of visual art on the basis of how well the works communicate intent and purpose.</p>			

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7-9	<p align="center"><b>Drawing</b> <i>Social Commentary and Propaganda</i></p>	<p><b>Connections, Relationships and Applications</b></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 two-dimensional works of art.</p> <p>_____ CLI 1: Identify ways in which culture has influenced the work of contemporary artists.</p> <p>_____ CLI 3: Analyze the cultural influences on art in America today.</p> <p>B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.</p> <p>_____ CLI 4: Research and demonstrate the relationships between two-dimensional works of art and other disciplines.</p>			