### Strand | Product/Performance
--- | ---
**Big Idea** | Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems

#### Concept

**A. Drawing**

#### Learning Targets

1. 
   - Create a range of 7 smoothly graduated values through varied pressure
   - Blend values/colors to create new values/colors
   - Combine a change in value/color with texture
   - Create a range of 4 graduated values using hatching, crosshatching, and stippling techniques
   - Use an eraser as a tool to change a value
   - Use blending tools such as stumps and tortillons to modify values
   - Demonstrate proficiency using 3 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils, scratchboard)

#### Alignments:
- CCSS: 11-12.RST.9
- Performance: 2.5, 3.5, 3.6
- Knowledge: (FA) 1,2
- VAGLE: PP.1.A (HS level 2)
- NETS: 3d
- DOK: 4

#### Instructional Strategies

- Use a variety of shading techniques and tools to create a self-portrait
## Art II

### Assessments/Evaluations

- Teacher created scoring guides
- Demonstrate knowledge of the relationships of media and materials through personal choices for their artwork

Mastery: 85%

### Sample Assessment Questions

- Why should you use value and not line to create a realistic looking nose while drawing your self-portrait?

### Instructional Resources/Tools

- YouTube videos and visual art instructional aids

### Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</td>
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</tbody>
</table>

**Concept**

- B. Elements:
  - Line
  - Shape
  - Form
  - Texture
  - Color
  - Value
  - Space

**Learning Targets**

1. Identify and use hatching, crosshatching, stippling, and calligraphic lines
2. Identify and use complex shapes
3. Identify and use form in-the-round
4. Identify and demonstrate the illusion of complex form in a two-dimensional artwork
5. Identify and create simulated textures from observation
6. Identify and use color theory including color intensity and split-complementary color scheme
7. Identify and use local color
8. Identify and use a range of values to create the illusion of complex forms
9. Identify and use positive and negative space in three-dimensional work
10. Identify and use perspective techniques to create the illusion of space (two-point linear perspective, overlapping, and change of size, detail, placement, value, contrast, color)
Alignments:
CCSS: 11-12.RST.4; 11-12.RST.7; 11-12.RST.9; G-GMD.4
Performance: 1.6, 2.5, 3.3
Knowledge: (FA) 2 (MA) 2
VAGLE: EP,1.A-G
NETS: N/A
DOK: 4

Instructional Strategies

• The teacher will model:
  • a variety of techniques to achieve each learning target
  • proper completion of the “Applied Elements & Principles” sheet after each project and analyze how their art meets each criterion
• The students will independently make choices regarding composition and subject

Assessments/Evaluations

• Student and teacher critiques
• Scoring guides
• Tests
• Quizzes

Mastery: 85%

Sample Assessment Questions

• Line/value/form – How will you use line to create value on a form?
• Shape/texture – How can you use a variety of shapes to create implied texture?
• Color/space – How will you use color to create atmospheric perspective?

Instructional Resources/Tools

• Art talk books
• Informational packets
• Applied elements
• Principles sheet
## Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

## Cross Curricular Connections

- Math: Geometry
- ELA
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<tr>
<th>Concept</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>C. Balance</td>
<td>1. Use elements to create compositional balance</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.RST.7; 11-12.RST.9
- Performance: 2.5, 3.5, 4.1
- Knowledge: (FA) 1,2 (MA) 2
- VAGLE: EP.2.A (HS Level 1 & 2)
- NETS: 3d
- DOK: 4

**Instructional Strategies**
- Use the art elements to create compositional balance in their artworks
- Create a symmetrical design using radial balance
- Differentiate among and use:
  - symmetrical
  - asymmetrical
  - radial balance

**Assessments/Evaluations**
- Student and teacher critiques
- Scoring guides
- Tests
- Quizzes

Mastery 85%

**Sample Assessment Questions**
- What is radial balance?
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
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<tbody>
<tr>
<td>• Art talk book</td>
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<tr>
<td>• Instructional:</td>
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<tr>
<td>• videos</td>
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<tr>
<td>D. Emphasis</td>
<td>2. • Identify and use emphasis (focal point) through isolation and location</td>
</tr>
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</table>

**Alignments:**
- CCSS: 11-12.RST.2
- Performance: 2.5
- Knowledge: (FA) 1,2
- VAGLE: EP.2.B (HS Level 1 & 2)
- NETS: 3d
- DOK: 4

**Instructional Strategies**
- Use emphasis to support the communication of an idea in their artwork
- Use the art elements to create a focal point in a mixed media composition

**Assessments/Evaluations**
- Student and teacher critiques
- Scoring guides
- Tests
- Quizzes

Mastery: 85%

**Sample Assessment Questions**
- How would you use color to create emphasis?

**Instructional Resources/Tools**
- YouTube
- Art talk book
- Instructional resource packet
<table>
<thead>
<tr>
<th>Literacy Connections</th>
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<tbody>
<tr>
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**Concept**

E. Contrast

**Learning Targets**

3. Identify and vary elements in the same work to create contrast (e.g., different values and different textures)

**Alignments:**

CCSS: 11-12.SL.2  
Performance: 2.5, 4.1  
Knowledge: (FA) 1,2  
VAGLE: EP.2.C (HS Level 2)  
NETS: 3d  
DOK: 4

**Instructional Strategies**

- Create contrast using a variety of media in multiple pieces of art

**Assessments/Evaluations**

- Student and teacher critiques  
- Scoring guides  
- Tests  
- Quizzes

Mastery: 85%

**Sample Assessment Questions**

- How do you create contrast through color?

**Instructional Resources/Tools**

- Art talk book  
- YouTube  
- Instructional packets
### Literacy Connections

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### Cross Curricular Connections

- ELA
### Strand: Elements and Principles

#### Big Idea
Select and Use Principles of Art for Their Effect in Communicating Ideas through Artwork

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>F. Rhythm/repetition</td>
<td>4. Identify and use elements to create progressive rhythm</td>
</tr>
</tbody>
</table>

#### Alignments:
CCSS: 11-12.RST.2; 11-12.RST.9  
Performance: 2.5  
Knowledge: (FA) 1,2  
VAGLE: EP.2.D (HS Level 1 & 2)  
NETS: 3d  
DOK: 4

#### Instructional Strategies
- The teacher will introduce a variety of types of rhythm displayed in famous art pieces  
- Create a rhythm drawing using:  
  - random  
  - regular  
  - flowing  
  - alternating rhythm patterns

#### Assessments/Evaluations
- Student and teacher critiques  
- Scoring guides  
- Tests  
- Quizzes  

Mastery: 85%

#### Sample Assessment Questions
- How do you create rhythm with repetition?
### Instructional Resources/Tools
- Art talk book
- YouTube
- Instructional packets

### Literacy Connections
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections
- ELA
### Strand | Elements and Principles
---|---
**Big Idea** | Select and Use Principles of Art for Their Effect in Communicating Ideas through Artwork

#### Concept

**G. Unity**

#### Learning Targets

5.  
- Identify and create unity through elements and principles

### Alignments:

<table>
<thead>
<tr>
<th>CCSS</th>
<th>Performance</th>
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<th>VAGLE</th>
<th>NETS</th>
<th>DOK</th>
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<td>11-12.RST.2; 11-12.RST.7; 11-12.RST.9</td>
<td>1.6, 1.8, 2.5, 3.5</td>
<td>(FA) 1,2</td>
<td>EP.2.E (HS Level 2)</td>
<td>3d</td>
<td>4</td>
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#### Instructional Strategies

- The teacher will assemble a still life of 5 to 7 objects and the students will draw them from various angles
- Create a collage using a variety of materials to emphasize an area or an element
- Analyze their own works of art during the creative process successfully

#### Assessments/Evaluations

- Student and teacher critiques
- Scoring guides
- Tests
- Quizzes

**Mastery:** 85%

### Sample Assessment Questions

- How would you create unity with shapes?
### Art II

<table>
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<tr>
<td>H. Proportion</td>
<td>6. Identify and use realistic figure proportions</td>
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</table>

**Alignments:**
- CCSS: 11-12.RST.7; 11-12.RST.9; G-MG.1
- Performance: 1.9, 2.5
- Knowledge: (FA) 1,2 (MA) 2
- VAGLE: EP.2.F
- NETS: 3d
- DOK: 4

**Instructional Strategies**
- The teacher will model the grid method to enlarge a photograph of a figure
- Use correct scale and proportion for the measurement of the figure and the placement of the features on the face

**Assessments/Evaluations**
- Student and teacher critiques
- Scoring guides
- Tests
- Quizzes
- Mastery: 85%

**Sample Assessment Questions**
- Why is proportion important when trying to create realism in a piece of artwork?

**Instructional Resources/Tools**
- Art talk book
- YouTube
- Instructional packet
Literacy Connections

• Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
• Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

Cross Curricular Connections

• Math: Geometry
• Anatomy: Science
• ELA
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<td><strong>Concept</strong></td>
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</tbody>
</table>
| 1. Painting | 2.  
- Mix tempera/acrylic paints to match observed hues  
- Demonstrate the following watercolor techniques: continuous wash, graduated wash  
- Apply watercolor to create simulated and invented textures  
- Select and use appropriate size and brush type (e.g., natural, synthetic, flat, round, bright, small-large sizes) |

**Alignments:**  
CCSS: 11-12.SL.2; 11-12.RST.3; 11-12.RST.7; 11-12.RST.9  
Performance: 1.6, 1.8, 1.9, 2.5, 3.4, 3.5  
Knowledge: (FA) 1 (SC) 7  
VAGLE: PP.1.B (HS Level 2)  
NETS: 3d  
DOK: 4  

**Instructional Strategies**  
- The teacher will model different painting techniques with different types of paint  
- Students will explore a variety of paint and techniques  

**Assessments/Evaluations**  
- Student and teacher critiques  
- Scoring guides  
- Tests  
- Quizzes  

Mastery: 85%
### Sample Assessment Questions

- What type of paint do you rarely use white?

### Instructional Resources/Tools

- Instructional videos

### Literacy Connections

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Science: Physical Properties/Mixtures
- ELA
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<tr>
<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
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</tbody>
</table>

### Concept
J. Subject matter: fine art

### Learning Targets
1. Communicate ideas through the creation of a:
   - portrait
   - still life
   - landscape
   - non-objective
   - architecture

### Alignments:
CCSS: 11-12.RST.2; 11-12.RST.7; 11-12.RST.9
Performance: 2.1, 2.2, 2.4, 2.5, 3.4, 4.5
Knowledge: (FA) 1 (H/PE) 1 (SC) 7 (SS) 5,6
VAGLE: PP.3.A (HS Level 2)
NETS: N/A
DOK: 4

### Instructional Strategies
- Create a:
  - portrait
  - still life
  - landscape
  - non-objective
  - architectural drawing and/or painting
- The teacher will model a variety of techniques and mediums to best achieve the desired effect
### Art II

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Mastery: 85%

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• How far down do the eyes go on the human head?</td>
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<td>• Anatomy: Drawing the body</td>
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<td>Strand</td>
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<tr>
<td>Historical</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>K. Historical period or culture</td>
<td>1. Identify artworks from the following:</td>
</tr>
<tr>
<td></td>
<td>• Cubism</td>
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<td>• American Regionalism</td>
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<td>• Abstract Expressionism</td>
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<td>• Native-American</td>
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<td>• Latino</td>
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<td>• Asia</td>
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<td>• Ancient Greece/Rome</td>
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<td>• Renaissance</td>
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<td>• Impressionism</td>
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<td>• Post-Impressionism</td>
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<td>• Pop Art</td>
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<td>• Op Art</td>
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**Alignments:**
- CCSS: 11-12.RH.2; 11-12.RST.2; 11-12.RST.3; 11-12.WHST.1a
- Performance: 1.6, 1.8, 1.9, 1.10, 2.4, 2.5, 3.5
- Knowledge: (FA) 1-3,5 (SS) 5,6
- VAGLE: HCC.1.A (HS Level 1,2)
- NETS: 3d
- DOK: 4

**Instructional Strategies**
- The teacher will:
  - introduce artwork done by various historical periods and cultures
  - model ideal research techniques and how to write an artist biography
- Research an artist and that particular artist’s life, historical time period, and techniques. Research will focus on what and why the artist chose his subject matter and methods of personal expression
- Produce paintings imitating one of these styles and techniques
<table>
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<tr>
<td><strong>Assessments/Evaluations</strong></td>
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</table>
| • Student and teacher critiques  
• Scoring guides  
• Tests  
• Quizzes |
| Mastery: 85% |
| **Sample Assessment Questions** |
| • What type of art is Thomas Hart Benton best known for? |
| **Instructional Resources/Tools** |
| • Visual references  
• Instructional videos  
• Internet resources  
• Books |
| **Literacy Connections** |
| • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas  
• Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text  
• Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text  
• Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence |
| **Cross Curricular Connections** |
| • Social Studies:  
  • Missouri History  
  • World History  
  • US History |