

**Mapping of Units: Course Description****Unit Description**

**Unit 1: What is Art?** This unit involves art criticism and exists throughout the entire year. Although there are several different activities to engage students' understanding of art, the overarching concepts stay the same – art criticism – describe, analyze, interpret, and judge. Activities to harness how students look at our world, think about themselves, and view art build in complexity throughout unit 1 depending on their relationship to the school year. Games and written statements to answer what art is deepen students' understanding of what they consider to be art, while questioning rationales and prejudices of things that they don't consider to be art as they analyze and interpret. Art Proposals are intended to both describe and interpret aesthetic and conceptual decisions. Artist Statements are designed to help students analyze and interpret their own work while synthesizing the analysis through a description. The Art Critique is a way to culminate all four major components of art criticism.

**Unit 2: Silhouette Tension** Unit begins students' art production for the year by almost exclusively focusing on conceptual development while utilizing very little technique. This project needs to be taught first and as a group project so that students will build their confidence. The second part of the project takes the students conceptual ideas and uses painting techniques and color schemes to express their ideas. Students must learn techniques and begin looking at art as a process of developing an idea and then using a process to express that idea. Project culminates in a public art proposal. After the proposals the silhouettes are publicly hung while students record any notes about the reception of the social issue silhouettes within their sketchbook.

**Unit 3: Process Painting** teaches three of the main techniques and eight different color schemes. It focuses on all of the basic painting processes and the eight main color schemes. Students learn the second component of art. Technical development is just as important as conceptual.

**Unit 4: Portrait Study** looks at color schemes from a conceptual standpoint and uses color to construct a mood. Through facial expression and color students create a self portrait that focuses on techniques that are crucial to classical portraiture while building their work to conceptually create a visual narrative.

**Unit 5: Community Murals:** This project lasts approximately two trimesters and consists of several integral parts. The first part exposes students to a real world working environment where students must interview and research a particular client so that their future proposals meet their clients' needs. The second part consists of designing individual mural proposals for the clients. Students' designs must consider the space provided and interview advice from the clients. Third, the students' designs are proposed and work begins. The next stage consists of constructing the clients work. Most designs have three-dimensional elements of sculpture while retaining a base structure similar to paintings on panel. A team of students are assembled to build the mural structures during the later part of the second trimester. In third trimester a group of 5 students will be responsible for painting the mural on a weekly basis. The remainder of the class will work on developing their thematic body of work. The class will rotate through painting the mural and working on their body of work weekly until both are done. This project is designed to help students extend their learning into a real world working environment while actively researching their community. It is also designed to educate and remind the community how integral the roles of the youth can be within their community.

**Unit 6: Dreamscape:** This unit focuses on exposing students to multiple mediums within art and creating a work environment that looks at multiple careers within art. Students create a mixed media

diorama, photograph their creation, and work as special effect technicians through graphic design. This unit combines media and techniques that are important to drawing, painting, ceramics, sculpture, photography, and graphic design. In creating a dream world within a diorama, students focus on set construction to capture a scene within a recycled visual narrative of their choice.

**Unit 7: Conceptual Portraits:** This project builds upon students’ conceptual understanding from Portrait Study. Students begin this project by photographing a subject or selecting a photograph of their subject that expresses mood. Students build the portrait by selecting color and background imagery to help build the same mood. Both materials used and background imagery are completely up to the students. This project marks a big paradigm shift where class begins to function more like a studio which is more student led than teacher. Students must come up with a title that tells the viewer how to look at their work for their ideas that they are constructing through the portrait conceptually and titles that are not descriptive of the imagery that is there. The project concludes with a student led, interpretive critique.

**Unit 8: Thematic Body of Work:** The idea for this final unit is to help students find and build their own style. This unit runs parallel with unit 5 and is what the majority of the class is working while they are not painting the mural. It is entirely student led and allows the teacher to spend the majority of their time on mural development. Students at this point in the year have had a significant exposure to media as well as technique. The question that visually needs to be answered is, you know how to draw now what are you going to do with it? What are you going to say with your art? Students are required to write an artist statement that connects the body of work and comply with weekly benchmarks against their developing work. This assures that each project is developing steadily towards their Artist Statement, the proposed idea, so that students are working diligently at expressing their ideas throughout a body, a collection, of work.

**Unit 9: Digital Portfolios:** The students photograph and compile their artwork, the research for that work, and their artist statement onto a c.d. for portfolio review. The class has a brief critique over the collection of work. The portfolio review is for final assessment for the end of the course as well as portfolio review to test out of introductory courses in high school.

**Unit 10: Sketchbook/Journal Assignments:** The students must keep a journal/sketchbook throughout the duration of the class. Several drawing and written assignments are given throughout the year to deepen students conceptual understandings of units and of art in general.

**Unit Timeline**

<b>Month</b>	<b>Unit</b>	<b>Amount of Days/Weeks</b>
	<b>First Trimester</b>	
<b>August</b>	<b>Unit 1</b> What is Art? Game/Critique/Essay – Art Criticism <b>Unit 2:</b> Silhouette Tension – Social Issue Silhouettes	1 week
<b>September</b>	<b>Unit 1</b> Silhouette Tension <b>Unit 3</b> Process Painting	2 weeks 2 weeks
<b>October</b>	<b>Unit 1+2</b> Silhouette Painting / Public Art Proposal <b>Unit 4</b> Portrait Study	3 weeks 1 week

<b>November</b>	<b>Unit 4</b> Portrait Study <b>Unit 5</b> Mural Research (2 <sup>nd</sup> Tri) <b>Unit 5</b> Mural Design (2 <sup>nd</sup> Tri)	2 weeks 1 week 1 week
	<b>Second Trimester</b>	
<b>December</b>	<b>Unit 5</b> Mural Design <b>Unit 1</b> Mural Proposal <b>Unit 6</b> Digital Montage (Dreamscape) Research <b>Unit 6</b> Dreamscape	1 week 1 week 1 week 1 week
<b>January</b>	<b>Unit 6</b> Dreamscape <b>Unit 7</b> Conceptual Portraits	2 weeks 2 weeks
<b>February</b>	<b>Unit 7</b> Conceptual Portraits <b>Unit 1</b> Critique/Thematic Body of Work (T.B.W.) Research	2 weeks 2 weeks
	<b>Third Trimester</b>	
<b>March</b>	<b>Unit 2/5</b> Initial Mural Painting/ Silhouette Tension – Public Art - displayed <b>Unit 1,5,8</b> Mural Work – T.B.W. Proposals – T.B.W Workshop <b>Unit 5/8</b> T.B.W. Workshop / Mural Development	1 week 1 week 2 weeks
<b>April</b>	<b>Unit 1</b> What is Art? – Video Presentations <b>Unit 5/8</b> T.B.W. Workshop / Mural Development	4 weeks
<b>May</b>	<b>Unit 1/8</b> T.B.W. Workshop – Artist Statement – Body of work Presentation ( Art Show ) <b>Unit 5</b> Mural Conclusion / Assemblage/ Reception <b>Unit 9</b> Digital Portfolios – Photography/ Portfolio Builder workshop – Collect Artwork <b>Unit 10</b> Sketchbook work	1 week 2 weeks 1 week