

Carrollton Exempted Village School District – Carrollton, Ohio

OHIO COMMON CORE STATE STANDARDS

Curriculum Map

Course Title: Drawing/ negative and positive shapes in composition	Month:	Academic Year: 2013-2014
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Essential Questions for this Month: 1. What is the difference between negative and positive space/shapes?

2. Describe and identify abstraction in artwork.

3. What is a well-balanced composition?

Unit/Time Frame	Core-Standards	Instructional Strategies and Differentiation	Assessment	Resources
2 to 3 weeks	<p>1PE Examine and articulate the effects of context on visual imagery.</p> <p>2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</p> <p>4PE Identify the factors that influence the work of individual artists.</p> <p>6PE Describe the decisions made in the design of everyday objects.</p> <hr/> <p>1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Apply the elements and principles of art and design using a variety of media to solve specific</p>	<p>Students will be introduced to the concepts of negative and positive space/shapes.</p> <p>Students will use familiar objects to identify the negative shapes.</p> <p>Students will draw the negative space/shapes around students or objects.</p> <p>Students will understand that negative space/shapes is essential to a well-balanced composition.</p> <p>Students will demonstrate coloring techniques.</p> <p>Students will create a well-balanced composition.</p> <p>The students should have their rough drafts completed and will divide their artwork into 8 equal spaces.</p> <p>The students will decide if their first space is going to positive or negative space. The spaces will alternate from this spot-negative, positive, negative, etc...</p> <p>All of the areas that display negative space only will have only the background areas colored in- solidly. The objects will show only their outline on the outer edges.</p> <p>The areas that display positive space will have the sections of the objects in this space colored with colored pencil- but- will appear to look three dimensional and as realistic as possible.</p>	<p>Did the students understand the differences of negative and positive space and shapes?</p> <p>Did the students follow directions?</p> <p>Did the students use class time to complete the assignment?</p> <p>Did the students understand and use the coloring techniques?</p> <p>Did the students create the negative space around the objects? Did the students leave the object surrounded by negative space blank/empty?</p> <p>Did the students create the positive space to mirror realism? Did the students use reflections, shadows, shading, etc...</p>	<p><u>Drawing in Color</u> Kathryn Temple -Colored pencil techniques -perspective -landscapes -human body</p> <p><u>Pencil Drawing</u> Gene Franks</p> <p><u>Perspective and Composition</u> Barron's</p> <p><u>Drawing Lab</u> Carla Sonheim -mixed media -artistc</p>

	<p>visual art problems.</p> <p>3PR Explore multiple solutions to visual art problems through preparatory work.</p> <p>4PR Establish the appropriate levels of craftsmanship when completing artworks.</p> <p>5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Identify and apply visual literacy as a means to create images that are personally expressive.</p> <hr/> <p>1RE Explore various methods of art criticism in responding to artworks.</p> <p>2RE Identify assessment practices to manage, monitor and document their learning.</p> <p>3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Identify and explain one or more theories of aesthetics and visual culture.</p> <p>6RE Identify various venues for viewing works of art.</p> <p>7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</p>	<p>This includes shadows and reflections, etc...</p> <p>The students will focus on neatness, and using the coloring techniques; burnishing, tonal sketching, hatching, cross-hatching, blending, and layering.</p>	<p>What is the overall appearance of the project?</p>	<p>references</p> <p><u>Complete Guide to Drawing</u> <i>Giovanni Civardis</i> -techniques -portraits -the clothed figure -hands and feet -scenery -light and shade</p>
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Vocabulary:	negative space/shape positive space/shape burnishing tonal sketching hatching cross-hatching blending layering			

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Directions:

1. Here is your new document. Save the document as your Curriculum Map Template.

2. To create a working document, go to File then Save As, and rename your document.
3. As you need more Unit/time frame lines you can right click in the table and insert rows below.
4. If you would like to add another month, copy your Original Curriculum Map Template and paste it below your completed template.

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OHIO COMMON CORE STATE STANDARDS

Curriculum Map

Course Title: scratch art / art 1, art 2	Month: varies	Academic Year: 2013-2014
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Essential Questions for this Month: 1. Describe the importance of negative space.

2. What is drawing in reverse? What are highlights and reflections?

3. What is creative expression?

Unit/Time Frame	Core-Standards	Instructional Strategies and Differentiation	Assessment	Resources
2 to 3 weeks	<p>Intermediate Level High School</p> <p>2PE Describe sources visual artists use to generate ideas for artworks.</p> <p>3PE Explore the relationship between community or cultural values and trends in visual art.</p> <p>4PE Analyze the work of individual artists and explain how they are influenced by cultural factors.</p> <p>5. 6PE Connect processes and decisions made in the design of everyday objects, environments, and communications</p> <p>1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques as they relate to</p>	<p>Students will learn the importance of highlights and lighter values in the creation of artwork. Students will learn the process of scratchboard etching.</p> <p>Students will be presented with a demonstration of scratchboard. It is best to demonstrate this technique through the use of a document camera or with smaller groups of students. Graphite can be used to draw the preliminary <u>drawing</u> on to the scratchboard paper. Ball point pens can be used to create indentions in the paper without scratching for a guide for the finished etching. Students will then draw images onto the surface and use either etching tools or razor blades to scratch away the lighter values and complete a scratchboard etching.</p>	<p>Did the students develop rough drafts?</p> <p>Did the students understand the concept of the project?</p> <p>Did the students use proper craftsmanship and technical skills?</p> <p>Did the students develop perceptual skills?</p> <p>Did the students use class time wisely?</p> <p>What was the overall appearance of the work?</p>	<p>http://www.youtube.com/watch?v=s6kHuD5YSw&list=PLesn bHSH-vTeWT-7bsSeWamuxjI Jiu3_V</p> <p>Student examples</p>

	<p>solving a visual problem.</p> <p>3PR Generate a variety of solutions to visual arts problems through preparatory work.</p> <p>4PR Establish and apply appropriate levels of craftsmanship to complete artworks.</p> <p>5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.</p> <hr/> <p>1RE Apply methods of art criticism when discussing selected works of art.</p> <p>2RE Apply assessment practices to revise and improve their artworks and to document their learning.</p> <p>3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</p> <p>6RE Identify the challenges various venues present to the creation of works of art.</p> <p>7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.</p>			

Vocabulary:	Value, etching, rough draft, references, Stylus			

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