

Southern Cayuga Central School District – Curriculum Map

Subject: _____ Studio Art _____

School Year: 2020-2021

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Studio Art intro. Portfolio, Assessment Explanation, craftsmanship Standards: 1 2	What are the functions of a portfolio, what are the key elements of a rubric and how is used as part of an overall assessment? How is craftsmanship demonstrated in art work?	Construction of portfolio, review and critique of rubric, class procedures.	In process critique, group and individual critique, project specific rubric.	1 Week
Pencil Value Chart Value exploration, drawing Standards: 1 2 3	How do you define value in a work of Art? How is value used to emphasize different parts of artwork? What are the techniques to create different values with pencil, how do the different numbers relate to drawing pencils?	Demonstrate and have students practice techniques related to drawing pencils, emphasize differences. Create value chart that demonstrates a wide range of value(dark to light)	In process critique, group and individual critique, project specific rubric.	2 weeks
Geometric form drawing Standards: 1 2 3	What is a geometric form in contrast to an organic form? How is perspective used in drawing form? How do you create the appearance of form using shading and contrast?	Discussion of geometric vs. organic forms. Demonstration of drawing shapes, relationships between forms. Creation of drawing exploring collection of geometric shapes. Practice drawing shapes, use of line to emphasize edges of shapes. Projection of shapes on board.	In process critique, group and individual critique, project specific rubric.	2weeks
Colored Pencil Technique/ Form Drawing Standards: 1 2 3	What are some different colored pencil techniques, how is pressure related to the marks made with colored pencil?	Practice drawing with colored pencil, creating gradually changing values as well as opaque colors. Create drawing that implies form through the use of line and color contrast; explore use of warm and cool colors.	In process critique, group and individual critique, project specific rubric.	3 weeks
3 Point perspective inspired by artist Escher Standards: 1 2 3	What are the important aspects of a drawing in 3Point perspective? What	View PowerPoint of Escher’s work, discuss use of perspective in work, idea of fantasy, surrealism. Create drawing	In process critique, group and individual critique, project specific rubric.	2 weeks

	are the characteristics of Escher's work, what is the history of the artist?	using 3-point perspective effectively. Incorporate use of vanishing points, horizon line.		
Pen and Ink/Colored pencil Insect intricate design Standards: 1 2 3	What techniques are used in a pen and ink drawing? How are the two mediums used together to create an intricate drawing?	Practice making controlled marks with Pen and Ink, creating intricate design with the use of repeated line and pattern. Using reference materials create a drawing based on insects that uses intricate design as a compositional element.	In process critique, group and individual critique, project specific rubric.	3 weeks
Artist Research, Presentation Standards: 1 2 3	What characteristics of an Artists work make it interesting to you. How do you research an Artist and their work?	Using the internet, create an effective PowerPoint that demonstrates an understanding of a chosen Artists work, with examples of work and text.	In process critique, group and individual critique, project specific rubric.	2 weeks
Self Portrait Standards: 1 2 3	How do you accurately portray the features of the face and their relationships to each other? What different types of self-portraits are there?	Demonstrate use of facial proportion to create a portrait, students will create a self portrait based on photo of themselves, with high contrast. Use drawing pencils as well as charcoal for line and creation of value change/shading	In process critique, group and individual critique, project specific rubric.	3 weeks
Birds (crows) for installation Standards: 1 2 3	What is installation Art? How do multiple forms change a space? How is paper Mache used as a medium?	Using newspaper, tape, and paper Mache, create crows for an installation on campus. Demonstrate folding taping and Mache techniques to build an effective form.	In process critique, group and individual critique, project specific rubric.	2 weeks
Clay Tile Inspired by MacDonald Standards: 1 2 3 4	What are the characteristics of MacDonald's work. How is the idea of geometric design incorporated in his work?	Watch powerpoint of Macdonald ceramic work, emphasizing use of repeated line and traditional African design. Create tile design on paper then transfer to clay and create effective dimensional piece.	In process critique, group and individual critique, project specific rubric.	1 week
Still Life Drawing Standards: 1 2 3	What are the important aspects of a still life drawing?	Demonstrate drawing based on still life, emphasize relationship between objects in size and space. Use pencil to create still life drawing.	In process critique, group and individual critique, project specific rubric.	3 weeks

Landscape Painting Based on Artist Wayne Thibeau (based on photo taken by student Standards: 1 2 3	How is perspective and color used in the work of Wayne Thibeaud?	Look at work of Thibaud and create drawing that incorporates perspective in unique way.	In process critique, group and individual critique, project specific rubric.	2 weeks
Sculpture inspired by Louise Nevelson (Black and gold) Installation Standards: 1 2 3 4	What are the important aspects of Nevelsons constructions? What is a monotone painting?	Using scraps of wood create a construction that has aspects of Nevelsons work (use of space, repetition) Apply black and gold paint to create contrast)	In process critique, group and individual critique, project specific rubric.	2 weeks
Artist Research Presentation Standards: 2 3 4	How do you demonstrate the important aspects of an artists work?	Using the internet, create an effective PowerPoint that demonstrates an understanding of a chosen Artists work, with examples of work and text.	In process critique, group and individual critique, project specific rubric.	2 weeks
Collage incorporating words inspired by Romare Beardsley Standards: 1 2 3 4	What are the characteristics of collage as a medium? What are the important aspects of Bearden's work?	Create a collage that uses images to convey some kind of social commentary, using images of people to emphasize idea.	In process critique, group and individual critique, project specific rubric.	2 weeks
African Design Inspired Mask Cardboard Standards: 1 2 3	What are characteristics of traditional African design? How is geometric shape and pattern incorporated in this type of design?	Using cardboard create a mask that uses elements of traditional African design (geometric shapes, pattern, exaggerated features)	In process critique, group and individual critique, project specific rubric.	2 Weeks
Watercolor inspired by Wyeth using perspective, incorporating Architectural elements. Standards: 1 2 3	How do the different watercolor techniques make different marks? Wash, wet on wet, wet on dry. How does Wyeth capture a sense of place in his painting?	Demonstrate different watercolor techniques and students create a landscape incorporating perspective and a house or building.	In process critique, group and individual critique, project specific rubric.	3 weeks
Chalk/Oil Pastel Flowers/Plants. Inspired by O'Keefe, Audubon Standards: 1 2 3	How do chalk and oil pastel differs from each other? What are the characteristics of O'Keefe's and Audubon's work?	Demonstrate chalk and oil pastel techniques. Students will create a drawing using a natural form as the central image, emphasizing it with contrasting colors	In process critique, group and individual critique, project specific rubric.	2 weeks

<p>Final Project Standards: 1 2 3</p>	<p>How will you incorporate certain mediums and techniques into your final project? What types of ideas or concepts will you want to convey to the viewer with your work?</p>	<p>Discuss final project for the year. Emphasize the students demonstrate a wide range of media and concepts used throughout the year.</p>	<p>In process critique, group and individual critique, project specific rubric.</p>	<p>3 weeks</p>
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