

Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing And Resource Guide



Course Title/ Course #: Art I

Start day: 1

Meetings: 180 days

ART I Course Description

The objectives for Art I emphasize the development of the ability to recognize visual arts content, concepts, and skills needed to create, discuss, and understand original works of art. Students use art-making processes to communicate ideas and personal life experiences. They maintain portfolios documenting their artistic growth. They select representative work to take to the next level of study.

Pacing Resources Assessments MP1

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Ongoing	Visual Communication & Production: Creating and communicating about art (SOL AI.1, AI.2, AI.3, AI.4, AI.5, AI.6, AI.7, AI.8, AI.9, AI.10, AI.11, AI.12, AI.13, AI.14, AI.15, AI.16, AI.17)	Drawing: Artists throughout history have recognized drawing as a foundation of art. Line, value, shading, depth, perspective, still life, portrait drawing	Drawing on the Right Side of the Brain Blind Contour Skill Set needed for drawing Drawing Assessment Program teachers guide by Davis Productions Yale Curriculum Units Glencoe Art Talk	Rubistar Rubric Generator Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments Performance assessments Portfolio

Ongoing	Art History and Cultural Context Understanding art in relation to history and cultures. (SOL AI. 18, AI. 19, AI.20, AI.21, AI.22)	Being able to talk about art using accepted language helps us understand it.	linear perspective brunelleschi's experiement	Quizzes & Tests Warm-up and exit tasks Art reflections/Feldman's Art Criticism Process Self-assessments Peer-assessments/group critiques
Ongoing	Analysis, Evaluation, and Critique Interpreting and evaluating art (SOL AI. 23, AI. 24, AI.25, AI. 26, AI.27, AI.28, AI.29)	Critiquing artwork is important for all artists.	Elements and Principles of Art Language 4 step process of critique Kennedy Center ArtsEdge Tip Sheet Blooms Taxonomy for Art	Art reflections/Feldman's Art Criticism Process Self-assessments Peer-assessments/group critiques
Ongoing	Aesthetics: Reflecting on the meaning and value of art (SOL AI. 30, AI.31, AI.32, AI.33, AI.34, AI.35)	Formulating and responding to meaningful questions about art helps develop observation skills.	Aesthetics and Beauty Games, Activities and Puzzles for Teaching Aesthetics What is Aesthetics?	Class discussions Class questionings Student participation Teacher observation Journal entries /written reflection

Pacing Resources Assessments MP2

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Ongoing	<p>Visual Communication & Production: Creating and communicating about art (SOL AI.1, AI.2, AI.3, AI.4, AI.5, AI.6, AI.7, AI.8, AI.9, AI.10, AI.11, AI.12, AI.13, AI.14, AI.15, AI.16, AI.17)</p>	<p>Painting: Artists throughout history have used painting as a means of exploring color.</p>	<p>https://www.khanacademy.org/humanities/art-history-basics/artists-materials-techniques/painting-materials-techniques</p> <p>Yale Curriculum Units</p> <p>Glencoe Art Talk</p>	<p>Rubistar Rubric Generator</p> <p>Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments</p> <p>Performance assessments Portfolio</p>

Ongoing	<p>Art History and Cultural Context Understanding art in relation to history and cultures. (SOL AI. 18, AI. 19, AI.20, AI.21, AI.22)</p>	<p>Making connections between skills and the history of art gives an artist a broader background from which to create.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What are the differences among abstracted, abstract, and nonobjective art? 2. How is the use of the elements of art and principles of design similar and different in each work of art? 3. How do your critical responses to art differ when the subject matter is or is not recognizable? 	<p>The Art Story website</p> <p>20 century art animation</p> <p>Wassily Kandisky discussion</p> <p>"Number I Lavender Mist" Jackson Pollock</p> <p>"American Gothic" Grant Wood</p> <p>Composition Wassily Kandinsky Virginia Museum of Fine Arts</p> <p>art 21 trenton doyle hancock</p> <p>The Former and the Ladder or Ascension and a Cinchin' Trenton Doyle Hancock Virginia Museum of Fine Arts</p>	<p>Quizzes & Tests</p> <p>Warm-up and exit tasks</p> <p>Art reflections/Feldman's Art Criticism Process</p> <p>Self-assessments</p> <p>Peer-assessments/group critiques</p>
Ongoing	<p>Analysis, Evaluation, and Critique Interpreting and evaluating art (SOL AI. 23, AI. 24, AI.25, AI. 26, AI.27, AI.28, AI.29)</p>	<p>Personal experiences influence how we create, interpret and judge art.</p>	<p>Elements and Principles of Art Language</p> <p>4 step process of critique</p> <p>Kennedy Center ArtsEdge Tip Sheet</p> <p>Blooms Taxonomy for Art</p>	<p>Art reflections/Feldman's Art Criticism Process</p> <p>Self-assessments</p> <p>Peer-assessments/group critiques</p>

Ongoing	Aesthetics: Reflecting on the meaning and value of art (SOL AI. 30, AI.31, AI.32, AI.33, AI.34, AI.35)	Describing and studying the aesthetic properties of art helps us to better understand it.	Aesthetics and Beauty Games, Activities and Puzzles for Teaching Aesthetics What is Aesthetics?	Class discussions Class questionings Student participation Teacher observation Journal entries /written reflection

Pacing Resources Assessments MP3

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Ongoing	<p>Visual Communication & Production: Creating and communicating about art (SOL AI.1, AI.2, AI.3, AI.4, AI.5, AI.6, AI.7, AI.8, AI.9, AI.10, AI.11, AI.12, AI.13, AI.14, AI.15, AI.16, AI.17)</p>	<p>Sculpture: Artists throughout history have explored form by working three dimensionally.</p>	<p>https://www.khanacademy.org/humanities/art-history-basics/artists-materials-techniques/sculpture</p> <p>Yale Curriculum Units</p> <p>Glencoe Art Talk</p>	<p>Rubistar Rubric Generator</p> <p>Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments</p> <p>Performance assessments Portfolio</p>
Ongoing	<p>Art History and Cultural Context Understanding art in relation to history and cultures. (SOL AI. 18, AI. 19, AI.20, AI.21, AI.22)</p>	<p>Describing and analyzing the function and purpose of art prepares us to appreciate an artist’s intent</p> <ol style="list-style-type: none"> 1. What are the differences among abstracted, abstract, and nonobjective art? 2. How is the use of the elements of art and principles of design similar and different in each work of art? 3. How do your critical responses to art differ when 	<p>The Art Story website</p> <p>Augusta Savage http://nationalhumanitiescenter.org/pds/maai3/community/text4/savagetheharp.pdf</p> <p>Elizabeth Catlett http://elizabethcatlett.net/index.html</p> <p>The Former and the Ladder or Ascension and a Cinchin’ Trenton Doyle Hancock Virginia Museum of Fine Arts</p> <p>Reclining Figure (Exterior Form) Henry Moore Virginia Museum of Fine Arts</p>	<p>Quizzes & Tests Warm-up and exit tasks Art reflections/Feldman’s Art Criticism Process Self-assessments Peer-assessments/group critique</p>

Ongoing	Analysis, Evaluation, and Critique Interpreting and evaluating art (SOL AI. 23, AI. 24, AI.25, AI. 26, AI.27, AI.28, AI.29)	Societies and cultures Through out history have created art with different meanings.	Elements and Principles of Art Language 4 step process of critique Kennedy Center ArtsEdge Tip Sheet Blooms Taxonomy for Art	Art reflections/Feldman's Art Criticism Process Self-assessments Peer-assessments/group critiques
Ongoing	Aesthetics: Reflecting on the meaning and value of art (SOL AI. 30, AI.31, AI.32, AI.33, AI.34, AI.35)	We often respond to art through our sense	http://www.artbusiness.com/artstate.html https://www.lightspacetime.com/newsletter/how-to-write-the-perfect-artist-statement/ Games, Activities and Puzzles for Teaching Aesthetics What is Aesthetics?	Class discussions Class questionings Student participation Teacher observation Journal entries /written reflection

Pacing Resources Assessments MP4

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
	<p>Visual Communication & Production: Creating and communicating about art (SOL AI.1, AI.2, AI.3, AI.4, AI.5, AI.6, AI.7, AI.8, AI.9, AI.10, AI.11, AI.12, AI.13, AI.14, AI.15, AI.16, AI.17)</p>	<p>Printmaking and mixed media: Artists throughout history use a variety of media to develop creative skills.</p> <p>Relief Printmaking Intaglio printmaking collagraph Collage</p>	<p>MOMA Interactive: What is a print?</p> <p>Kahn Academy: Videos on printmaking techniques</p> <p>Yale Curriculum Units</p> <p>Glencoe Art Talk</p>	<p>Rubistar Rubric Generator</p> <p>Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments</p> <p>Performance assessments Portfolio</p>

Course Title/ Course #:

	<p>Art History and Cultural Context Understanding art in relation to history and cultures. (SOL AI. 18, AI. 19, AI.20, AI.21, AI.22)</p>	<p>Within the visual arts, there are many art-related careers. The mass media and technology broadens an artist’s viewpoint</p> <p>Guiding Questions: 1. What are the differences among parody, appropriation, and copyright infringement? 2. How do the artists’ uses of parody or appropriation reflect events, places, cultures, or historical periods?</p>	<p>The Art Story website</p> <p>The Art Career Project</p> <p>Sky and Water, M.C. Escher</p> <p>Hope Shepard Fairey</p> <p>Various Works Anne Taintor</p> <p>L.H.O.O.O. Marcel Duchamp</p> <p>Various Works Barbara Kruger</p>	<p>Quizzes & Tests Warm-up and exit tasks Art reflections/Feldman’s Art Criticism Process Self-assessments Peer-assessments/group critiques</p>
	<p>Analysis, Evaluation, and Critique Interpreting and evaluating art (SOL AI. 23, AI. 24, AI.25, AI. 26, AI.27, AI.28, AI.29)</p>	<p>Understanding what constitutes quality in a work of art helps an artist continue to develop.</p>	<p>Elements and Principles of Art Language</p> <p>4 step process of critique</p> <p>Kennedy Center ArtsEdge Tip Sheet</p> <p>Blooms Taxonomy for Art</p>	<p>Art reflections/Feldman’s Art Criticism Process Self-assessments Peer-assessments/group critiques</p>
	<p>Aesthetics: Reflecting on the meaning and value of art (SOL AI. 30, AI.31, AI.32, AI.33, AI.34, AI.35)</p>	<p>Current issues in the art world give us a broader understanding of an artist’s intent.</p>	<p>http://www.artbusiness.com/artstate.html</p> <p>https://www.lightspacetime.com/newsletter/how-to-write-the-perfect-artist-statement/</p>	<p>Class discussions Class questionings Student participation Teacher observation Journal entries /written reflection</p>