



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Design and Draw Curriculum

Course Description: Provides a basic foundation of both design and realistic drawing. Basic techniques are presented to encourage personal creativity and a successful beginning artistic experience a variety of materials are used including pencil, markers, acrylic paint, color pencils and scratchboard. This course prepares students for additional art opportunities in the intermediate courses.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	Line	Topic 1: Contour Topic 2: Gesture Topic 3: Grid
2 weeks	Shape	Topic 1: Geometric vs. Organic Shapes
1 week	Form	Topic 1: Basic Forms
2 weeks	Value	Topic 1: Shading Topic 2: Hatching, Cross-Hatching, Stippling
3 weeks	Color	Topic 1: Theory and Schemes Topic 2: Mixing
2 weeks	Space	Topic 1: Perspective
3 weeks	Texture	Topic 1: Texture

Curriculum Revision Tracking

February, 2020

- Updated to new Missouri Learning Standards for Fine Arts

Unit 1: Line

Subject: Design and Draw

Grade: 9-12

Name of Unit: Line

Length of Unit: 2 weeks

Overview of Unit: The line unit will focus on contour, blind contour, gesture and grid drawing.

Priority Standards for unit:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting Standards for unit:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr2C.I Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Re8A.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Making a work of art without having a preconceived plan	Create	Apply	3
Making a design without having a preconceived plan	Create	Apply	3
Process of developing ideas from early stages to fully elaborated ideas	Document	Synthesis	3

Essential Questions:

1. How do you use contour line?
2. How do you use line weight to convey depth in a contour line drawing?
3. How do you create a drawing in correct proportion using a grid?
4. How do you create a gesture drawing using line?
5. How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
6. What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
7. How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Enduring Understanding/Big Ideas:

1. Contour line defines the outline of a shape
2. Changing the line weight in contour line drawing creates the illusion of depth.
3. Using parallel and perpendicular lines to transfer/enlarge a drawing using a grid.
4. Gesture drawing is quickly made using rapid, fluid lines.
5. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
6. Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
7. Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Line Contour line Line weight Implied line Blind contour Gesture drawing Movement Pattern

Topic 1: Contour and Blind Lines

Engaging Experience 1

Title: Continuous Line Drawing (Contour)

Suggested Length of Time: class period

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works.

Detailed Description/Instructions: Students create continuous line drawings of various objects. Optional: continue activity with a series of blind contour drawings.

Bloom's Levels: Understand, Apply, Create

Webb's DOK: 1, 2

Engaging Experience 2

Title: Zentangle

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.

- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works.

Detailed Description/Instructions: Students divide a piece of paper randomly into sections and fill with a variety of line patterns using pen. Emphasis on line weight and variety.

Bloom's Levels: Apply, Create

Webb's DOK: 1

Topic 2: Gesture

Engaging Experience 1

Title: Gestural Figure Drawing

Suggested Length of Time: Class Period

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works.

Detailed Description/Instructions: Students create a series of quick, gestural drawings of a model or object, capturing a sense of movement. Suggested materials: charcoal, chalk, pen and ink.

Bloom's Levels: Remember, Apply, Create

Webb's DOK: 1, 2

Topic 3: Grid

Engaging Experience 1

Title: Grid Drawing

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works.

Detailed Description/Instructions: Students select an image to turn into a sketchbook drawing. Students use a grid to transfer contour lines and complete the drawing using specified media.

Bloom's Levels: Remember, Apply, Create

Webb's DOK: 2

Engaging Scenario

Engaging Scenario

Action Figure Drawing

Students take a photo of themselves and/or a partner capturing a sense of movement. Following a grid, students enlarge and transfer the contour lines of the photo onto large drawing paper using ink. Students design backgrounds that create a sense of rhythm that complement the motion of the figure and are completed using mixed media.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Contour and Blind Lines	Continuous Line Drawing (Contour)	Students create continuous line drawings of various objects (without picking up their drawing utensil). Optional: continue activity with a series of blind contour drawings.	1 class period
Contour and Blind Lines	Zentangle	Students divide a piece of paper randomly into sections and fill with a variety of patterns using pen.	3 class periods
Gesture	Gestural Figure Drawing	Students create a series of quick, gestural drawings of model or object, creating a sense of movement. Suggested materials: charcoal, chalk, pen and ink.	1 class period
Grid	Grid Drawing	Students select an image to turn into a sketchbook drawing. Students use a grid to transfer contour lines and complete the drawing using specified media.	2 class periods

Unit 2: Shape

Subject: Design and Draw

Grade: 9-12

Name of Unit: Shape

Length of Unit: 2 weeks

Overview of Unit: In the shape unit students will learn to identify and create geometric and organic shapes.

Priority Standards for unit:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting Standards for unit:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr1B.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr2C.I Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re8A.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Making a work of art without having a preconceived plan	Create	Apply	3
Making a design without having a preconceived plan	Create	Apply	3
Process of developing ideas from early stages to fully elaborated ideas	Document	Synthesis	3

Essential Questions:

1. How do you tell the difference between geometric and organic shape?
2. How do you use shape to create symmetrical, asymmetrical, and radial balance?
3. Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Enduring Understanding/Big Ideas:

1. Geometric shapes are mathematical in nature while organic shapes are nonrepresentational.
2. Distribution of shapes creates a symmetrical, asymmetrical, or radial composition.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Geometric</p> <p>Organic</p> <p>Two-dimensional</p> <p>Proportion</p> <p>Overlapping</p> <p>Balance</p> <p>Emphasis</p> <p>Variety</p>

Topic 1: Geometric vs. Organic Shapes

Engaging Experience 1

Title: Thumbnail Sketch of geometric and organic shape

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas

Supporting:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr1B.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Detailed Description/Instructions: First have students create a thumbnail sketch of a positive and negative shapes. Students will create and identify organic and geometric shapes.

Bloom's Levels: Apply, Create

Webb's DOK: Level 2

Engaging Experience 2

Title: Thumbnail sketch of composition

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr1B.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.

- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Detailed Description/Instructions: Students will create in their sketchbooks a quick sketch of simple geometric shapes to create a composition using the rule of thirds to create a good composition.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Scenario

Engaging Scenario

Students will create a cut paper design using shapes cut out of black paper. The paper size is 6" x 8" the white paper is the background and the black paper is for the cut shapes. Students create a design that has unity by repeating lines and shapes cut out of paper, balanced with a variety of size and shapes. Students may choose to create a geometric shape design that uses primarily circle, square and triangles. Or students may choose to create a design that is created with the majority of the shapes being organic and freeform in nature. Students will create a composition that has positive and negative space. Remind students about the rules of composition to create a design that captivates the views attentions and creates a design that has visual rhythm and visual balance. First create the thumbnail design, then cut out all of the cut paper shapes. Finally layout the design and glue down on the black background.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Geometric vs. Organic Shapes	Thumbnail Sketch of Geometric and Organic Shape	First have students create a thumbnail sketch of a positive and negative shapes. Students will create and identify organic and geometric shapes.	1 day
Geometric vs. Organic Shapes	Thumbnail Sketch of Composition	Students will create in their sketchbooks a quick sketch of simple geometric shapes to create a composition using the rule of thirds to create a good composition.	1 day

Unit 3: Form

Subject: Design and Draw

Grade: 9-12

Name of Unit: Form

Length of Unit: 1 week

Overview of Unit: Form unit students will compare and contrast 2-d shapes and 3-d forms. Create a drawing of basic forms; cylinder, sphere, cone and cube and/or a 3-d sculptural piece.

Priority Standards for unit:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting Standards for unit:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Multiple approaches to begin creative endeavors	Use	Apply	3
The process of developing ideas from early stages to fully elaborated ideas	Document	Synthesis	3

Essential Questions:

1. How do we create the illusion of depth using the four basic forms. Sphere, Cube, Cone and Cylinder
2. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

3. How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Enduring Understanding/Big Ideas:

1. Create an accurate drawing of the four basic forms. Create each form using a single light source with value graduation. Include a cast shadow and reflective light.
2. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
3. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Cone Sphere Cylinder Cube Three-dimensional

Topic 1: 4 Basic Forms

Engaging Experience 1

Title: Shaded Forms

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Detailed Description/Instructions: Students discuss the difference between two-dimensional shapes and three-dimensional forms then practice creating these forms (cube, sphere, cylinder, cone) in their sketchbooks.

Bloom's Levels: Remember, Apply

Webb's DOK: 2

Engaging Experience 2

Title: Colored Pencil Mini Still Life

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Detailed Description/Instructions: Students create a colored pencil drawing in their sketchbook of a small, colorful still life (pieces of fruit, Legos, etc.). Focus is placed on layering colored pencil appropriately to create realistic forms and a sense of depth.

Bloom's Levels: Apply, Create

Webb's DOK: Level 2

Engaging Experience 3

Title: Paper Relief Sculptures

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Detailed Description/Instructions: Students manipulate pieces of white paper by rolling, folding, and sculpting them into different types of forms. These pieces are then glued to a larger piece of paper to create a low relief sculpture.

Bloom's Levels: Apply, Create

Webb's DOK: 2

Engaging Experience 4

Title: Toothpick Sculpture

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Detailed Description/Instructions: Students are challenged to create a series of forms using toothpicks and glue. These forms are then brought together to create a larger sculpture.

Bloom's Levels: Apply, Create

Webb's DOK: 2

Engaging Scenario

Engaging Scenario

Colored Pencil Candy Drawing

Students create a colorful still life of various pieces of candy. Using colored pencil, student's layer colors to create a realistic sense of form and depth by mixing compliments, burnishing highlights, etc. Still lifes should include enough variety that the four basic forms are addressed in the drawing (cube, sphere, cylinder, and cone).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
4 Basic Forms	Shaded Forms	Students discuss the difference between two-dimensional shapes and three-dimensional forms then practice creating these forms (cube, sphere, cylinder, cone) in their sketchbooks.	1 day
4 Basic Forms	Colored Pencil Mini Still Life	Students create a colored pencil drawing in their sketchbook of a small, colorful still life (pieces of fruit, Legos, etc.). Focus is placed on layering colored pencil appropriately to create realistic forms and a sense of depth.	2 days
4 Basic Forms	Paper Relief Sculptures	Students manipulate pieces of white paper by rolling, folding, and sculpting them into different types of forms. These pieces are then glued to a larger piece of paper to create a low relief sculpture.	2 days
4 Basic Forms	Toothpick Sculpture	Students are challenged to create a series of forms using toothpicks and glue. These forms are then brought together to create a larger sculpture.	3 days

Unit 4: Value

Subject: Design and Draw

Grade: 9-12

Name of Unit: Value

Length of Unit: 2 weeks

Overview of Unit: Students will create values scales and apply the shading techniques to a drawing from direct observation.

Priority Standards for unit:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.

Supporting Standards for unit:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re7A.I Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Make a work of art without having a preconceived plan	Create	Apply	3
Make a design without having a preconceived plan	Create	Apply	3

Essential Questions:

1. How does shading create the illusion of depth on a two-dimensional surface?
2. Why is contrast important in a realistically rendered artwork?
3. How can you create a range of values outside of tonal shading?

Enduring Understanding/Big Ideas:

1. Using a range of values provides the illusion of form on a 2 dimensional surface.
2. Contrast helps the viewer to understand highlight, shadow, and midtones.
3. Shading technique such as hatching, cross-hatching, stippling, and scumbling.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Value Shading Value scale Highlight Cast shadow Contrast Hatching Cross-hatching Stippling Scumbling

Topic 1: Shading

Engaging Experience 1

Title: 7 Tone Value Scale

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.

Supporting:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re7A.I Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Detailed Description/Instructions: Students will create a 7 tone value scale in their sketchbook using a drawing pencil going from the lightest value to the darkest value. Use all drawing tools such as blending stump, kneaded eraser properly.

Bloom's Levels: Apply

Webb's DOK: Level 2

Topic 2: Hatching, Cross-Hatching, Stippling

Engaging Experience 1

Title: Value Scale using hatching, cross-hatching, stippling and scumbling

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.

Supporting:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re7A.I Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Detailed Description/Instructions: Students will create a 7 tone value scale with each of the following pen techniques; Hatching, cross-hatching, stippling and scumbling.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

Title: Abstract Shading Technique

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.

Supporting:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re7A.I Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Detailed Description/Instructions: Students will create an abstract shading technique drawing using a 6" x 8" drawing paper and graphite pencils. First students will divide their paper by drawing 4 lines that connect to all 4 sides of the paper, 2 lines are curved and 2 are angular. Shapes are created by the overlapping intersections of these lines. It may be necessary to add additional lines or omit some of the intersecting lines to create shapes that are the right size for shading. An average amount of shapes to shade is 25. Students will be required to fill in 4 of the shapes with the following techniques and the remaining shapes are for students to fill in with values techniques of student's choice. 4 required techniques: hatching, cross-hatching, stippling and scumbling. Students should create an abstract shading design that has repetition and variety.

Bloom's Levels: Apply, Create

Webb's DOK: Level 2

Engaging Scenario

Engaging Scenario

Students will create a drawing from observation in 11" x 17" paper. The subject matter of a shoe or a flower. Students will create a preliminary sketch in their sketchbook. Next a contour line drawing by direct observation. Finally students will add value to the drawing using a 7 tone value scale that includes highlights and cast shadows. Some areas of the drawing may include hatching, cross-hatching, stippling and scumbling. The drawing should be drawn using a single light source, such as a still life lamp or window.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Shading	7 Tone Value Scale	Students will create a 7 tone value scale in their sketchbook using a drawing pencil going from the lightest value to the darkest value. Use all drawing tools such as blending stump, kneaded eraser properly.	1 day
Hatching, Cross-Hatching, Stippling	Value Scale Using Hatching, Cross-Hatching, Stippling	Students will create a 7 tone value scale with each of the following pen techniques; Hatching, cross-hatching, stippling and scumbling.	1 day
Hatching, Cross-Hatching, Stippling	Abstract Shading Technique	Students will create an abstract shading technique drawing using a 6" x 8" drawing paper and graphite pencils. First students will divide their paper by drawing 4 lines that connect to all 4 sides of the paper, 2 lines are curved and 2 are angular. Shapes are created by the overlapping intersections of these lines. It may be necessary to add additional lines or omit some of the intersecting lines to create shapes that are the right size for shading. An average amount of shapes to shade is 25. Students will be required to fill in 4 of the shapes with the following techniques and the remaining shapes are for students to fill in with values techniques of student's choice. 4 required techniques: hatching, cross-hatching, stippling and scumbling. Students should create an abstract shading design that has repetition and variety.	3 days

Unit 5: Color

Subject: Design and Draw

Grade: 9-12

Name of Unit: Color

Length of Unit: 3 weeks

Overview of Unit: Students will create a color wheel and study color theory. Students will create a painting applying color theory.

Priority Standards for unit:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.

Supporting Standards for unit:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cr1B.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
- VA:Cr2C.I Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Multiple approaches to begin creative endeavors	Use	Apply	3
Making a work of art without having a preconceived plan	Create	Apply	3
Making a design without having a preconceived plan	Create	Apply	3

Essential Questions:

1. How do you create color schemes (analogous, monochromatic and complementary)
2. Why is color organized by color schemes in color theory?

Enduring Understanding/Big Ideas:

1. Identify and create colors that are analogous, monochromatic and complementary
2. Recognize and apply the organization of color schemes to create a harmonious design

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Analogous Monochromatic Complementary Color theory Color wheel Color harmony Unity Warm colors Cool colors Hue Tint Shade Tone

Topic 1: Theory and Schemes

Engaging Experience 1

Title: Sketchbook Color Wheel

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cr1B.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr2C.I Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Detailed Description/Instructions: After taking notes on different color schemes, students create a color wheel in their sketchbook. To practice appropriate color mixing, students complete the color wheel using only primary colors in colored pencil.

Bloom's Levels: Remember, Apply

Webb's DOK: 2

Topic 2: Mixing

Engaging Experience 1

Title: Color Wheel Painting

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cr1B.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
- VA:Cr2C.I Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Detailed Description/Instructions: Students create a design in one “slice” and repeat it 12 times to create an original color wheel design. Color wheels are painted using tempera or acrylic following the appropriate color wheel order. Students should demonstrate further color mixing skills by creating various values and intensities of each color within its slice.

Bloom’s Levels: Remember, Apply, Create

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario

Pop Art Portraits

Students take a picture or short series of pictures of themselves. These photos are Photoshopped so that they are broken into simple shapes and values. Students trace photos and paint using tempera or acrylic, applying color schemes to the photos.

Repeat Pattern

Students create an original pattern on a small piece of paper and repeat it multiple times across a larger sheet, turning and rotating it various ways for each layer. Once drawn, color is added to the final piece using fine point markers following a selected color scheme.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Theory and Schemes	Sketchbook Color Wheel	After taking notes on different color schemes, students create a color wheel in their sketchbook. To practice appropriate color mixing, students complete the color wheel using only primary colors in colored pencil.	1 day
Mixing	Color Wheel Painting	Students create a design in one “slice” and repeat it 12 times to create an original color wheel design. Color wheels are painted using tempera or acrylic following the appropriate color wheel order. Students should demonstrate further color mixing skills by creating various values and intensities of each color within its slice.	3 days

Unit 6: Space

Subject: Space

Grade: 9-12

Name of Unit: Space

Length of Unit: 2 weeks

Overview of Unit: Students will create an isometric grid drawing. Students will also identify and use positive and negative space.

Priority Standards for unit:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting Standards for unit:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re8A.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Multiple approaches to begin creative endeavors	Use	Apply	3
Make a work of art without having a preconceived plan	Create	Apply	3
Make a design without having a preconceived plan	Create	Apply	3
The process of developing ideas from early stages to fully elaborated ideas	Document	Synthesis	3

Essential Questions

1. Why is positive and negative space used to create the illusion of depth?
2. How do you create space using 1 and 2 point linear perspective?
3. How do you create atmospheric perspective?

4. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
5. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
6. How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
7. What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Enduring Understanding/Big Ideas:

1. Positive and negative space is used to create the illusion of depth on a 2 dimensional surface.
2. Create space using linear drawing using 1 and 2 point perspective
3. Create space by using atmospheric perspective within a drawing
4. Creativity and innovative thinking are essential life skills that can be developed.
5. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
6. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
7. Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p style="text-align: center;"> Linear Atmospheric Positive space Negative space Scale Overlapping </p>

Topic 1: Perspective

Engaging Experience 1

Title: Basic forms in 1, 2, 3 point perspective.

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re8A.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Detailed Description/Instructions: Students follow step by step instructions to draw basic forms (cubes, cylinders) in one, two, and three point perspective using a horizon line, vanishing points, and orthogonals correctly.

Bloom's Levels: Remember, Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: Name in two point perspective.

Suggested Length of Time: one day

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.

- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re8A.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Detailed Description/Instructions: Students draw their name in two point perspective using a horizon line and two vanishing points to demonstrate an understanding of complex forms in two point perspective.

Bloom's Levels: Remember, Apply

Webb's DOK: 1, 2

Engaging Experience 3

Title: Basic forms using an isometric grid

Suggested Length of Time: one day

Standards Addressed

Priority:

- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re8A.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Detailed Description/Instructions: Students use an isometric grid (dotted sheet of paper) to create basic forms in two point perspective as practice for their final isometric room design.

Bloom's Levels: Remember, Apply

Webb's DOK: 1, 2

Topic 2: Positive and Negative Space

Engaging Experience 1

Title: Non-objective shape study

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.

Supporting:

- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re8A.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Detailed Description/Instructions: Thumbnail sketches using non-objective shapes to create positive and negative space. (Warm up activity for cut line design project).

Bloom's Levels: Remember, Apply

Webb's DOK: 1, 2

Engaging Scenario

Engaging Scenario

Create an isometric grid perspective drawing of interior space. Use 1 and 2 point perspective to create the illusion of depth on a flat surface. Draw this interior space with accurate scale using a ruler.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Perspective	Basic Forms in 1,2,3 Point Perspective	Students follow step by step instructions to draw basic forms (cubes, cylinders) in one, two, and three point perspective using a horizon line, vanishing points, and orthagonals correctly.	1 day
Perspective	Name in Two Point Perspective	Students draw their name in two point perspective using a horizon line and two vanishing points to demonstrate an understanding of complex forms in two point perspective.	1 day
Perspective	Basic Forms Using an Isometric Grid	Students use an isometric grid (dotted sheet of paper) to create basic forms in two point perspective as practice for their final isometric room design.	1 day
Positive and Negative Space	Non-Objective Shape Study	Thumbnail sketches using non-objective shapes to create positive and negative space. (Warm up activity for cut line design project).	1 day

Unit 7: Texture

Subject: Design and Draw

Grade: 9-12

Name of Unit: Texture

Length of Unit: 3 weeks

Overview of Unit: In the texture unit students will work with scratchboard techniques to create a final scratchboard. Students will experiment with pen and ink textures to create a final Theme Design.

Priority Standards for unit:

- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Supporting Standards for unit:

- VA:Re7A.I Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr1B.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The process of developing ideas from early stages to fully elaborated ideas	Document	Synthesis	3
How knowledge of culture may influence personal responses to art	Describe	Application	3
How knowledge of tradition may influence personal responses to art	Describe	Application	3
How knowledge of history may influence personal responses to art	Describe	Application	3

Essential Questions:

1. How do you identify real, invented and simulated texture?

Enduring Understanding/Big Ideas:

1. Create the illusion of invented and simulated texture with shading techniques, stippling, hatching, scumbling and cross-hatching.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Implied Actual Simulated Pattern Rhythm

Topic 1: Texture

Engaging Experience 1

Title: Theme design warm-up worksheet

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Supporting:

- VA:Re7A.I Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr1B.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.

Detailed Description/Instructions: Students will practice textures such as hatching, cross-hatching, stipple, and scribble. They will mimic each textured photo to create a replica of it. Making sure values and textures match.

Bloom's Levels: Remember, Apply

Webb's DOK: 2

Engaging Experience 2

Title: Scratchboard practice

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Supporting:

- VA:Re7A.I Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re9A.I Establish relevant criteria in order to evaluate a work of art or collection of works.
- VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA:Cr1B.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
- VA:Cr2A.I Engage in making a work of art or design without having preconceived plan.
- VA:Cr2B.I Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Pr6A.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re7B.I Analyze how one's understanding of the world is affected by experiencing visual imagery.

Detailed Description/Instructions: Students will practice scratchboard techniques. They will use textures such as hatching, cross-hatching, stipple, or other textures necessary to create various values. They will learn how to use the scratch knife along with exactos and other tools used in scratchboard.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a scratchboard using hatching, cross-hatching and stippling. The scratchboard will show a variety of texture.

Students will create a theme design using pen and ink. Students will create the design as a collage using digital resources. The design will be use the design principles and elements, with a focus on balance and unity.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Texture	Theme Design Warm-up Worksheet	Students will practice textures such as hatching, cross-hatching, stipple, and scribble. They will mimic each textured photo to create a replica of it. Making sure values and textures match.	1-2 days
Texture	Scratchboard Practice	Students will practice scratchboard techniques. They will use textures such as hatching, cross-hatching, stipple, or other textures necessary to create various values. They will learn how to use the scratch knife along with exactos and other tools used in scratchboard.	1-2 days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.