



Manhattan Center for Science and Math High School

Art Department Curriculum

Content/Discipline **Required Arts**

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question

Art and its purposes

Poster making

How we define art? Why do people do art?

What are the different art related career that are available?

Unit/Topics

Unit I. What is art? What are the purposes of art?

Posters illustrating and explaining what is art and what are its purposes.

Unit II. Exploring careers and life long learning.

Types of art related careers ex. Curator, art conservators, art teacher, cartoonist

Posters with illustrations and explanation of terms

SWBAT/Objectives

Unit I. Define art.

Know why people do art .Do research and list at least ten reasons for people to do art.

Unit II. Identify at least ten art related careers and learn what skills, education and training are required.

Be aware that art is important in life.

Unit III. Elements of Art

Drawing color wheel

Value chart showing values and techniques

Shading of Sphere showing different values from black to white.

Vocabulary/Key Terms

Definition of art, creative, express harmony, social change, visually interesting portray human emotions, monumental.

Art teacher, curator, art conservator, cartoonist, sketch artist

Value, color, shape, form ,line,

Cast shadow, light, reflected light, tonal values

inanimate object, overlapping, layering ,3 dimensions

Assessments:

Exciting posters on the purposes of art. (group work)Participation in class discussions. Rubrics. Give students useful

feedbacks that can guide them in revising and improving their performances while deepening their understanding. Display posters.

Common Core Standards:	CCSS:ELA Literacy.RH.11 12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (ex., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Bench Marks:	Students gain an awareness of careers in visual arts; recognize personal, social and professional goals; develop a career plan to work independently and in teams; gain an appreciation of art as a source of enjoyment and life- long learning.
Differentiated Instruction:	Allow choices for ELL students. Give activities that will help assist learning. Their interest. Word walls with vocabulary , short videos, visuals and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension.
ELLs:	Allow choices for SWDs. Give activities that will assist learning. Their interest. Word wall with vocabulary, short videos
SWDs:	visuals, and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension.
High-Achievers:	High achievers : videos, hands on activities . Given projects to problem solve.
Resources/Books	Internet, Creating and Understanding drawings.

Homework: Unit I :Define what is art.

Why do people do art?

Unit II. Research and find twenty five art related careers and write a paragraph on each.



Manhattan Center for Science and Math High School

Art Department Curriculum

Content/Discipline **Required Arts**

<http://mcsmportal.net>

Marking Period 2

Topic and Essential Question

Principles of Design

Still Life Composition using pencil to shade (drawing one object, two objects , more than three objects).

Still life composition using color (more than 3 objects)

What are the principles of design? Why are the principles of design so important to the artist?

What is a still life composition? What is an inanimate object?

Prehistoric Art

Consider the obstacles faced by the artists painting these creatures in the low dark caves.

From what angles did they paint? How could they see? What materials did they use?

Unit/Topics

Unit IV. Principles of design

Simple Still Life drawing (one object)

Two objects

More than three objects (Using B pencil to shade)

More than three objects using color.

Unit V: Prehistoric Art

SWBAT/Objectives

Unit IV :Identify and describe the principles of design

Know how to use them in different art projects. Know the function of each in a work of art.

Overlapping of objects.

Identify tonal values in art and know how to shade showing these values.

Unit V: Explain that the exact use of Stone Age is unclear but the works served as more than mere decoration.

Describe how Prehistoric artists deliberately stylized their work to evoke the natural world

Vocabulary/Key Terms

Unit IV :Balance, unity, emphasis, contrast, pattern, rhythm, movement, overlap, composition, layering, light ,shading, still life, intensity, color.

Unit V: Stylization, cromlech, lintel, Venus of Willendorf

Assessments: Homework to be given according to each topic introduced.
Discussions according to topics.
Participation in class activities . Quiz

Common Core Standards: CCSS.ELA-literacy.RH.11-12.5 Analyze in detail how complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Bench Mark: Students construct meanings about the world through art making; build upon experiences to express a personal vision; develop a global perspective and recognize the power of art to communicate beliefs and values.

Differentiated Instruction:

ELLs: Allow choices for ELL students. Give activities that will help assist learning. Their interest. Word walls with vocabulary, short videos, visuals, and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension. Extended time to complete their projects.

SWDs: Allow choices for SWDs. Give activities that will assist learning. Their interest. Word wall with vocabulary, short videos visuals, and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension. Extended time to complete their projects.

High-Achievers: Gifted students are given more challenging work. They make sense of problems and persevere in solving them. They demonstrate independence.

Resources/Books Online resources, *Discovering Art History* by Gerald F. Brommer, library

Homework: Research on the 7 Principles of design, write on each and illustrate them for clarity.



Manhattan Center for Science and Math High School

Art Department Curriculum

Content/Discipline **Required Arts**

<http://mcsportal.net>

Marking Period 3

Topic and Essential Question

1.Art Criticism

2.Egyptian Art

3.Pen and Ink Drawing

1. What is art criticism? Explain the purpose of art criticism. What are the four components of art criticism?

2. What adjectives come to mind to describe how you feel in relationship to these enormous structures?

3. If you were a subject of the Pharaoh would you feel safe to rebel against his rule?

What are some of the advantages of pen and ink drawings? What are some of the techniques you can use in your pen and ink drawings?

Unit/Topics

Unit VI:Art criticism- purpose of art criticism. Use the components of art criticism. Appreciation of a work of art. Know what to look for when judging functional objects. Judging their own work, their peers and works of other artists.

UnitVII: Egyptian Art. Read independently from text and identify the factors that provided the necessary stability of Egypt's culture. Explain why a strong belief in the afterlife was an essential ingredient in Egyptian art and culture. Define terms and write key notes on topic.

Unit VIII:Pen and drawings.

Techniques that can be used Ex. Stippling/Pointillism, hatching ,, and cross hatching

SWBAT/Objectives

Unit VI: Art criticism-Identify four components in criticizing art.

Describe (the work)-What do you see?

Analyze the artwork organization(How did the artist achieve the result?)

Interpret (How do you think the artist feels, thinks about the work? Why was the piece made? What is the artist trying to say?)

Evaluate (What do you think about the art work?)

Unit VII: Egyptian Art-Identify factors that provide the necessary stability of Egyptian's culture to thrive for several thousand of years.

Explain why a strong belief in the afterlife as an essential ingredient in Egyptian art and culture.

Unit VIII: Techniques for pen and ink drawings
Sketch favorite subject
Use pen and ink effectively
Creating the illusion of values
Problem solving

Vocabulary/Key Terms

Unit VI: analyze, interpret and evaluate

Unit VII: frontal. Mastaba, register, hyperstyle, descriptive perspective, step pyramid, ankh, sarcophagus and Ka

Unit VIII: techniques, design and composition

Assessments:

Art portfolios: Collections of work over a period of time.

Teacher expectations including guidelines, rubrics,

Class notes

Completed homework

Participation in class discussion and critiques

Going to the Museum and write a research paper by critiquing a piece of art.

Examination: Quizzes on art vocabulary, materials, techniques, process in art. Elements of art and principles of design. Questions on Egyptian art

Common Core Standards:

Unit VI: CCSS.ELA- literacy. WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Benchmark: Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of design, solve design problems, and explore perspectives, scale and point of view.

Unit VII:CCSS. ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Benchmark: Reading, analyzing and understanding Egyptian art in relation to history and culture. Understanding relationship between art history and other arts.

Unit VII: CCSS. ELA- literacy. RH. 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media(ex. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Benchmark: Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the elements of art, principles of design, solve design problems, and explore perspective, scale, and point of view.

**Differentiated
Instruction:**

Allow choices for ELL students. Give activities that will help assist learning. Their interest. Word walls with vocabulary , short videos, visuals and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension.

ELLs:

SWDs:

Allow choices for SWDs. Give activities that will assist learning. Their interest. Word wall with vocabulary, short videos visuals, and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension.

High-Achievers:

High achievers : videos, hands on activities . Given projects to problem solve.

Resources/Books

Homework: Per Teacher