



ART EXPLORATION

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: December 8, 2022

COURSE OVERVIEW

Title:	Art Exploration
Grade Level:	Grades 9-12
Level:	High School - Introductory
Length:	Full year
Duration:	85 Minute Periods
Frequency:	90 Days
Pre-Requisites:	None
Credit:	1 Credit
Description:	Art Exploration is an introductory level course for students who are interested in exploring a variety of art-making approaches, and who would like to have more experience in a diverse range of mediums. Students will have the opportunity to explore ceramics, sculpture, drawing, painting, and printmaking.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Studio Practice	<ul style="list-style-type: none"> • Materials • Presentation • Analyze and interpret 	Ongoing
2	Presentation	<ul style="list-style-type: none"> • Presentation methods • Preparing artwork for display • Exhibition impact 	Ongoing
3	Analyze and Interpret	<ul style="list-style-type: none"> • Art criticism • Interpretation of art • Evaluation criteria 	Ongoing
4	Planning and Process	<ul style="list-style-type: none"> • Plan and develop • Revise and refine 	Ongoing
5	Drawing Exploration and Observation	<ul style="list-style-type: none"> • Experimenting and techniques • Drawing from observation 	10 Days
6	Drawing Exploration and Composition	<ul style="list-style-type: none"> • Experimenting and techniques • Elements and principles 	10 Days
7	3D Exploration	<ul style="list-style-type: none"> • Experimenting and techniques (traditional materials and clay) • Practicing techniques (traditional materials and clay) • Relief • Sculpture-in-the round 	15 Days
8	Painting Exploration	<ul style="list-style-type: none"> • Experimenting and practicing techniques • Watercolor to create mood • Acrylic grounds 	20 Days
9	Fibers Exploration	<ul style="list-style-type: none"> • Experimenting and practicing techniques • Weaving 	10 Days
10	Printmaking Exploration	<ul style="list-style-type: none"> • Experimenting and practicing techniques • Collagraph • Subtractive method printmaking 	10 Days
11	Mixed Media Exploration	<ul style="list-style-type: none"> • Experimenting and practicing techniques • Collage • Self-directed mixed media 	10 Days

DISCIPLINARY SKILLS and PRACTICE

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Develop Craft	Use tools, materials, artistic conventions, and learning to care for tools, materials, and space.
Engage and Persist	Embrace problems of relevance within the art world and/or of personal importance to develop focus conducive to working and persevering at tasks.
Envision	Picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
Express	Create works that convey an idea, a feeling, or a personal meaning.
Observe	Attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
Reflect	Think and talk with others about an aspect of one's work or working process, and judge one's own work and working process and the work of others.
Stretch and Explore	Reach beyond one's capacities to explore playfully without a preconceived plan, and embrace the opportunity to learn from mistakes.
Understand (Arts) Community	Interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. "Arts" is in parenthesis here as it can easily be switched with other disciplines, like science or history.

UNIT 1

Unit Title	Studio Practice		
Unit Description	Artists and designers create artwork while safely and responsibly taking care of tools, materials, and the art studio.		
Unit Assessment	Create artwork while safely and responsibly taking care of tools, materials, and the art studio.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists and designers care for and maintain materials, tools, and equipment? Ongoing	<input type="checkbox"/> Demonstrate safe and responsible care for materials. <input type="checkbox"/> Demonstrate handling of tools and equipment safely. <input type="checkbox"/> Cooperatively work together and maintain studio space.	Vocabulary: art studio, materials, tools, equipment	VA:CR2.2.1a Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

UNIT 2

Unit Title	Presentation		
Unit Description	Artists, designers, and curators prepare artwork for presentation.		
Unit Assessment	Collaboratively curate artwork for display.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do artists and designers curate artwork for display?</p> <p>Ongoing</p>	<input type="checkbox"/> Select and display personal artwork for presentation. <input type="checkbox"/> Collaborate with artists to arrange a display. <input type="checkbox"/> Demonstrate how to safely and properly hang (place) work for display. <input type="checkbox"/> Identify and label artwork for display.	<p>Vocabulary: gallery, museum, exhibit, curate, eye-level, label, mats</p>	<p>VA:Pr.4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p>VA:Pr.5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>VA:Pr.6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p>

UNIT 3

Unit Title	Analyze and Interpret		
Unit Description	Artists and designers analyze and interpret artwork.		
Unit Assessment	Observe, describe, analyze, evaluate, and interpret artwork.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists and designers interpret works of art? Ongoing	<input type="checkbox"/> Observe and describe artwork and identify subject matter and medium. <input type="checkbox"/> Analyze composition and design. <input type="checkbox"/> Evaluate and interpret meaning and content.	Vocabulary: observation, description, analyze, evaluate, interpret	VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and various contexts.
How do artists establish relevant criteria to evaluate works of art? Ongoing	<input type="checkbox"/> Determine criteria to evaluate works of art. <input type="checkbox"/> Develop questions using relevant criteria to evaluate works of art. <input type="checkbox"/> Evaluate artwork using developed criteria and questions.	Vocabulary: art criticism, evaluate, criteria	VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

<p>How are artists and designers influenced when interpreting and evaluating works of art?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Identify parts of an artwork that are recognizable, relatable, or unfamiliar.</p> <p><input type="checkbox"/> Describe how culture could impact your interpretation of a work of art.</p> <p><input type="checkbox"/> Describe how culture could impact your evaluation of a work of art.</p>	<p>Vocabulary: culture, tradition</p>	<p>VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>
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UNIT 4

Unit Title	Planning and Process		
Unit Description	Artists and designers develop works of art by planning, revising, and refining.		
Unit Assessment	Students will develop works of art by planning, revising, and refining.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists plan works of art? Ongoing	<input type="checkbox"/> Research/learn art techniques, artists, and artworks to plan art-making. <input type="checkbox"/> Create thumbnail sketches to plan compositions for art-making.	Vocabulary: brainstorm, thumbnail sketches, composition	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.
How do artists reflect and revise to develop works of art? Ongoing	<input type="checkbox"/> Reflect on feedback throughout studio production. <input type="checkbox"/> Plan revisions for works of art based on feedback. <input type="checkbox"/> Revise works of art based on feedback.	Vocabulary: reflect, critique, revise	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.

UNIT 5

Unit Title	Drawing Exploration and Observation (Black and White Mediums)		
Unit Description	Artists create drawings from observation and create works using multiple techniques and materials in black and white.		
Unit Assessment	Students will create an artwork(s) from observation using a variety of black and white drawing materials.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Why do artists and designers experiment? 2 Days	<input type="checkbox"/> Develop an understanding of drawing materials by experimenting. <input type="checkbox"/> Create artwork using multiple approaches using graphite, charcoal, pen and ink.	Material Vocabulary: graphite, charcoal, pen, ink	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
Why do artists practice techniques? 2 Days	<input type="checkbox"/> Develop an understanding of drawing techniques through demonstrations and practice. <input type="checkbox"/> Create using demonstrated graphite, charcoal, and pen and ink techniques to create line, value, and texture.	Content Vocabulary: line, value, texture Technique Vocabulary: shading, blending, cross-hatching, the HB pencil system (softness to hardness scale)	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

<p>Why do artists draw from observation?</p> <p>6 Days</p>	<p><input type="checkbox"/> Create drawings from observation by drawing objects that focus on shapes and contour (drawing each object individually).</p> <p><input type="checkbox"/> Plan a balanced composition using the individual drawings from observation.</p> <p><input type="checkbox"/> Create value and texture by adding shading and line work using practiced techniques.</p>	<p>Material Vocabulary: graphite, charcoal, pen and ink</p> <p>Content Vocabulary: composition, balance, contour, contrast, line, value, texture</p> <p>Technique Vocabulary: shading, blending, cross-hatching, the HB pencil system (softness to hardness scale)</p>	<p>VA:Cn:10.1.Ia</p> <p>Document the process of developing ideas from early stages to full elaborated ideas.</p>
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UNIT 6

Unit Title	Drawing Exploration and Composition (Color Medium)		
Unit Description	Artists create drawings from observation and create works using multiple techniques and materials in color.		
Unit Assessment	Students will create an artwork(s) focusing on the elements of principles of design using variety of drawing materials in color.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Why do artist and designers experiment? 2 Days	<input type="checkbox"/> Develop an understanding of drawing materials by experimenting. <input type="checkbox"/> Create using multiple experimental approaches using colored pencil, chalk pastel, and oil pastel.	Material Vocabulary: colored pencil, chalk pastel, and oil pastel	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
Why do artists practice techniques? 2 Days	<input type="checkbox"/> Develop an understanding of drawing techniques through demonstrations and practice. <input type="checkbox"/> Create using demonstrated colored pencil, chalk pastel, and oil pastel techniques to blend and mix colors.	Content Vocabulary: color wheel, line, value, texture Technique Vocabulary: blending, mixing	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

<p>How do artists use the elements and principles of design?</p> <p>6 Days</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create drawings with focus on the elements and principles of design. <input type="checkbox"/> Plan a balanced composition using the elements and principles of design. <input type="checkbox"/> Develop techniques using colored drawing materials. 	<p>Content Vocabulary: elements and principles of design</p> <p>Technique Vocabulary: blending, mixing</p>	<p>VA:Cn:10.1.Ia</p> <p>Document the process of developing ideas from early stages to full elaborated ideas.</p>
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UNIT 7

Unit Title	3D Exploration		
Unit Description	Artists and designers use sculpture and ceramics materials to create three-dimensional works of art.		
Unit Assessment	Students will create original three-dimensional artwork(s) using a variety of sculptural techniques and materials.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists transform 2D materials into 3D works? 3 Days	<input type="checkbox"/> Develop an understanding of traditional approaches, materials, and/or processes. <input type="checkbox"/> Create artwork using multiple traditional approaches, materials and/or processes.	Materials and Techniques: clay, wire, cardboard, paper, fibers, foam, plaster	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
Why is it important to understand the stages of clay? 2 Days	<input type="checkbox"/> Develop an understanding of clay stages. <input type="checkbox"/> Develop an understanding of clay care and responsibilities. <input type="checkbox"/> Experiment with handbuilding with clay.	Content Vocabulary: slip, plastic, leather hard, bone-dry, bisqueware, glazeware, slip and score, firing, kiln, wedge Techniques: slip and score, wedge	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

<p>How do artists create relief in a work of art?</p> <p>5 Days</p>	<p><input type="checkbox"/> Develop an understanding of high and low (bas) relief sculpture.</p> <p><input type="checkbox"/> Create a work of art that has relief.</p>	<p>Content Vocabulary: elements and principles of design, relief, bas-relief</p> <p>Techniques: carve, model</p>	<p>VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and play revisions for works of art and design in progress.</p>
<p>How can you structurally and visually balance a sculpture?</p> <p>5 Days</p>	<p><input type="checkbox"/> Demonstrate an understanding of sculpture-in-the-round.</p> <p><input type="checkbox"/> Create a sculpture-in-the round that is visually and structurally balanced.</p> <p><input type="checkbox"/> Create a sculpture-in-the round applying multiple elements of art and principles of design.</p>	<p>Content Vocabulary: elements and principles of design</p> <p>Materials and Techniques: cardboard, paper, clay, plaster, wire, weaving, baskets</p>	<p>VA: Cr3. 1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and play revisions for works of art and design in progress.</p>

UNIT 8

Unit Title	Painting Exploration		
Unit Description	Artists and designers communicate mood in works of art. Artists and designers revise, refine, and develop works of art to balance compositions and improve their work.		
Unit Assessment	Create a watercolor painting that creates mood. Plan and implement a design using lines and shapes to enhance and balance the composition of your acrylic ground.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists communicate a mood in a work of art? 10 Days	<input type="checkbox"/> Experiment with a variety of watercolor techniques. <input type="checkbox"/> Analyze how artists use color, line, and mark making to create mood in works of art. <input type="checkbox"/> Plan a watercolor painting that uses color, mark making, and line to create mood. <input type="checkbox"/> Create a watercolor painting that creates mood.	<p>Material Vocabulary: watercolor, brushes, isopropyl alcohol, salt, resist</p> <p>Content Vocabulary: mood, mark making, line, color</p> <p>Technique Vocabulary: wet-on-wet, wet-on-dry, wash, gradient, dry brush, blending, resists, experimental approaches</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Re7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p>

<p>How do artists revise, refine, and develop their work?</p> <p>10 Days</p>	<p><input type="checkbox"/> Experiment with a variety of acrylic painting techniques.</p> <p><input type="checkbox"/> Create grounds using acrylic painting techniques.</p> <p><input type="checkbox"/> Analyze how artists create abstract or nonrepresentational works using line and shapes to balance the compositions.</p> <p><input type="checkbox"/> Plan and implement a design using lines and shapes to enhance and balance the composition of your acrylic ground.</p>	<p>Material Vocabulary: acrylic, gesso, palette knives, brushes, plastic wrap, gauze</p> <p>Content Vocabulary: grounds, texture, line, shape, composition, abstract, non-representation</p> <p>Technique Vocabulary: paint application</p>	<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.</p> <p>VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.</p>
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UNIT 9

Unit Title	Fibers Exploration		
Unit Description	Artists and designers use traditional and contemporary practices and materials to create works of art.		
Unit Assessment	Students will create a weaving using a variety of traditional and contemporary (non-traditional) materials and techniques.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do artists combine traditional and contemporary practices in their work?</p> <p>10 Days</p>	<input type="checkbox"/> Experiment with traditional and non-traditional weaving techniques and materials. <input type="checkbox"/> Analyze the differences between traditional and non-traditional materials. <input type="checkbox"/> Plan and develop a design for a weaving using traditional or non-traditional materials. <input type="checkbox"/> Create a weaving using traditional or non-traditional materials and techniques.	<p>Material Vocabulary: loom, fibers, string, yarn, non-traditional materials</p> <p>Content Vocabulary: weaving, contemporary</p> <p>Technique Vocabulary: warp, weft</p>	<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>

UNIT 10

Unit Title	Printmaking Exploration		
Unit Description	Artists use both subtractive and additive methods for creating prints.		
Unit Assessment	Create multiple prints using a subtractive method of printmaking. Create a series of prints using the collagraph printing method.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists create visual texture within their work? 1 Day	<input type="checkbox"/> Experiment with the printmaking process. <input type="checkbox"/> Create a composition by printing with objects, stamps, and textured materials. <input type="checkbox"/> Analyze how different surfaces look visually when they are printed.	Material Vocabulary: ink, brayer, printing plate, stamps Content Vocabulary: printmaking, texture Technique Vocabulary: stamp printing, inking	VA: Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA: Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
How do artists determine if a work of art is successful? 8 Days	<input type="checkbox"/> Experiment with subtractive printmaking techniques (linoleum, foam, erasers, potato, and cardboard). <input type="checkbox"/> Plan and brainstorm a design to use for printing. <input type="checkbox"/> Create multiples of prints using a subtractive method of printmaking. <input type="checkbox"/> Evaluate prints and choose the most successful print (consideration should be made to craftsmanship).	Material Vocabulary: ink, brayer, printing plate, gauges/carving tools, bench hooks, linoleum, stamps Content Vocabulary: printmaking, subtractive, texture Technique Vocabulary: linoleum block printing, stamp printing, inking, carving	VA: Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA: Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

<p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>1 Day</p>	<p><input type="checkbox"/> Discuss and analyze how different materials create texture.</p> <p><input type="checkbox"/> Discuss and analyze how to combine multiple texture and materials to create a successful collagraph.</p> <p><input type="checkbox"/> Plan and assemble a collagraph plate using recycled materials to create.</p> <p><input type="checkbox"/> Create a series of prints using the collagraph printing method.</p>	<p>Material Vocabulary: ink, brayer, printing plate, recycled materials</p> <p>Content Vocabulary: collagraph, visual texture, relief, additive</p> <p>Technique Vocabulary: inking, printing</p>	<p>VA: Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.</p>
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UNIT 11

Unit Title	Mixed Media Exploration		
Unit Description	Artists and designers use mixed media to create works of art.		
Unit Assessment	Create a collage using a planned design with mixed media materials.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do artists combine multiple mediums and approaches when creating art?</p> <p>10 Days</p>	<input type="checkbox"/> Experiment with combining multiple two-dimensional media. <input type="checkbox"/> Develop an understanding of the elements and principles of design. <input type="checkbox"/> Design and plan a mixed media collage with a balanced composition. <input type="checkbox"/> Create a collage using planned design with mixed media materials.	<p>Material Vocabulary: 2D media, assorted papers, recycled materials, mod podge, x-acto knives</p> <p>Content Vocabulary: collage, mixed media, decoupage, juxtaposition, elements and principles of design</p> <p>Technique Vocabulary: layering, texture, image alteration</p>	<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.</p>

ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)