

Seymour Public Schools Curriculum

2D Design GRADES 9,10,11,12

Description

This half year course covers the basic media and techniques of drawing (including perspective and composition) while addressing the elements and principles of two-dimensional design. This class serves as a prerequisite to all other art classes.

2D Design Curriculum Unit #1: Mark Making

What are the different types of mark making? What is a contour line? What is expressive line? How can lines create implied texture? How can lines create value?

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| Grade: High School | Unit #1: Mark Making |
| National Standard for Visual Arts | VACr1.1 Generate and conceptualize artistic ideas and work VACr3.1 Refine and complete artistic work VARe9.1 Apply criteria to evaluate artistic work |
| Enduring Understanding | Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. People evaluate art based on various criteria. |

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| <p>Essential Questions</p> | <p>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?</p> <p>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?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> |
| <p>Performance Expectations</p> | <p style="text-align: center;">VACr1.1 Generate and Conceptualize artistic ideas and work</p> <p>HS Proficient: Use multiple approaches to begin creative endeavors.</p> <p>HS Accomplished: Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>HS Advanced: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that is aesthetically pleasing.</p> <p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> |

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| <p>VARe9.1 Apply criteria to evaluate artistic work</p> <p>HS Proficient: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>HS Accomplished: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>HS Advanced: Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> | | |
| <p>Strategies/Modes (examples)</p> <p>Contour line Expressive line Texture Value Composition</p> | <p>Materials/Resources/Suggested Media</p> <p>Graphite Charcoal Marker Colored Pencil Pastel Paint Student exemplars</p> | <p>Assessments (examples)</p> <p>Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p> |

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2D Design Curriculum Unit #2: Shape and Basic Form

What is the difference between organic and geometric shapes? What is the difference between shape and form?

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| Grade: High School | Subject: 2D Design: Unit #2: Shape and Basic Form |
| National Standard for Visual Arts | VACr2.1 Organize and develop artistic ideas and work VACr3.1 Refine and complete artistic work |
| Enduring Understanding | Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. |
| Essential Questions | 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? 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? |

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| <p>Performance Expectations</p> | <p style="text-align: center;">VACr2.1 Organize and develop artistic ideas and work</p> <p>HS Proficient: Engage in making a work of art or design without having a preconceived plan.</p> <p>HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> | |
| <p>Strategies/Modes (examples) Organic and Geometric Shapes Basic 3D forms Value Texture Composition</p> | <p>Materials/Resources/Suggested Media Graphite Charcoal Marker Colored Pencil Pastel Paint Student exemplars</p> | <p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p> |

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2D Design Curriculum Unit #3 Figure Drawing

What are the correct body proportions? How do those proportions translate when in action?

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| Grade: High School | Subject: 2D Design: Unit #3: Figure Drawing |
| National Standard for Visual Arts | VACr2.1 Organize and develop artistic ideas and work VACr3.1 Refine and complete artistic work |
| Enduring Understanding | Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. |
| Essential Questions | 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? 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? |
| Performance Expectations | VACr2.1 Organize and develop artistic ideas and work HS Proficient: Engage in making a work of art or design without having a preconceived plan. HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VACr3.1 Refine and complete artistic work HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and |

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| | <p>plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> | |
| <p>Strategies/Modes (examples) Body proportions Scale Value Balance Composition</p> | <p>Materials/Resources/Suggested Media Graphite Charcoal Marker Colored Pencil Pastel Paint Student exemplars</p> | <p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p> |

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2D Design Curriculum Unit #4 Landscapes

How can rhythm and movement be displayed in a landscape?

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| Grade: High School | Subject: 2D Design: Unit #4 Landscapes |
| National Standard for Visual Arts | VA:Cr1.2 Generate and conceptualize artistic ideas and work VA:Cn11.1 Relate artistic ideas and works with contemporary or historical context to deepen understanding |
| Enduring Understanding | Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. |
| Essential Questions | How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations? How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? |
| Performance Expectations (Student outcomes) | VACr1.2 Organize and develop artistic ideas and work HS Proficient: Shape an artistic investigation of an aspect of present-day life using contemporary practice of art or design. HS Accomplished: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. HS Advanced: Choose from a range of materials and methods of traditional and contemporary artistic practices, |

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| | <p>following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VACr11.1 Relate artistic ideas and works with contemporary or historical context to deepen understanding</p> <p>HS Proficient: Describe how knowledge of history may influence personal responses to art.</p> <p>HS Accomplished: Compare uses of art in a variety of historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p>HS Advanced: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p> | |
| <p>Strategies/Modes (examples) Rhythm Movement Composition</p> | <p>Materials/Resources/Suggested Media Visuals of famous artists' landscapes Paint Graphite Charcoal Marker Colored Pencil Pastel</p> | <p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p> |

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2D Design Curriculum Unit #5 Perspective

What is one-point perspective? What is two-point perspective? How do artists create depth in an image?

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| Grade: High School | Subject: 2D Design: Unit #5 Perspective |
| National Standard for Visual Arts | <p>VACr2.1 Organize and develop artistic ideas and work</p> <p>VACr3.1 Refine and complete artistic work</p> |
| Enduring Understanding | <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> |
| Essential Questions | <p>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?</p> <p>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?</p> |
| Performance Expectations (Student outcomes) | <p>VACr2.1 Organize and develop artistic ideas and work</p> <p>HS Proficient: Engage in making a work of art or design without having a preconceived plan.</p> <p>HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> |

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VACr3.1 Refine and complete artistic work

HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.

HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.

HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.

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| | <p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> | |
| <p style="text-align: center;">Strategies/Modes (examples)</p> <p style="text-align: center;">One-point perspective Two-point perspective Value Proportion Space</p> | <p style="text-align: center;">Materials/Resources/Suggested Media</p> <p style="text-align: center;">Graphite Charcoal Marker Colored Pencil Pastel Paint Ruler</p> | <p style="text-align: center;">Assessments (examples)</p> <p>Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media</p> <p>Summative Assessment: Project Rubric</p> |

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2D Design Curriculum Unit #6 Color Theory

What are the different types of colors on the color wheel? What relationships do primary, secondary, and tertiary colors have with one another? What different types of color schemes can be created with colors on the color wheel?

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| Grade: High School | Subject: 2D Design: Unit #6 Color Theory |
| National Standard for Visual Arts | VACr2.2 Organize and develop artistic ideas and work. VACr3.1 Refine and complete artistic work. |
| Enduring Understanding | Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. |
| Essential Questions | How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? 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? |
| Performance Expectations (Student outcomes) | VACr2.2 Organize and develop artistic ideas and work HS Proficient: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. HS Accomplished: Demonstrate an awareness of ethical implications of making and distributing creative work. |

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| | <p>HS Advanced: Demonstrate an understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p> <p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> | |
| <p style="text-align: center;">Strategies/Modes (examples) Color Wheel Color Schemes</p> | <p style="text-align: center;">Materials/Resources/Suggested Media Paint Student exemplars Visual of Color Wheel and Color Schemes</p> | <p style="text-align: center;">Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p> |

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2D Design Curriculum Unit #7 Unity

What is Unity? How can the elements and principles of art create visual harmony?

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| Grade: High School | Subject: 2D Design: Unit #7 Unity |
| National Standard for Visual Arts | <p>VACr3.1 Refine and complete artistic work</p> <p>VARe9.1 Apply criteria to evaluate artistic work</p> |
| Enduring Understanding | <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>People evaluate art based on various criteria.</p> |
| Essential Questions | <p>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?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> |
| Performance Expectations (Student outcomes) | <p>VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> |

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| <p>VARe9.1 Apply criteria to evaluate artistic work</p> <p>HS Proficient: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>HS Accomplished: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>HS Advanced: Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> | | |
| <p>Strategies/Modes (examples) Unity Variety of elements and principles of art</p> | <p>Materials/Resources/Suggested Media Student choice Student exemplars</p> | <p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p> |