



Fine & Performing Arts Department Curriculum Guide

Partnership in Art – CP

Course Description
<p>This course emphasizes collaboration and relationship building through the act of making art. Partnership in Art is dedicated to including all students in art-making activities while new connections and friendships are formed. A wide variety of art techniques will be explored including drawing, painting, printmaking, ceramics, sculpture, and crafts. Collaborative and individual projects will be completed, in addition to team-building and relationship-building activities. This course emphasizes collaboration, critical thinking, and creative problem solving. For Grades 10-12. Teacher recommendation is required.</p>
Content Standards
<p>Cluster 1: Creating art with artistic intent. Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.</p> <p>Practice 1. Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.</p> <p>Practice 2. Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.</p> <p>Practice 3. Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate. Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.</p> <p>Practice 4. Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.</p> <p>Practice 5. Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p>Practice 6. Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p>Cluster 3: Responding to arts through intellect and emotion. Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</p> <p>Practice 7. Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p>Practice 8. Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p>Practice 9. Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge. Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</p> <p>Practice 10. Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>



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Units	Essential Questions
Texture Rubbings Crayon rubbings of outdoor textures, Leaf prints with marker	<ul style="list-style-type: none"> How does making art connect us to our surroundings? Can collaboration enhance the creative process?
Painting with Natural Paintbrushes Use paintbrushes made from natural materials to create a non-objective painting	<ul style="list-style-type: none"> What factors encourage students to take creative risks? How does collaboratively reflecting on a work or process help us?
Observational Drawing Contour drawings of leaves, shells, faces, toys, still-life	<ul style="list-style-type: none"> How do people select objects of interest for the purpose of drawing? What strategies are available to improve our observational drawing skills?
Collage Torn paper, paint samples, printed papers, watercolor backgrounds, coffee and tea-stained paper	<ul style="list-style-type: none"> What factors encourage students to take creative risks? How do artists learn from trial & error?
Watercolor Painting Experimental techniques using masking tape, rubbing alcohol, salt	<ul style="list-style-type: none"> What conditions support creative thinking? How can we break from traditional processes?
Op Art Optical illusion art using marker and colored pencil	<ul style="list-style-type: none"> How can drawing and coloring help us to relax? How can we employ pattern and repetition successfully in an artwork? How can we create a pattern that gives the illusion of movement?
Emotion Drawing	<ul style="list-style-type: none"> How can you depict something that is not tangible?
Drawing on Unique Surfaces Repurposed book pages, newspaper, paper bags	<ul style="list-style-type: none"> How can artists break from traditional processes? How do artists learn from trial & error?
Printmaking Bubble prints, styrofoam prints, printing with shaving cream	<ul style="list-style-type: none"> What ignites experimentation and the creative process? How do artists choose tools, techniques, and material to express their ideas? How do we use materials to make an artistic statement?



Units	Essential Questions
<p>Art Therapy Using Art Journaling prompts provided by teacher and/or generated by students and peers</p>	<ul style="list-style-type: none"> ▪ How do artists create works of art that communicate feelings and emotions? ▪ How do life experiences influence the way we create art? ▪ How can creating art enrich our lives? ▪ How can art making help us experience and understand our emotions? ▪ How does art influence what we can learn about ourselves? ▪ Example prompts include: <ul style="list-style-type: none"> ○ I Am Grateful for... ○ I'm Looking Forward to... ○ My People Say Goodbye to... ○ Word Math ○ My Tangled Ball of Emotions ○ Letting Go ○ Say Nice Things About Yourself ○ Things to Leave Behind ○ I Am Thankful For... ○ Say Hello to... ○ Black-out Poetry ○ Note to Self ○ My Happiness Instructions ○ Map of My Heart
<p>Art Journaling Selecting and binding work into a handmade book</p>	<ul style="list-style-type: none"> ▪ What criteria do we consider when selecting work for a compilation? ▪ How can art be used to reflect on our past? ▪ How does art preserve aspects of life? ▪ How can art serve as a diary?
<p>Collaborative Painting Work as a class to create several large-scale non-objective paintings</p>	<ul style="list-style-type: none"> ▪ How can we work as a group to create artwork? ▪ How does collaboration enhance the creative process?
<p>Inclusive Schools Week Display Work as a class to create a public art display encouraging the concept of inclusion</p>	<ul style="list-style-type: none"> ▪ How do we create works of art that effectively communicate an idea? ▪ What criteria do we use to select work for presentation? ▪ How does the presenting artwork influence our ideas and experiences?