

Portales Municipal Schools
Art Curriculum Map-2017-2018 Intro to Art

ESSENTIAL QUESTIONS: What is value? What are positive and negative shapes? What is proportion?					
STRAND: Visual Arts			Benchmark 1A: Explore and understand the elements of art (color, form, line, shape, space, texture and value) and principles of design (balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity and variety) and what makes them effective in solving specific art problems and artistic intentions		
Standard 1: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.					
9 weeks	PERFOMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Explore and understand the elements of art (color, form, line, shape, space, texture and value) and principles of design (balance, contrast, emphasis, movement,pattern, proportion, repetition, rhythm, unity and variety) and what makes them effective in solving specific art problems and artistic intentions	Create 5 of the 9 values in their work- Create basic shapes, both positive and negative to establish proportions-	<ul style="list-style-type: none">• Student will be able to create at least 5 different values ranging from light to dark, to create depth and form in their drawings.* Student will be able to reproduce both positive and negative shapes correctly, keeping their work in correct proportion.	Teacher observation- Student projects/work-	Pencil Eraser Paper Magazines Past student work/examples

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ESSENTIAL QUESTIONS: What makes art pleasing to the eye? What is balance and contrast? What are the different types of media?					
STRAND: Visual Arts			Benchmark 1B: Show skill, confidence and sensitivity in applying knowledge of art media and techniques to the production of art work.		
Standard 1: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.					
9 weeks	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Demonstrate an increasing level of competence in using processes, media and techniques to create experimental and display-quality works of art. 2. Evaluate the use of techniques and effectiveness of media in various works of art.	1.Create art that is pleasing to the eye. Demonstrate balance, contrast, keeping work clean. 2. Work with a minimum of 3 different art mediums, such collage, pencil and watercolor.	<ul style="list-style-type: none">• Student work will demonstrate correct use of proportion ,(size and scale).• Student work will be kept neat in overall presentation.• 2.Work with several different medias using elements of art such as, line, value scale,proportions, and positive /negative shapes.	Teacher observation- Student projects/work-	Pencil Eraser Paper Magazines Watercolor Brushes

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ESSENTIAL QUESTIONS How is movement and emotion communicated? What is abstract art? What is realistic art?					
STRAND: Visual Arts			9-12 Benchmark 1C: Recognize that there are multiple points of view about organizational principles of design and elements of art.		
Standard 1: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.					
9 weeks	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Produce a body of work that represents both diversity and effectiveness of selected mediums, techniques and artistic concepts for communicating. 2. Compare, support and summarize the use of specific artistic concepts in two or more works of art.	Communicate movement and emotion through art- Create both abstract and realism ceramic sculptures-	1. Create 2 ceramic sculptures between 5 and 12 inches in height- Sculpture will show movement and pleasing to eye- 2. Student work will incorporate both positive and negative shapes to show movement and interest in at least 2 works of art	Teacher observation- Student projects/work-	Clay Wooden tools Wire Boards Water/bowl Spoons

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ESSENTIAL QUESTIONS: How to use tools appropriately? What are classroom procedures for safety?					
STRAND: Visual Arts			9-12 Benchmark 1D: Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.		
Standard 1: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.					
9 weeks	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Evaluate potential hazards of art materials and tools. 2. Integrate all acquired information about safety in the art studio into a set of appropriate procedures.	1.Use tools safely and appropriately- 2. Follow classroom procedures for safety	1. Student will demonstrate proper use of paints, cutting tools,etc- 2. Student will demonstrate appropriate safety procedures as instructed and demonstrated by the teacher-	Teacher observation-	Paints Scissors Exacto knives Glue Wire Safety glasses Gloves