

**New Paltz Central School District
ART
High School/Studio Art**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><u>Perspective Drawing</u></p> <ul style="list-style-type: none"> • How does an artist express a 3-D image on a 2-D surface? • What are three different techniques for creating perspective in a drawing? • What is atmospheric perspective? 	<ul style="list-style-type: none"> • Draw in 1 and 2 point perspective. • Draw objects in Bird’s eye view, worm’s eye view, and eye level view. • Learn about diminution, foreshortening, and overlapping. • Identify the horizon line and vanishing points in a drawing or painting as well as in a real life landscape. 	<ul style="list-style-type: none"> • Students will look at the work of Leonardo Da Vinci and other Renaissance artists and discuss his use of perspective. • Have students work with graphite pencil to create a living space for an imaginary person. • Create a futuristic drawing using shapes in perspective. • Design your own corner store.
<p><u>Painting</u></p> <ul style="list-style-type: none"> • What are the basic properties of color? • How do you mix tints, tones, and shades? • What are the primary colors? • What are the secondary colors? • What are the tertiary colors? • Which are the warm colors? • Which are the cool colors? • What is an analogous color scheme? 	<ul style="list-style-type: none"> • Create a color design study. • Identify primary colors, secondary colors, analogous colors, tertiary colors, and complimentary colors. • Create/identify cool and warm colors. • Know the difference between tints, tones, and shades. • Know that value, intensity, and hue are the basic properties of color. 	<ul style="list-style-type: none"> • Students will look at paintings done by various famous artists – Van Gogh, Picasso Rembrandt, Matisse, Renoir, etc. • Have students create an abstract, geometric painting dealing with color schemes (tints, tones, shades). • Recreate the second half of a master painting, matching the colors as best they can.

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<p><u>Sculpture/Human Form</u></p> <ul style="list-style-type: none"> • Who is Henry Moore? • What is gesture drawing? • What are the basic properties of clay? • What does it mean to slip and score? • What is meant by form versus function? 	<ul style="list-style-type: none"> • Know the proper techniques for working with clay. • Create a clay sculpture. • Effectively attach two pieces of clay together. • Identify the difference between raw clay and fixed clay. • Address the issue of form versus function. • Study the human form and proper proportions. 	<ul style="list-style-type: none"> • Students will look at the work of Henry Moore, as well as many other sculptures; e.g., Chac Mool, Egyptian, Roman, as well as Medieval and primitive art. • Practice drawing the human form in charcoal. • Make a series of gesture drawings. • Create a figurative idol which represents a personal belief or value. • Create a figurative sculpture modeled after the work of Henry Moore.
<p><u>Tessellations/Shape and Pattern</u></p> <ul style="list-style-type: none"> • Who is M.C. Escher? • How did Islamic art influence M.C. Escher's work? • What is a tessellation? • How do tessellations utilize positive and negative space? 	<ul style="list-style-type: none"> • Create tessellations. • Know how to create pattern from shape. • Know about positive and negative space. 	<ul style="list-style-type: none"> • Students will look at the art of M.C. Escher and the Islamic people. • Create tessellations which are representative of different animals or objects.
<p><u>Art History/Timeline</u></p> <ul style="list-style-type: none"> • What are the different artistic periods? • How do historical/social events shape the artwork from different time periods? • Why do artists create? • Why is art important to society? • How did the art from this time affect the world? • What do you think drove the artist to work in this style? 	<ul style="list-style-type: none"> • Create a piece of art in the style of an artist. • Identify the different periods of art (e.g., Pop Art, Color field, Realism, Impressionism, Expressionism, Cubism, Surrealism, Renaissance). • Teach other students about artists (cooperative learning). • Learn about the lives of famous artists. 	<ul style="list-style-type: none"> • Art history is incorporated throughout the year, however, this is an overview usually given at the beginning of the year to help give students a sense of what events and time periods are out there. • Students research an artist and create an art card which they present to the class.

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<p><u>Graphic Design/Identity Marks</u></p> <ul style="list-style-type: none"> • Why do people from all over the world feel a need to represent their identity through visual means? • In what ways do other cultures portray identity/status? • In what ways do people in our culture express their personal identity? • How can you use the elements and principles of design to create art? 	<ul style="list-style-type: none"> • Understand that different cultures have different opinions about what is aesthetically pleasing. • Understand that, through art, people express who they are and show their individuality. 	<ul style="list-style-type: none"> • Look at art (of many forms) from many different cultures. • Explore everything from regular 2-D design on paper and pottery, to body alteration and decoration. • Henna, Samoan Tattoo, Japanese foot binding, Ethiopian clay lip plates, etc. • Create a 2-D design which represents who he/she is (an Identity Mark).
<p><u>Printmaking/Linoleum and Mono Prints</u></p> <ul style="list-style-type: none"> • How do you create a mono print? • What are the main characteristics in an expressionistic painting? • How do you create a linoleum print? • How can you use music to create art? • What is registration? • What is the difference between linoleum and monoprints? 	<ul style="list-style-type: none"> • Create mono prints. • Use the elements and principles of design to create an effective composition in a linoleum print. • Create expressionistic prints with abstraction, as well as with recognizable images. • Know the tools used with printmaking (brayer, plate, bed, rollers, baren). 	<ul style="list-style-type: none"> • Look at expressionism and the work of artists like Van Gogh, Munch, Kandinsky, etc. • Create abstract linoleum and mono prints inspired by music.

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<p><u>Self Portrait Grid</u></p> <ul style="list-style-type: none"> • Why do artists use grids? • What are the alternative uses for the grid? • Which artists are known for their use of the grid method? 	<ul style="list-style-type: none"> • Accurately enlarge a photograph or drawing using a grid. • Understand that grids are a device which have been used by artists from the time of the Renaissance until the present day. • Learn the alternative uses for the grid. 	<ul style="list-style-type: none"> • Many artists will be looked at – Chuck Close, Da Vinci, Degas, etc. • Create a self portrait in pencil using a grid. • Create a second image using the grid which is more creative (e.g., abstract).
<p><u>Scratchboard/Line and Texture</u></p> <ul style="list-style-type: none"> • What is line and what can it be? • What is texture? • What is value? • How can you create value in a drawing using only line? 	<ul style="list-style-type: none"> • Look at and be knowledgeable about works of art which use line and texture. • Draw different objects creating value using various combinations of line. • Learn how to work with scratch board. • Use different types of lines in order to create a feeling in a drawing. 	<ul style="list-style-type: none"> • Look at the work of artists who use line and texture. • Create scratchboards which draw inspiration from nature.