## First Semester

<table>
<thead>
<tr>
<th>Unit</th>
<th>Priority Topics</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Review, Introduction</td>
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<tr>
<td>Unit 2</td>
<td>(Line)</td>
</tr>
<tr>
<td>Unit 3</td>
<td>(Value &amp; Color)</td>
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<tr>
<td>Unit 4</td>
<td>(Space)</td>
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<tr>
<td>Unit 5</td>
<td>(Principles of Design)</td>
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</tbody>
</table>

### Duration
- 1-2 Weeks
- 2 - 9 Weeks
- 2-4 Weeks
- 2-3 Weeks
- 2-4 Weeks
- 3-9 Weeks
- 2-4 Weeks

### GSE/GPS Standards
- GSE/GPS Standards:
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## Second Semester

<table>
<thead>
<tr>
<th>Unit</th>
<th>Priority Topics</th>
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<tbody>
<tr>
<td>Unit 6</td>
<td>(Proportion &amp; Scale)</td>
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<tr>
<td>Unit 7</td>
<td>(3D:Shape/Form/Texture)</td>
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<tr>
<td>Unit 8</td>
<td>(Personal Series)</td>
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### Duration
- 4 Weeks
- 2-9 Weeks
- 2-4 Weeks
- 2-4 Weeks

### GSE/GPS Standards
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<table>
<thead>
<tr>
<th>Literacy Standards:</th>
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<tbody>
<tr>
<td>Discuss why artists make art. Discuss/write: why do you make art?</td>
<td>Write critique about art and artists discussed in class with focus on line, such as Vincent Van Gogh with reflections on poem Starry Night.</td>
<td>Discuss the subject matter in a work of art, identifying the artist’s/viewer’s point of view.</td>
<td>Discuss the subject matter in a work of art, identifying the relationship of the elements and principles of design to the idea and purpose of the artwork.</td>
<td>Critique personal and/or peer work using: oral or written form, appropriate vocabulary, observed vs. judgmental information</td>
<td>Critique personal series and write accompanying artist statement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus: Reviewing basic concepts in art and art history</th>
<th>Focus: Emphasizing and reinforcing the importance and quality of line.</th>
<th>Focus: Color theory to include: Primary, secondary, intermediate</th>
<th>Focus: Using shapes and forms to create three-dimensional space within two-dimensions</th>
<th>Focus: Understanding how the elements of design are used within the principles</th>
<th>Focus: Exploring the development of artistic styles through time</th>
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</thead>
</table>
| -VAHSVAMC.1  
-VAHSVACU.2  
-VAHSVAPR.5 | -VAHSVAPR.1  
-VAHSVAPR.2  
-VAHSVAPR.5 | -VAHSVAPR.1  
-VAHSVAPR.2  
-VAHSVAPR.5 | -VAHSVAPR.1  
-VAHSVAPR.2  
-VAHSVAPR.5 | -VAHSVAPR.1  
-VAHSVAPR.2  
-VAHSVAPR.5 | -VAHSVAPR.1  
-VAHSVAPR.2  
-VAHSVAPR.5 |

One point and two point perspective  
Compositional strategy, proportions, scale, foreshortening, one point and two point perspective  
using critical thinking skills for various contexts to develop, refine and create  
using/identifying texture in artwork  
manipulate materials, techniques, and processes through practice to result in 3D work  
Explore various careers in the arts
<table>
<thead>
<tr>
<th>Learning Intentions: Reviewing the history of art and its development</th>
<th>Learning Intentions: Reviewing the basics of art - elements and principles</th>
<th>Learning Intentions: Understanding line drawing made of images/shapes, creating line as a contour drawing technique</th>
<th>Learning Intentions: Developing color mixing skills and techniques through application of color theory, apply art knowledge and contextual information to analyze how content and color are used in art.</th>
<th>Learning Intentions: Understanding figure/ground relationship, positive/negative space, Cubism, 3D drawing with shading to create form. Understand perspective and how to create a 3D quality.</th>
<th>Learning Intentions: Understanding proportion such as gesture drawing, facial proportions, human proportions, golden ratio, Rule of Thirds, understand skewed views and angles using foreshortening.</th>
<th>Learning Intentions: Exploring non-western cultures that represent a wide variety of art, people, geography, history, and beliefs.</th>
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</thead>
<tbody>
<tr>
<td>Essential Vocabulary: Art, medium, subject, composition, elements of art, principles of design, credit line, aesthetics, art criticism, materials</td>
<td>Essential Vocabulary: line, descriptive line, outline, contour line, cross hatching, hatching, implied line, line of sight, expressive line, dimension</td>
<td>Essential Vocabulary: value, shading, chiaroscuro, spectrum, hue, primary, secondary, intermediate (tertiary), monochromatic, intensity, color harmonies, warm/cool, tints, pigments, binders</td>
<td>Essential Vocabulary: shape, figure, ground, positive shape, negative shape, form, foreshortening, organic, geometric, closed, open</td>
<td>Essential Vocabulary: positive space, negative space, picture, plane, overlapping, high-low placement, linear perspective, eye level, aerial perspective, framing, height, weight, media, medium, mixed media</td>
<td>Essential Vocabulary: scale, proportion, gesture drawing, golden ratio, Rule of Thirds</td>
<td>Essential Vocabulary: Gaming design, computer design, communications design, web artist, illustrator, multimedia design, photographer, photojournalist, animator, art director, curator</td>
</tr>
</tbody>
</table>

**Essential Vocabulary:**
- Art, medium
- Subject
- Composition
- Elements of art
- Principles of design
- Credit line
- Aesthetics
- Art criticism
- Materials
- Line
- Descriptive line
- Outline
- Contour line
- Cross hatching
- Hatching
- Implied line
- Line of sight
- Expressive line
- Dimension
- Value
- Shading
- Chiaroscuro
- Spectrum
- Hue
- Primary
- Secondary
- Intermediate (tertiary)
- Monochromatic
- Intensity
- Color harmonies
- Warm/cool
- Tints
- Pigments
- Binders
- Shape
- Figure
- Ground
- Positive shape
- Negative shape
- Form
- Foreshortening
- Organic
- Geometric
- Closed
- Open
- Positive space
- Negative space
- Picture
- Plane
- Overlapping
- High-low placement
- Linear perspective
- Eye level
- Aerial perspective
- Framing
- Height
- Weight
- Media
- Medium
- Mixed media
- Scale
- Proportion
- Gesture drawing
- Golden ratio
- Rule of Thirds
- Sculpture
- Relief
- Conceptual art
- Performance art
- Environmental art
- Installation art
- Fiber art
- Soft sculpture
- Assemblages
- Ceramics
- Glaze
- Pottery
- Bisque
- Kiln
- Leather dry
- Gloss
- Matte
- Actual
- Gaming design
- Computer design
- Communications design
- Web artist
- Illustrator
- Multimedia design
- Photographer
- Photojournalist
- Animator
- Art director
- Curator

**Art forms from:**
<table>
<thead>
<tr>
<th>Reading Selections &amp; Extensions:</th>
<th>ArtsEdge STEAM: <a href="https://artsedge.kennedy-center.org/educators/lessons">https://artsedge.kennedy-center.org/educators/lessons</a></th>
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<tr>
<td></td>
<td>Dr. Seuss - any book</td>
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<tr>
<td>Reading Selections &amp; Extensions:</td>
<td>An Introduction to Art Techniques:</td>
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<td></td>
<td>Smith, Wright and Horton (DK Publishers) <a href="http://www.metmuseum.org">www.metmuseum.org</a></td>
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<td>Guggenheim: <a href="http://www.guggenheim.org">www.guggenheim.org</a></td>
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<td></td>
<td>Andy Warhol Diaries</td>
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<td>Reading Selections &amp; Extensions:</td>
<td>Book of Surrealist Games by Mel Gooding</td>
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<td><a href="https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Art_Show_with_the_Masters">https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Art_Show_with_the_Masters</a></td>
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<td><a href="http://www.guggenheim.org">www.guggenheim.org</a></td>
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<td>Composition and Design <a href="http://www.gosheen.edu/art/ed/compose.htm">http://www.gosheen.edu/art/ed/compose.htm</a></td>
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<td><a href="http://www.disneyanimation.com/studio/history">www.disneyanimation.com/studio/history</a></td>
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<th>Resources: Visual Artists:</th>
<th>Overview of artists and art history Art Talk Textbooks You tube videos</th>
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<tbody>
<tr>
<td></td>
<td>Pablo Picasso Charles Schultz Alexander Calder Keith Haring Vincent Van Gogh You tube videos</td>
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<tr>
<td></td>
<td>Edward Hopper Pablo Picasso M.C. Escher Alice Neel Henri Moore YouTube videos</td>
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<tr>
<td></td>
<td>Claude Monet Pierre Augusta Renoir Vincent VanGogh Henri Matisse Georges Seurat</td>
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<tr>
<td></td>
<td>Dorothea Lange, Robert Rauschenburg, Edouard Manet, Deborah Butterfield</td>
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<tr>
<td></td>
<td>Dale Chihuly Louise Nevelson Henri Moore Christo George Segal Rodin</td>
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<tr>
<td></td>
<td>Mercer Mayer, Ollie Johnston, Frank Lloyd Wright Tokan Shugetsu Utagawa Hiroshige Sim Sajong</td>
</tr>
<tr>
<td>Course Title: Visual Arts_Comprehensive II</td>
<td>Georgia Standards of Excellence</td>
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<tr>
<td>Columbia County School District</td>
<td>High School Curriculum Map</td>
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</tbody>
</table>

| District Abbreviation: ART 293-294 | | |

| Art Talk - Unit 1 | Art Talk - Unit 2, Chapter 4 | Visual Experience - Unit 2, chapter 4 | YouTube videos | Visual Experience - Unit 2, Chapter 5 | Art Talk - Unit 2, Chapter 5 | TV videos | Visual Experience - Unit 2, Chapter 6 | Art Talk - Unit 2, Chapter 5 | Art Talk - Unit 2, Chapter 6 | TV videos | Visual Experience - Unit 2, Chapter 7 | Art Talk - Unit 2, Chapter 5 | Art Talk - Unit 2, Chapter 6 | TV videos | Claes Oldenburg | YouTube videos | Michelangelo, Raphael, Leonardo daVinci, Dontaello Donald Jackson | You tube videos | Visual Experience - Unit 4, Chapter 13 | Visual Experience - Chapter 15 | Visual Experience - Unit 3 Chapter 12 | Art Talk - Unit 4 |

| purpose of art application activity 1 | Art criticism focus on line (suggestion Keith Haring) | Visual criticism focus | Art criticism focus | Visual criticism focus | Art criticism focus | Art criticism focus | Art criticism focus | Art criticism focus | Art criticism focus | Art criticism focus | Art criticism focus | Art criticism focus | Art criticism focus | Art criticism focus | Art criticism focus | Visual Experience - Unit 3, Chapter 9 | Art criticism focus | Visual Experience - Unit 4, Chapter 13 | Visual Experience - Chapter 15 | Visual Experience - Unit 3 Chapter 12 | Art Talk - Unit 4 |